



Developing Environmental Law Champions

Strengthening the Capacity For Environmental and Climate Change Laws
in Asia and the Pacific



Session 4: Reflective Practice in Teaching and Learning

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Kathmandu, Nepal
23-26 November 2018





Being a
Reflective
Practitioner

Teaching
Reflective
Practice



Learning Outcomes

Session Topic :

- Understand the need and rationale for reflective practice in teaching
- Understand the benefits of teaching reflective practice to your students

Teaching Methodology:

- Develop skills of reflection to interrogate your own teaching practice
- Understand how you can incorporate reflective learning activities in your courses for the benefit of students



What do we mean by reflection?

- Turning our experience into learning
 - ‘...those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations’ (Boud, D., Keogh, R. & Walker, D. (eds.) Reflection: Turning Experience into Learning, New York: Nichols, 18-40, 1985)
- Can be informal or structured
- Can be focused on a range of experiences and activities



Models of Reflection

Reflection in anticipation

What do we bring to the experience? What are our expectations or goals? What are our assumptions?



Reflection after events

How did the activity play out? What were our feelings or emotions? What decisions were made and why?



Reflection in the midst of action

What have we noticed about an activity as it is unfolding? What decisions are being made? What assumptions underpin these?



Adapted from Schön, D. A., 'The Reflective Practitioner: How Professionals Think in Action'. New York: Basic Books, 1983.



Reflective Teaching Practice

- Collecting information about our teaching, analyzing and evaluating it
 - You may already do this without realizing!
- Various methods of gathering data
 - Peer observation / review of teaching
 - Recording and playback of class teaching
 - Student evaluation and feedback



STEPHEN BROOKFIELD
 IN GUELPH TEACHING & LEARNING INNOVATIONS CONFERENCE 2012

BECOMING A CRITICALLY REFLECTIVE TEACHER

PERMANENT PRESENCE
POWER
 DYNAMIC

LANGUAGE IS VERY IMPORTANT
 REFLECTIVE SILENCE
 WHAT ABOUT FULLY ONLINE?
 VERY SIMILAR TO FACE TO FACE
 MODELING STILL IMPORTANT

NOT ARBITRARY HOOPS
 END IN Q?
 DEVILS ADVOCATE
 TEAM TERTCH
 ASSUMPTIONS ELIMINATED
 BUILD TRUST
 MODEL RISK-TAKING

SEQUENCE CURRICULUM
 ALIGN ASSESSMENT

CHECK ASSUMPTIONS
 THEN CAUSAL
 PRESCRIPTIVE
 PARADIGMATIC

HEGEMONY IS EMBRACING OPPRESSION

JOURNALS & GROUPS } NOT INHERENTLY BETTER

HEALTHY PERSPECTIVES
 UP
 DOWN

CHALK TALK
 SPEECHLESS DISCUSSION
 STUDENTS' EYES
 MOST ENGAGED
 MOST DISTANCED
 COLLEAGUES PERCEPTIONS
 CRITICAL INCIDENT QUESTIONNAIRE
 VOLUNTEER SUMMARIZER
 LGGRR RRRRRR

THEORY / RESEARCH
 PROFESSIONAL DEVELOPMENT
 AUTOBIOGRAPHY AS A LEARNER
 IMPOSTER
 LOST INNOCENCE
 RISKS

BE LIKE A CAT BURGLAR
 STEAL THESE
 www.stephenbrookfield.com

INFORMED ACTIONS
 BROADEN REPERTOIRE
 TEACHERS

BRIDGE
 NEGOTIATION
 FEEDBACK
 INFLUENCE WAYS OF TEACHING
 STUDENTS
 NOT CAPITULATION
 STUDENT CENTRED

Teaching Reflective Practice

- Many benefits...
 - Consolidate learning, including identifying gaps
 - Develops problem-solving skills
 - Encourages deeper learning
 - Assist in preparation for the profession by developing critical self-evaluation
- ...but reflective skills can be difficult for students to master
 - Need to embed opportunities throughout the curriculum



Teaching Reflective Practice

- Two key factors:
 - ‘an event or situation beyond the individual’s typical experience’ in order to stimulate a reflection; and
 - ‘the individual’s readiness and willingness to engage in reflective process’

Rogers, R.R. 2001. Reflection in higher education: a concept analysis.
Innovative Higher Education, 26:1, 37-57.



Teaching Reflective Practice

- Students must have:
 - Clarity of expectations
 - Structure
 - Guidance, coaching and exemplars
 - Feedback

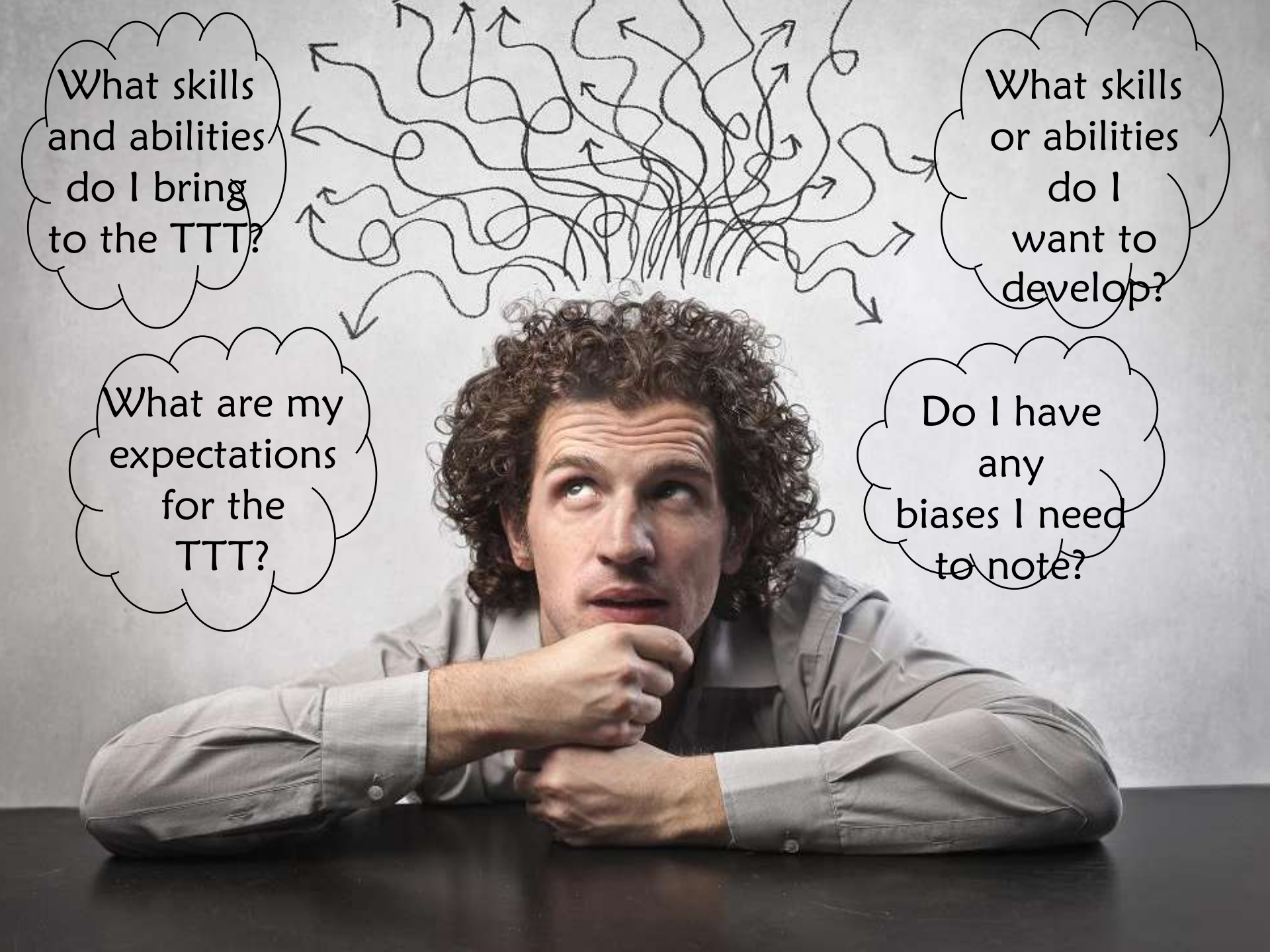
Rogers, R.R. 2001. Reflection in higher education: a concept analysis.
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Assessing Reflective Practice

- Assessing reflective practice can increase student willingness to engage in reflective activities
- There is no consensus on how assessment should be conducted
 - Criterion-based assessment framework is necessary
- The most common form of assessing reflection is the reflective journal
 - You have been given a reflective journal to record your observations for the TTT Course – not assessable!!





What skills and abilities do I bring to the TTT?

What skills or abilities do I want to develop?

What are my expectations for the TTT?

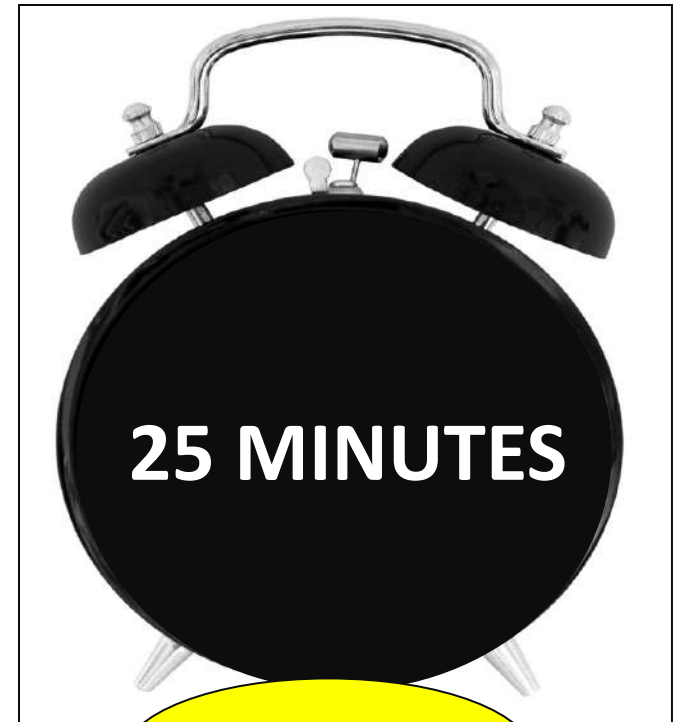
Do I have any biases I need to note?

YOUR TIME



thinking

write up



discussion



