

4) USING REFLECTIVE PRACTICE ACTIVITIES

(With thanks to SWCETT)

Relevant for the following LLUK Domains:

- Domain A Professional values and practice
- Domain B Learning and teaching

Short description:

Use ready-made activities from the Reflective Practice wiki and evaluate

<http://reflectivepractice-cpd.wikispaces.com/>

Aims and objectives:

- To use simple techniques to develop self-reflection
- To share those reflections with others
- To build understanding of the nature of reflection and its benefits for teachers

Detailed Description:

- **The preparation**

Pre-select tasks / activities from Reflective Practice and / or allow participants to visit and select.

- **The session**

See following task sheets or instructions on downloaded activities

Assessment:

Learning about learning, reflection, reflective practice, ICT and digital literacy can all be assessed through this activity.

Hints and tips:

- Students could work in pairs or small groups
- This activity can be used in a range of different teaching areas
- Ensure ready downloaded and printed out activities are available in case of technical problems

Resources

Support materials- download from Reflective Practice or Teacher Educator websites

Suggested Learning Activities from the online resource

PICTURING YOUR REFLECTIONS

Purpose:

- To develop the capacity to reflect on events / actions / activities or teaching situations.

Learning outcomes:

By the end of this activity, participants will be able to:

- Use simple techniques to develop self-reflection
- Share those reflections with others

Resources needed:

- Images / prompts to stimulate reflection
- Drawing / paper / digital camera / camcorder / online tools for visual representation of reflections **(as available and if confident users present)**

Activity:

Part 1 – individual work

- Participants are asked to reflect on one key aspect of their teaching (e.g. the location they teach in; their organisation; their best teaching resource; their favourite student; their least favourite group of students; their own vision of teaching)
- Participants create / find their own image of what they have reflected on which they believe represents that reflection visually.

Part 2 – Plenary

- Share results across the group
- Discuss what it was like to reflect in this way, and how it worked (or not) for them.
- Consider the learning which emerged.
- Discuss how their own learners would react to this activity.

Learning Activity

REFLECTING ON ... USING TWITTER FOR REFLECTION

Preparation – ensure both teachers and students have the technology available to set up and use a twitter account.

Purpose:

- To reflect on practice using Twitter.

Learning outcomes:

By the end of this activity, participants will be able to:

- Develop their capacity to reflect on their own teaching or the teaching of others
- Record those reflections and share them with others
- Identify strengths in their teaching and areas for development
- Act on the learning gained from this reflection

Resources needed:

- Twitter account / s
- Simple guidance on how to use Twitter

Activity:

Part 1 – Individual work

This activity may need to take place over a series of sessions

Ensure all protocols relating to online behaviour / language are clear to all participants

- Ensure enough Twitter accounts are created for a group of people to use, and that all are following each other.
- Tweet about an incident from your teaching, or a teaching topic
- Respond to replies / tweets from others
- Use the Reflective Practice generic questions to guide your reflection

Part 2 – Plenary

- Discuss the results (use an archiving tool with support from your tutor) which were produced
- Discuss what difference the online element made to the reflection, and in particular the small amount of words available.

Learning Activity
(with thanks to the Skills for Life Improvement Programme)

REFLECTING ON ... SMART TARGETS

Purpose:

- To develop participants capacity to support their learners in producing SMART targets..

Learning outcomes:

By the end of this activity, participants will be able to:

- develop effective SMART learning targets
- model the process of creating SMART targets with their students
- consider the degree to which effective reflection supports the generation of SMART targets

Resources needed:

- **SMART targets cards** – one set complete on one sheet of paper and one set cut up into separate cards.
- **SMART targets resource (including above)**

Activity:

Part 1 – whole group

- Create a checklist of success criteria for effective targets using the acronym SMART.
- Write the criteria on a flip chart, using the lead-in phrase ‘You will know if your targets are SMART if...’ an example is provided with the card activity:

Part 2 – pair or small group

Distribute sets of coloured cards (**see resource**) to pairs or small groups.

Participants then:

- Sort out the cards with text. Set aside the blank cards for later.
- Lay out the header cards in the order, left to right: orange, yellow, blue, green
- Use the cards with text to construct targets 1–5 and then complete targets 6 and 7 appropriately.

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- Use the success criteria checklist to assess if all the example targets meet the 'standard'. (Targets 3 and 4 are not time-bound.)
- Consider your own learners and use blank cards 8 and 9 to create two relevant and effective targets for them.
- Share these new targets with peers and use the success criteria checklist to assess whether they are SMART.

Some discussion and learning points to consider

- How much do you feel generating SMART targets is part of reflective practice?
- How helpful is reflection when translating targets into action? Learners need help to create activity plans which they can then implement and monitor.
- What if learners have personal and social goals that relate to confidence? These are 'soft targets' and should be recorded in the same way.

Creating SMART learning targets

You will know if your targets are SMART if you answer 'yes' to these questions:

SMART CHECKLIST

		Yes	No
Specific	Do your targets say exactly what it is you need to do?		
Measurable	Can you show proof that you have achieved your targets?		
Achievable	Are your targets realistic? Can they be achieved in the time you have been given? Do they also present you with a challenge?		
Realistic	Are your targets things that you can really do something about?		
Time-bound	Have you decided dates for achieving your targets?		

CARD SORT

Where I want to get to	What I will be able to do	Details of the task	Where I'll apply or use my learning
1. I will follow instructions more accurately	I will be able to follow instructions to change a tyre	using single-step instructions and diagrams to help	in the workshop next week.
2. I will improve my employability skills and create a good CV	I will be able to proofread by careful reading, highlighting errors and correcting	at least $\frac{3}{4}$ of the spelling errors	In my CV before my next job application.
3. I will gain a health and safety at work certificate	I will be able to describe which safety signs are appropriate to use in a range of hazardous situations	from the four main sign categories: prohibition, warning, mandatory, safe way to go	first, in the training workshop and then at my work experience.

4. I will be able to understand graphs and charts	I will be able to pick out and interpret information about childcare-related statistics	from bar charts and line graphs	for my course assignment
5. I will find a way to check my answers when using a calculator	I will be able to approximate answers by rounding, and then calculate with the rounded numbers without using a calculator	I will be able to: <ul style="list-style-type: none"> • approximate decimals by rounding to a whole number • calculate with them as required • compare my answer with the answer I got using a calculator 	by the end of term in the workshop
6. I will improve my spelling	I will be able to spell accurately, without help	the names of five items of equipment	
7. I will be able to convert between measuring systems	I will be able to convert ounces and pounds (imperial) to grams and kilograms (metric)		
8.			
9.			

**THE ‘WHAT, WHERE, WHEN and HOW’ CHECKLIST
FOR USING ONLINE RESOURCES**

When you are browsing or searching these resources, you will start to consider how you may be able to use, adapt or contextualise them. This checklist helps you to think that through in a structured way so that you can make an informed practical decision, and think through a range of ways you can make best use of the resources. ***You can use the full checklist or just the sections which are most helpful for you.***

WHAT is it?	
Resource Name	
Your own brief description of the resource selected	
Which aspects of the resource do you think are potentially useable?	
Have you made sure you will find it again?	Yes or No
Bookmarked / Tagged / Saved	
What format is the resource available in?	Tick as many as you wish
Web Page	
Video	
Document / s	
Online activity	
Download	
WHERE can you make use of it?	Tick as many as you wish
On an Initial Teacher Education course - PTLLS, CTLLS, DTLLS, Cert Ed, PGCE, Advanced Diploma etc.	
For CPD activity	
In any other programme / activity related to Teaching & Learning	
As part of other staff or professional development	
Notes / Other places you could make use of it	
WHEN could you make use of it?	Tick as many as you wish
For face to face learning	
Within an online or blended learning programme	
To support one to one learning	
To support group learning	
In more than one course or learning activity	

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Across a range of sessions			
In one session			
With new teachers			
With experienced teachers			
With all teachers			
With other professionals			
Notes			
HOW could I use it?	Tick as many as you wish		
Which key topics, themes or cross curricular areas could it address? (The resources are already in categories, so this should help)			
Does it support embedding or development of:			
- Equality and Diversity?			
- Language and Literacy?			
- Numeracy?			
- ICT?			
- Sustainable Development?			
What facilities are needed to use it?			
What equipment / technical support is needed to use it?			
How would you rate the resources overall?			
1 – Very Good	2 – Good	3 – Average	4 - Poor
Comments			

Example 1 – Generic resources which can be widely used

WHAT is it?	
Resource Name 'Developing the expert learner' video and 'introducing the expert learner' activity	
Your own brief description of the resource selected A two part video (5 minutes) of groups of staff and students discussing what an 'expert learner' is, and an activity to raise awareness of this particular concept.	
Which aspects of the resource do you think are potentially useable? <i>All aspects</i> – combines good focussed video with many discussion points and well structured and documented learning activity to be used with it. Readily useable as it is. <i>Can be contextualised into almost any subject.</i> The idea of the 'expert learner' can be related to most subjects by asking practitioners to consider these questions: <ul style="list-style-type: none"> • what are the characteristics of an 'expert' plumber / nurse / technician? • how does that compare to an 'expert learner', as presented in the resource? • how do you help your own learners become 'expert learners' in your subject? 	
Have you made sure you will find it again?	Yes or No
Bookmarked / Tagged / Saved	Yes
What format is the resource available in?	Tick as many as you wish
Web Page	✓
Video	✓
Document / s	✓
Online activity	
Download	✓
WHERE can you make use of it?	Tick as many as you wish
On an Initial Teacher Education course - PTLLS, CTLLS, DTLLS, Cert Ed, PGCE, Advanced Diploma etc.	✓
For CPD activity	✓
In any other programme / activity related to Teaching & Learning	✓
As part of other staff or professional development	✓
Notes / Other places you could make use of it This could also be used in any context where teaching and / or learning was the theme	