

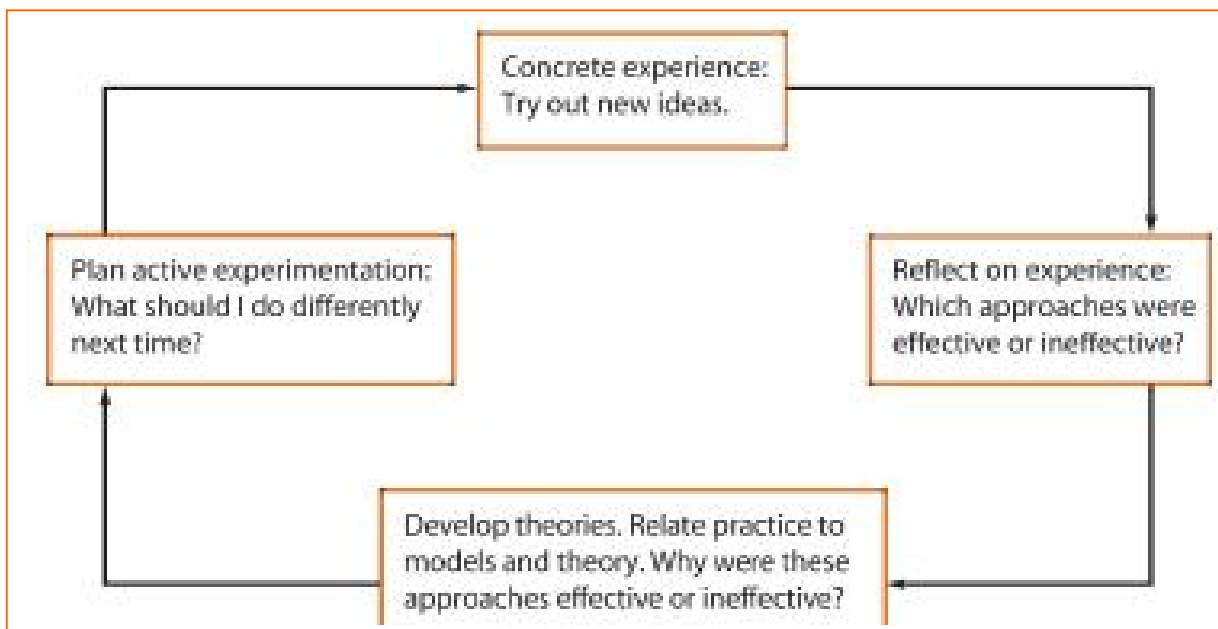
Reflection

Introduction

Reflection is a process that applies to any learning activity, so it's something you can bear in mind for your learners as well as for yourself.

'Reflection' is an essential part of the learning cycle (see diagram below), but it is an activity that frequently gets overlooked. It will make a significant difference to your teaching if you set aside time regularly to reflect on how you teach.

If you involve your colleagues in this, and give feedback to each other, the experience will be even richer.



*This diagram is based on Kolb D A, *Experiential Learning – experience as the source of knowledge and development*, 1984, Prentice Hall.

When you have finished this task, you will have:

- used a self-assessment checklist to identify areas in which you would most like to improve;
- created your own self-assessment and peer assessment checklist by choosing items from the master list;
- used it as a tool for reflecting on a session;
- invited feedback from colleagues.

Activity: Self-assessment and peer assessment

1. Bearing in mind the way you generally teach, assess yourself on each item in the checklist on the following page. If you prefer, think of a particular session, and assess your teaching on that occasion.

If you can persuade colleagues to observe one of your sessions, ask them to assess you on the same checklist.

2. Now select up to four areas in which you would like to improve and construct your own assessment checklist. When you are planning your next session, check that you include ways of putting into practice the items on your checklist.

3. If you can enlist the help of an observer again, do so.

4. Revisit the master checklist periodically, and select different items to focus on in future sessions.

5. Make self-assessment and peer assessment part of your Continuing Professional Development.

Self-assessment and peer assessment checklist			
In my sessions, do I:	Yes	Partly	No
Have a clear aim and learning objectives?			
Plan individualised learning objectives (that is, all learners will... most should... some will...)?			
Introduce the learning session clearly by sharing session aims and learning objectives with the learners and explaining what's going to happen?			
Make links to previous knowledge or learning sessions?			
Find out what learners already know about the topic and seek learner contributions?			
Require learners to reason, and to apply and develop the learning objectives previously outlined?			
Use a range of different methods and activities to engage all learners?			
Get learners working interactively in different ways e.g. small group, pairs, 1:1?			
Change the pace of learning to maintain learners' interest?			
Make sure that all learners work to their full potential?			
Include repetition and reinforcement where needed?			
Include extensions to activities to respond to learners who would benefit from extra challenges?			

Self-assessment and peer assessment checklist (contd)			
In my sessions, do I:	Yes	Partly	No
Invite questions and discussion?			
Check what has been learned?			
Manage the group work effectively?			
Get the room layout right?			
Prepare the room before learners come in?			
Involve learners in the feedback and summary?			
Involve learners in summarising the key learning points?			
Use various methods of assessment and summary?			
Use praise, acceptance and positive body language to encourage participation?			
One thing that was effective about the session:			
One thing that could be improved:			

Self-assessment checklist for my next session

What I intend to do

How I intend to do it

Did I succeed? Yes Partly No

What could I have done differently?

What I intend to do

How I intend to do it

Did I succeed? Yes Partly No

What could I have done differently?

What I intend to do

How I intend to do it

Did I succeed? Yes Partly No

What could I have done differently?

What I intend to do

How I intend to do it

Did I succeed? Yes Partly No

What could I have done differently?

What I most liked about what I did in the session: