**TEACHING & LEARNING STRATEGIES AND REFLECTIVE PRACTICES**

**Study Guide**

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**Capsule Statement / Course Description**

In present era there has been a growing pressure on teachers to ‘prove’, ‘show’ and ‘certify’ that their students understand what they are teaching. Teachers are expected to use warm-up activities, promote activity based teaching and collaborative learning among students. Moreover, teachers are expected to reflect on their practices to change the weaknesses into strengths. Similarly, there has been a growing concern to promote creativity and productivity among students. It seems there is major shift from teaching to reflective teaching and performance based teaching. Teachers are expected to prepare learners for instructions by using various learning strategies. The major purpose of the course is to prepare student teachers to select suitable, sound and effective teaching strategies in the classroom. Various aspects of effective teaching methods are discussed in the course to enable the prospective teachers to make the teaching more successful. This course also highlighted various students centered and teachers centered teaching methods. The course also shed light on techniques and strategies of reflective practices. Hopefully, this course will help out prospective teachers to adopt suitable teaching method and reflect on their teaching practices.

**Course Goals/ Outcomes**

After studying this course, the student will be able to:

1. Explain the concept of teaching, teaching process and learning strategies.
2. Understand relationship among different elements of teaching.
3. Enhance their observation skills during teaching learning process.
4. Understand the role of teacher in teaching learning process.
5. Select suitable teaching-learning strategies during practical classroom settings.
6. Select appropriate teaching strategy according to the nature of the subject matter
7. Develop appropriate lesson plans according to the nature of the subject matter
8. Reflect on their own practices to identify strengths and weaknesses of their teaching method.
9. Improve their teaching in the light of student’s feedback and self-reflections.
10. Apply various student centered and teacher centered teaching strategies.

**COURSE OUTLINE**

**Unit 01**: **Teaching Process**

1.1 Concept of teaching method, approaches and strategies

1.2 Process of teaching

1.3 Variables of teaching

1.4 Functional aspects of teaching

1.5 Main features/characteristics of teaching

1.6 Operations in teaching

1.7 Determining behavioral objectives of teaching learning Process

**Unit 02: Roles of Teachers**

2.1 Teacher as a facilitator

2.2 Teacher as a guide/counselor

2.3 Teacher as a leader

2.4 Teacher as a mentor

2.5 Teacher as student

2.6 Teacher as learner

**Unit 03: Approaches to Teaching**

3.1 Teacher centered Approaches

3.1.1 Lecture Method

3.1.2 Demonstration Method

3.1.3 Lecture-cum- demonstration

3.1.4 Discussion Method

3.2 Child centered approaches

3.2.2 Problem solving strategy/Inquiry

3.2.3 Use of ICTs/Computer Assisted Instructions

3.2.4 Project Method

3.4 Team Teaching

3.5 Story Telling

3.6 Role Play

3.5 Micro Teaching

3.6 Cooperative learning

**Unit 04**: **Managing Teaching**

4.1 Identifying the learners’ needs and characteristics

4.2 Approaches to lesson planning

4.3 Need for lesson planning

4.4 Types of lesson planning

4.5 Daily, Weekly and Yearly Plans

4.6 How Scheme of Studies be formulated weekly

**Unit 05: Instructional Technologies**

5.1 Definitions, concept and nature of teaching aids

5.2 Instructional technology and its importance

5.3 Selection and use of appropriate teaching aids

5.4Types/kinds of educational technology

5.4.1 Electronic (Radio, TV, Projectors and Computers)

5.4.2 Non electronic (Boards, Charts, Models, Posters, etc.)

5.4.3 Print (Books, Journals, Newspapers and Magazines etc.)

5.4.4 Social media (Facebook, Tweeter etc.)

**Unit 06**: **Classroom Management**

* 1. Concept of Classroom management
  2. Positive class-room environment
  3. Classroom seating arrangement
  4. Classroom Climate
  5. Classroom decoration

**Unit 07: Reflective Practice**

7.1 Meaning and nature of Reflective Practices

7.2 Process of Reflection

7.3 Major techniques and strategies:

7.3.1 Critical incident analysis

7.3.2 Reflective learning Journals

7.3.3 Peer coaching

7.3.3 Action research

7.3.5 Portfolios as a source of reflection

7.4 Skills for reflection

7.5 Systematic reflection throughout the teaching-learning process

**Unit 8 Models of Reflective Practices:**

8.1 Schon’s Model

8.2 Gibbs’s Model

8.3 Kolb’s Model

8.3Johns Ten “Cs” model

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| **Unit 01**: **Teaching Process**  1.1 Concept of teaching method, approaches and strategies  1.2 Teaching as a process  1.3 Variables of teaching  1.4 Main features/characteristics of teaching  1.6 Operations in teaching  1.7 Determining behavioral objectives of teaching learning Process |

**Introduction:**

Teaching is a complex and multidimensional process that requires deep knowledge and understanding in a wide range of areas and the ability to synthesize, integrate, and apply this knowledge in different situations, under varying conditions, and with a wide diversity of groups and individuals. In quality teaching, this knowledge is applied in ways that provide equitable access and opportunities that build upon and extend what learners already know in facilitating the ability to acquire, construct, and create new knowledge.

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| **Reading:**  <http://www.ccte.org/wp-content/pdfs-conferences/ccte-conf-2012-fall-hollins-quality-teaching.pdf> |

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| **Unit Objectives:**  After studying this unit, the student will be able to:   * To familiar with the basic concept, principles and characteristics of teaching and teachers. * To distinguish between the personal and professional characteristics of an effective teacher. * To explore ways to become an effective teacher. |

**1.1 Concept of teaching method, approaches and strategies**

General models and families of teaching methods are guides for designing educational activities, environments and experiences. They help to specify methods of teaching and patterns for these methods. Instructional strategies, or teaching methods, depend on a number of factors such as the developmental level of students, goals, intent and objectives of the teacher, content, and environment including time, physical setting and resources. Imagine a course that challenges teachers to meet a number of objectives. A single method cannot meet all of our goals nor can a single method accommodate all learning styles at once. For example, demonstrations or projects are effective for meeting some goals but ineffective for meeting others. So we need a toolbox of methods, not merely a single tool. In the most general terms, there are four or five different models of instructional strategies or teaching methods. Having spent years in schools, you will recognize each and probably have strong preferences for one or two models.

* Didactic- Direct teaching; Verbal and typically in the form of a lecture or presentation.
* Modeling- Direct teaching; Visual and typically in the form of demonstration and practice.
* Managerial- Indirect or Interactive teaching; Facilitation, individualization and group management.
* Dialogic- Indirect Interactive teaching; Socratic Technique of dialogue, questions and thought provocations.

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| Reading:  <http://www.vtaide.com/gleanings/teaching.htm> |

**1.2 Teaching as a Process**

Teaching is fundamentally a process, including planning, implementation, evaluation and revision. Planning and teaching a class are familiar ideas to most instructors. More overlooked are the steps of evaluation and revision. Without classroom assessments or some other means of receiving feedback on a regular basis, it is surprisingly easy to misunderstand whether a particular teaching method or strategy has been effective. A teacher can create an environment of mutual trust and respect by relying on students for feedback -- students can be a valuable resource for verifying whether the class pedagogy is (or isn't) working. Self-examination with feedback from your students and the instructor are key to improving your teaching.

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| Reading:  <https://cndls.georgetown.edu/atprogram/twl/teaching-as-process/> |

**1.3 Variables of teaching**

Multiple Variables within the Teaching and Learning Process Effective teaching is adaptive teaching and is at the center of effective implementation of RTI. It is changing and adapting a lesson and a unit in ways that make them fit the students. No two lessons or units will be the same as teachers use their knowledge, skills, and expertise to adapt and enhance lessons based upon what their students do and say. Therefore, it is important for teachers to think about and analyze student knowledge, interests, and needs; reflect on their own content knowledge and pedagogy; and make decisions about the multiple variables within teaching and learning so that each student learns the curriculum. These variables include:

* instructional arrangements (e.g., whole class to individual);
* instructional delivery methods (e.g., inquiry, direct instruction, etc.);
* resources and materials;
* student engagement techniques;
* technology; and supplemental interventions

Teachers continuously use an instructional planning and decisionmaking process (a.k.a., action research, problem-solving) to make these important instructional decisions to meet the needs of their students. Through this process, teachers, sometimes in collaboration with other professionals (e.g., reading coach, interventionist, grade level team members, special education teacher, etc.), plan, teach, and assess student learning daily by incorporating multiple OPTIONS in their lessons to assure all variables and key components.

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| **Reading:**  <https://www.oecd.org/berlin/43541655.pdf> |

**1.4 Characteristic of teaching**

According to UNESCO (2004) and Scheerens (2004), the main characteristics of good teaching relate to a number of broad categories:

* Relevance: of the teaching content, in particular alignment with the curriculum.
* Sufficient learning time: this refers to the time devoted to actual teaching, as opposed to the official hours set in the curriculum.
* Structured teaching, in which learners’ engagement is stimulated, their understanding monitored, and feedback and reinforcement regularly provided.
* A conducive classroom environment with, in particular, a task-oriented climate, mutual respect between the students and teacher and among students themselves, orderliness, and safety.
* Teachers with appropriate subject matter mastery, verbal intelligence, a broad teaching repertoire, and motivation to achieve.
* What research also underlines though is that adaptability to context matters as different countries and students may need different teaching contents (both in terms of subject matter knowledge and of medium of instruction) and different levels of structure tailored to students’ profile. It is therefore important to critically assess the relevance of both current and planned objectives (in terms of the content, structure, and context of teaching and learning) to the national situation**.**

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| **Reading:**  <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/common-characteristics-of-good-teaching/> |

**1.5 Operations/practices in teaching**

Teaching practices are the specific actions and discourse that take place within a lesson and that physically enact the approach and strategy. Taking a cue from Alexander (2001), teaching practices comprise: teacher spoken discourse (including instruction, explanation, metaphor, questioning, responding, elaboration and management talk); visual representation (using a chalkboard, writing, diagrams, pictures, textbook, learning aids such as stones, experiments, drama) to understand or construct the new knowledge being presented or indicated to the learners; the act of setting or providing tasks for learners to cognitively engage with new content or develop physical skills, such as experimentation, reading, writing, drawing, mapping, rehearsing, problem solving, practising; a variety of social interactions, in which language is central between learners or learners and teacher such as pairs, groups, individually or whole-class; teachers’ monitoring, use of feedback, intervention, remediation and formative and summative assessment of the students or assessment by the students themselves. ‘Effective pedagogy’ As with the term ‘pedagogy’, the term ‘effective’ is contested.

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| Reading:  <http://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/Pedagogy%202013%20Westbrook%20report.pdf?ver=2014-04-24-121331-867> |

**1.6 Determining behavioral objectives of teaching learning Process**

**Importance of Goals and Objectives:**

Clearly defined goals and objectives form the foundation for selecting appropriate content, learning activities, and assessment measures. If objectives of the course are not clearly understood by both instructor and students, if your learning activities do not relate to the objectives and the content that you think is important, then your methods of assessment, which are supposed to indicate to both learner and instructor how effective the learning and teaching process has been, will be at best misleading, and, at worst, irrelevant, unfair, or useless.

* Step 1 - Establish a Course Goal Stated simply, a course goal is a global statement about the projected outcomes of the course. Generally, a course goal is a broad statement that will include many subordinate skills.
* Step 2 - Arrange Content in Topical Units The course goals listed above do not detail actual student performances or how they will be measured. Thus, your next step is to break down the goals and determine specific learning objectives that students will be able to achieve. However, before writing specific objectives it is often helpful to break the course content down into smaller “topical” units. In a course called “Relational Databases,” the course goal would be: The student will be able to design, develop, and evaluate a database application to facilitate worker performance on the job By breaking the course down into units and associating a time frame with the units, it becomes obvious which units are going to require the most instructional emphasis, and which will require the most testing.
* Step 3 - Define Learning Outcomes The next step is to define learning outcomes for each of the units, which requires writing subordinate goals for each of the units.
* Step 4 - Write Learning Objectives The next step is to write learning objectives for each of these subordinate topics A learning objective answers the question: “What is it that your students should be able to do at the end of the hour that they could not do before?” A learning objective makes clear the intended learning outcome or product of instruction, rather than what form the instruction will take. Learning objectives focus on student performance. Action verbs that are specific, such as list, describe, report, compare, demonstrate, and analyze, should be used to describe the behaviors students will be expected to perform.

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| Reading:  <http://liberalstudies.fsu.edu/documents/Chp2ODLLearningOutcomes.pdf> |

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| **Unit Exercise:**   1. Explain the basic concept and principles of teaching and teachers. 2. Enlist the personal and professional characteristics of an effective teacher. 3. Explain teaching and learning process with examples. Also discuss which variables are effecting teaching and learning process. 4. Discuss the importance of determining behavioral objectives in teaching and learning process |

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| **Unit 02: Roles of Teachers**  2.1 teacher as a planner  2.2 Teacher as a facilitator  2.3 Teacher as a guide/counselor  2.4 Teacher as a leader  2.5 Teacher as a mentor  2.7 Teacher as learner |

**Introduction:**

Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways and the following roles are a sampling of the many ways teachers can contribute to their schools' success. Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

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| **Unit objectives:**  After studying this unit, the student will be able to:   1. understand the major roles of a professional teacher 2. describe various responsibilities of a teacher 3. demonstrate different roles of a teacher. |

**2.1 Teacher as a planner:**

Your first and most important job is to plan and prepare the environment for learning. Because young children learn through play, it is essential that you provide the materials and equipment necessary for meaningful play activities that support the development of multiple intelligences. The classroom and the outdoor area must be set up with care so that the children will find interesting, stimulating, meaningful, and challenging things to do in an atmosphere that is orderly, safe, and has a sense of purpose. Young children also learn best when they feel emotionally safe and supported. When planning your classroom, always keep in mind the children’s ethnicities, cultures, languages, and differing abilities. Make sure that your environment, including your books, music, posters, pictures, dolls, dramatic play props, cooking activities, and the overall tone of your interactions, reflects a respect and concern for each child as a unique individual and as a member of a family and a community. In such a carefully planned learning environment, children will learn that school is a happy, safe, and interesting place in which they can explore, discover, and learn about themselves and the world around them. With this belief system in place they are prepared to move forward into the more structured world of “school” with eager anticipation and ready for success.

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| Reading:  <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx> |

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| **Unit Exercise**   1. Explain the major roles of a professional teacher 2. Describe various responsibilities of a teacher 3. How teacher can demonstrate different roles of a teacher? Discuss |

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| **Unit 03: Approaches to Teaching**  3.1 Teacher centered Approaches  3.1.1 Lecture Method  3.1.2 Demonstration Method  3.1.3 Discussion Method  3.2 Child centered approaches  3.2.1 Problem solving strategy/Inquiry  3.2.2 Use of ICTs/Computer Assisted Instructions  3.2.3 Project Method  3.3 Team Teaching  3.4 Story Telling  3.5 Role Play  3.6 Micro Teaching  3.7 Cooperative learning |

**Introduction:**

A method is a well-defined pattern of procedures within which a variety of the techniques and devices may appear as circumstances may require.

* a way of doing something, especially a systematic way; implies an orderly logical arrangement (usually in steps)
* **Teaching methods** can best be defined as the types of principles and methods used for instruction.
* Ways of presenting instructional materials or conducting instructional activities.
* Teaching methods are best articulated by answering the questions, "What is the purpose of education?" and "What are the best ways of achieving these purposes?"
* There are many types of teaching methods, depending on what information or skill the teacher is trying to convey.
* When a teacher is deciding on their method, they need to be flexible and willing to adjust their style according to their students.
* Student success in the classroom is largely based on effective teaching methods
* The word method is often used very loosely. It has been supposed to involve a body of fixed and stereo-typed modes of procedures each applicable to its appropriate subject as a kind of ritual to be observed by all teachers and in all circumstances.
* A method is not merely a device adopted for communicating certain items of information to students'. but a method must link up the teacher and his pupils into an organic relationship with constant mutual interaction.

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| **Unit Objectives:**  After studying this unit, the student will be able to:   1. understand the basic concept of methods and techniques of teaching. 2. distinguish between different methods of teaching (lecture method, classroom method, discussion methods, demonstration method, inquiry, problem solving, discovery method, assignment and project method) 3. apply the different methods and techniques of teaching. |

**3.1 Student Centered vs teacher centered methods**

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| **Teacher-Centered** | **Learner-Centered** |
| Focus is on instructor | Focus is on both students and instructor |
| Focus is on language forms and structures (what the instructor knows about the language) | Focus is on language use in typical situations (how students will use the language) |
| Instructor talks; students listen | Instructor models; students interact with instructor and one another |
| Students work alone | Students work in pairs, in groups, or alone depending on the purpose of the activity |
| Instructor monitors and corrects every student utterance | Students talk without constant instructor monitoring; instructor provides feedback/correction when questions arise |
| Instructor answers students’ questions about language | Students answer each other’s questions, using instructor as an information resource |
| Instructor chooses topics | Students have some choice of topics |
| Instructor evaluates student learning | Students evaluate their own learning; instructor also evaluates |
| Classroom is quiet | Classroom is often noisy and busy |

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| Reading:   * <http://www.nclrc.org/essentials/goalsmethods/learncentpop.html> * <http://www.wcedcurriculum.westerncape.gov.za/files/eLearn%20Linked%20Articles/TeacherCenteredVsLearnerCenteredParadigms.pdf> |

**3.1.1 Lecture method**

A lecture is an oral presentation of information by the instructor. It is the method of relaying factual information which includes principles, concepts, ideas and all *THEORETICAL KNOWLEDGE* about a given topic. In a lecture the instructor tells, explains, describes or relates whatever information the trainees are required to learn through listening and understanding. It is therefore teacher-centred. The instructor is very active, doing all the talking. Trainees on the other hand are very inactive, doing all the listening. Despite the popularity of lectures, the lack of active involvement of trainees limits its usefulness as a method of instruction. The lecture method of instruction is recommended for students with very little knowledge or limited background knowledge on the topic. It is also useful for presenting an organised body of new information to the learner. To be effective in promoting learning, the lecture must involve some discussions and, question and answer period to allow trainees to be involved actively.

**3.1.3. Demonstration method**

“The most effective way to teach an occupational skill is to demonstrate it... one of the two most essential teaching skills is the ability to demonstrate; the other is the ability to explain. Both are vital to the success of either an operation lesson or an information lesson”.

**Definition**

Demonstration means any planned performance of an occupation skill, scientific principle or experiment.

**Teacher preparation**

1. Rehearse your presentation in advance of the lesson.
2. Anticipate any difficult steps, possible interruptions e.t.c.
3. Obtain all materials, tools, equipment, visual and teaching aids in advance and check their useful condition.
4. Have all materials within reach and conveniently arranged.
5. Time the demonstration NOT to exceed 15 minutes.
6. Remove all extraneous materials; check lighting, visibility, student grouping, and proximity to electric, gas and water outlets.
7. Plan to use a skill or method to advantage; work from simple to complex, one step at a time.

**Presentation**

1. Make sure all students can see and hear the lesson.
2. Be enthusiastic, professional, effective but not dramatic.
3. Relax; use any mishaps or humour to YOUR advantage.
4. Observe all safety rules and procedures.
5. Keep eye-contact with the class; ask and encourage class questions.
6. Explain WHY and HOW: use the techniques of SHOW and TELL.
7. Use a medial summary to strengthen your explanation.

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| Reading:  <http://www.clt.astate.edu/dagnew/adulted/admedemo1a.pdf> |

**3.1.2 Discussion method**

Discussion involves two-way communication between participants. In the classroom situation an instructor and trainees all participate in discussion. During discussion, the instructor spends some time listening while the trainees spend sometimes talking. The discussion is, therefore, a more active learning experience for the trainees than the lecture. A discussion is the means by which people share experiences, ideas and attitudes. As it helps to foster trainees involvement in what they are learning, it may contribute to desired attitudinal changes. Discussion may be used in the classroom for the purpose of lesson development, making trainees apply what they have learnt or to monitor trainees learning by way of feedback.

**Lesson development**

In areas in which trainees already have some knowledge or experience, discussion may be used to develop the main points to be covered in a lesson. For example, in safety training many of the procedures and behaviour that should be observed can be established through discussion with trainees. Trainees can draw on their experience of working in workshops contract sites to contribute to the discussion. In discussing some issues, differences of opinion arise. The discussion can help to clarify the different points of view and may assist each trainee to define his or her own opinion. Used in this way, discussion may be more effective in motivating trainees than lectures. Trainees can see that some importance is attached to their contributions.

Whether the discussion is instructor led or takes place in groups it must be guided by the instructor. It must be focused on the objectives of the lesson: it is the instructors responsibility to see that the objectives are met. If it is not properly guided, a discussion can degenerate into a consideration of inappropriate or unimportant topics adding confusion rather than clarification to the lesson.

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| **Reading:**  <http://www.ryerson.ca/content/dam/lt/taga/resources/FacilitatingDiscussion_Resource.pdf> |

**3.2 Child centered approaches**

**3.2.1 Problem solving**

Problem solving is a basic skill needed by today’s learners. Guided by recent research in problem solving, changing professional standards, new workplace demands, and recent changes in learning theory, educators and trainers are revising curricula to include integrated learning environments which encourage learners to use higher order thinking skills, and in particular, problem solving skills. As education has come under criticism from many sectors, educators have looked for ways to reform teaching, learning, and the curriculum. Many have argued that the divorce of content from application has adversely affected our educational system (Hiebert, 1996). Learners often learn facts and rote procedures with few ties to the context and application of knowledge. Problem solving has become the means to rejoin content and application in a learning environment for basic skills as well as their application in various contexts. Today there is a strong movement in education to incorporate problem solving as a key component of the curriculum.

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| **Reading:**   * <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.200.3382&rep=rep1&type=pdf> * <http://gsl.mit.edu/media/programs/ghana-summer-2013/materials/problem_solving_grand_slam_7_steps_to_master_training_deck.pdf> |

**3.2.2 Use of ICT/Computer assisted instruction**

**Computer assisted instruction**

The following definitions are a synthesis of those offered by BangertDrowns, et al. (1985), Batey (1987), Grimes (1977), Samson et al. (1986), and Stennett (1985), and represent commonly accepted (though certainly not the only) definitions of these terms: Computer-based education (CBE) and computer-based instruction (CBI) are the broadest terms and can refer to virtually any kind of computer use in educational settings, including drill and practice, tutorials, simulations, instructional management, supplementary exercises, programming, database development, writing using word processors, and other applications. These terms may refer either to stand-alone computer learning activities or to computer activities which reinforce material introduced and taught by teachers.

Computer-assisted instruction (CAI) is a narrower term and most often refers to drill and-practice, tutorial, or simulation activities offered either by themselves or as supplements to traditional, teacher directed instruction. Computer-managed instruction (CMI) can refer either to the use of computers by school staff to organize student data and make instructional decisions or to activities in which the computer evaluates students' test performance, guides them to appropriate instructional resources, and keeps records of their progress. Computer-enriched instruction (CEI) is defined as learning activities in which computers (1) generate data at the students' request to illustrate relationships in models of social or physical reality, (2) execute programs developed by the students, or (3) provide general enrichment in relatively unstructured exercises designed to stimulate and motivate students.

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| Readings:  <http://educationnorthwest.org/sites/default/files/Computer-AssistedInstruction.pdf>  <http://www.computing.dcu.ie/~mward/mthesis/chapter2.pdf> |

**Simulation and Games**

What is a Simulation? A classroom simulation is a method of teaching/learning or evaluating learning of curricular content that is based on an actual situation. The simulation, designed to replicate a real-life situation as closely as desired, has students assume roles as they analyze data, make decisions and solve the problems inherent in the situation. As the simulation proceeds, students respond to the changes within the situation by studying the consequences of their decisions and subsequent actions and predicting future problems/solutions. During the simulation students perform tasks that enable them to learn or have their learning evaluated. A simulation includes time for reflection and processing which allows students to share their experiences, assess their learning and evaluate their assessments against the intended outcomes of the simulation. In addition to accomplishing the objectives of the simulation activity, students often become interested in the real world system on which it is based and what makes it work the way it does.

A simulation is an instructional strategy (teaching method) that can be used with appropriate learning material at any level from the primary grades through graduate studies. The complexity of a simulation should reflect the grade level and the sophistication of the material being taught or evaluated. There are published simulations available for purchase but many teachers prefer to create their own. A well-designed simulation simplifies a real-world system while heightening awareness of the complexity of that system. Students can participate in the simplified system and learn how the real system operates without spending the days, weeks, or years it would take to undergo this experience in the real world. Periodic discussions provide the opportunity for students to collect their individual experiences, discuss the general principles or ideas contained in the simulation and relate these ideas to the real-world situation. It is important for teachers who use simulations to allow time during the simulation for this discussion. It is also important to have “debriefing” discussions during and after the simulation. The debriefing, which should be as well-planned as any lesson, provides closure for the activity and should focus on the learning outcomes for the simulation.

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| **Reading:**  <http://static.clexchange.org/ftp/documents/implementation/IM1996-01EffectiveUseOfSims.pdf> |

**3.3.3 Project method**

A systemic teaching method that engages students in learning essential knowledge and skills through an extended, student influenced inquiry process structured around complex, authentic questions and carefully designed tasks and products. Whether students work individually, in pairs, or in groups, having them design something from scratch taps their creative abilities. When using the project-based learning strategy, it is almost guaranteed that the endeavor will be interdisciplinary. The teacher's role is to serve as coach, guiding students to use a variety of resources, employ a strategy that is fun and motivating, and uncover content with depth and breadth. If we examine project-based learning in the most general way, we can break it down into the following nine steps (of course, teacher-coaches should modify the steps accordingly to suit the task and the students):

* The teacher-coach sets the stage for students with real-life samples of the projects they will be doing.
* Students take on the role of project designers, possibly establishing a forum for display or competition.
* Students discuss and accumulate the background information needed for their designs.
* The teacher-coach and students negotiate the criteria for evaluating the projects.
* Students accumulate the materials necessary for the project.
* Students create their projects.
* Students prepare to present their projects.
* Students present their projects.
* Students reflect on the process and evaluate the projects based on the criteria established in Step 4.

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| Reading:  <http://www.ascd.org/publications/books/106031/chapters/The_Nine_Steps_of_Project-Based_Learning.aspx> |

**3.3 Team teaching**

Team Teaching is a common term to describe several variations of a technique to teach a course with more than one instructor. The method shifts the role of instruction from an individual to a team with a primary goal of improving the quality of teaching and learning. Team teaching is one step to constantly adjust the educational system to the changing needs of the students and abilities of the teachers. Although the term and methods have been in existence for decades, the literature on the subject is not as developed as one would expect. Several books and articles have addressed the subject and have discussed some advantages, disadvantages, and considerations when team teaching. Education experiences unique challenges as well as opportunities. One logical starting point for change is with the faculty. For instance Meyers and Ernst (1995) state engineering educators cannot ignore the real world’s shifting focus to interdisciplinary engineering, and they should adapt as well. Recently the National Academy of Sciences (2005) developed a publication “Educating the Engineer of 2020”, which mentioned many ideas of co-teaching, just in time teaching, and multi-disciplinary teaching. Industry and various academic institutions feel that it is vital to integrate engineering because most systems existing presently are developed with integrated engineering teams. Similarly, the education process is a team effort with excellent communications between faculties. Davis (1997) contends that allowing the faculty team to synchronize their efforts brings their individual strengths and resources together for the course. Team teaching usually involves discipline specific instructors teaching their area of expertise to the students. However, this requires the faculty to understand and have some fluency in the other discipline. Nevertheless, team teaching a course requires a committed, motivated faculty who are creative and willing to change.

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| **Reading**  <http://www.usma.edu/cfe/Literature/Rabb_09.pdf> |

**3.4 Story telling**

"Tell me a fact and I'll learn. Tell me the truth and I'll believe. But tell me a story and it will live in my heart forever." - Indian Proverb

Once upon a time, long ago and far away (or perhaps not so long ago), teachers did not use fancy PowerPoint presentations, overhead projectors, or even chalkboards. They simply shared their knowledge through stories. Think back over your years of sitting in classrooms. What are the moments that you most remember? For me, one of those moments was my professor in introduction to psychology spinning the tale of Rosenhan's pseudopatients, perfectly sane individuals who checked into a mental institution and proceeded to act in normal ways. It seemed like an amazing adventure - what was going to happen to these people in the mental hospital? The class was hanging on his every word. The odds are that your memorable moments, too, have to do with stories - not theories or definitions or dates, but an unfolding narrative, complete with suspense, drama, or humor, or perhaps a personal anecdote shared by a favorite teacher. Of course, a classroom narrative may be linked to a major discovery, study, or figure in psychology, but it is not always the importance of the discovery alone that allows it to stay fresh over the years. Rather, the means of presenting the information can make it exciting and unforgettable.

The power of stories has been recognized for centuries, and even today, in Hollywood and beyond, storytelling is a multi-million dollar business. Stories are a natural mode of thinking; before our formal education begins, we are already learning from Aesop's fables, fairy tales, or family history. Indeed, some researchers have even claimed that all knowledge comes in the form of stories (Schank & Abelson, 1995)! Although this strong claim has been questioned, it is generally agreed that stories are a powerful structure for organizing and transmitting information, and for creating meaning in our lives and environments.

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| Reading:  <http://tlc.utk.edu/wp-content/uploads/sites/39/2013/08/Story_in_Teaching.pdf> |

**3.5 Role play**

In role plays, participants use their own experiences to play a real life situation. When done well, role plays increase the participants self-confidence, give them the opportunity to understand or even feel empathy for other people’s viewpoints or roles, and usually end with practical answers, solutions or guidelines.

Role plays are useful for exploring and improving interviewing techniques and examining the complexities and potential conflicts of group meetings. They help participants to consolidate different lessons in one setting and are good energisers.

However, role plays can be time-consuming and their success depends on the willingness of participants to take active part. Some trainees may feel a role play is too exposing, threatening or embarrassing. This reluctance may be overcome at the outset by careful explanation of the objectives and the outcome. Some role plays can generate strong emotions amongst the participants. It is therefore essential that a role play is followed by a thorough debriefing. This provides the opportunity for the trainer and the participants to raise and assess new issues.

Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be “stressful, unfamiliar, complex, or controversial” which requires them to examine personal feelings toward others and their circumstances (Bonwell & Eison, 1991, p.47). Unlike simulations and games which often are planned, structured activities and can last over a long period of time, role play exercises “are usually short, spontaneous presentations” but also can be prearranged research assignments (Bonwell & Eison, 1991, p.47)

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| **Reading**  <http://www.niu.edu/facdev/_pdf/guide/strategies/role_playing.pdf> |

**3.5 Micro Teaching**

As the name implies, “micro-teaching” is a microscopic or small version of the process you go through in putting together a regular lesson. A micro-teaching session should be a complete instructional segment and should deal with topics that will provide new learning for the other participants. The instructor should not ask the participants to play a role or to assume an imaginary identity, we just don’t have time in 15 minutes. Class time, scope of content and time frame are all reduced.

* The “class” is smaller than usual; 5-8 of your peers rather than 25 or 30 of your regular students.
* The participants may be from various disciplines and may not be familiar with your content.
* The lesson is shorter than usual - 15 minutes instead of the usual one or two periods. The content should fit within the time allotted.

PROCEDURE FOR “Micro-Teaching”

Prepare a 15-minute lesson plan that includes the following five key elements:

* Bridge-In: Explains the value of the lesson to the learner and provides motivation
* Objective: What must the learner do? Under what conditions? How well?
* Pre-test: Identifies any prior knowledge and whether or not the learner can already accomplish the objective
* Participatory Learning: The learner is actively involved in the learning process as soon as possible
* Post-Test: Determines if the learner has indeed learned

Rehearse the plan. Practice on your own. Get feedback. Perform the practice teaching session. Regard your audiences as you would a regular class (i.e. assume that the content you are teaching is new to them); or, if you prefer, choose content you would enjoy presenting to a group of your colleagues. Feel free to experiment.

Evaluate your performance using feedback from your colleagues and from the videotape you will receive of your session. Remember, the emphasis is on process rather than on content.

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| Reading:  <https://www.humber.ca/centreforteachingandlearning/assets/files/Teaching%20Excellence%20Program/micro-teach-session-2011.pdf> |

**3.6 Cooperative Learning**

Cooperative learning is an approach to groupwork that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. A large and rapidly growing body of research confirms the effectiveness of cooperative learning in higher education (1-4). Relative to students taught traditionally—i.e., with instructor-centered lectures, individual assignments, and competitive grading—cooperatively taught students tend to exhibit higher academic achievement, greater persistence through graduation, better high-level reasoning and critical thinking skills, deeper understanding of learned material, greater time on task and less disruptive behavior in class, lower levels of anxiety and stress, greater intrinsic motivation to learn and achieve, greater ability to view situations from others’ perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, and higher self-esteem. Another nontrivial benefit for instructors is that when assignments are done cooperatively, the number of papers to grade decreases by a factor of three or four.

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| **Reading**  <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/CLChapter.pdf> |

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| **Unit Exercise**   1. Explain the basic concept of methods and techniques of teaching. 2. Draw a comparison between teacher centered and student-centered methods and technique of teaching with examples. 3. What is the criteria of selecting most appropriate method of teaching students? Discuss. |

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| **Unit 04**: **Managing Teaching**  4.1 Identifying the learners’ needs and characteristics  4.2 Approaches to lesson planning  4.3 Need for lesson planning  4.4 Types of lesson planning  4.5 Daily, Weekly and Yearly Plans  4.6 How Scheme of Studies be formulated weekly |

**Introduction**

The instructional process comprises three basic steps. The first is planning instruction, which includes identifying specific expectations or learning outcomes, selecting materials to foster these expectations or outcomes, and organizing learning experiences into a coherent, reinforcing sequence. The second step involves delivering the planned instruction to students, that is, teaching them. The third step involves assessing how well students learn or achieve the expectations or outcomes. Notice that to carry out the instructional process the three steps should be aligned with one another. That is, the planned instruction should be logically related to the actual instruction and the assessments should relate to the plans and instruction

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| Reading:  highered.mheducation.com/sites/dl/free/0070959668/.../Airasian\_88697\_ch03.pdf |

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| **Unit Objectives**  After studying this unit, the student will be able to:   1. develop understanding of taxonomy and objectives. 2. describe the educational objectives and text selection and the need for lesson Planning. 3. prepare different planning (weekly planning, Daily planning, Unit planning, Course planning) |

**4.1 Identifying the learners’ needs and characteristics**

The concept of learner characteristics is used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social or cognitive self that may influence how and what they learn. Learner characteristics are important for instructional designers as they allow them to design and create tailored instructions for a target group. It is the expected that by taking account of the characteristics of learners, more efficient, effective and/or motivating instructional materials can be designed and developed. Learner characteristics can be personal, academic, social/emotional and/or cognitive in nature. Personal characteristics often relate to demographic information such as age, gender, maturation, language, social economic status, cultural background, and specific needs of a learner group such as particular skills and disabilities for and/or impairments to learning. Academic characteristics are more education and/or learning related such as learning goals (of an individual or a group), prior knowledge, educational type, and educational level. Social/emotional characteristics relate to the group or to the individual with respect to the group. Examples of social/emotional characteristics are group structure, place of the individual within a group, sociability, self-image (also feelings of self-efficacy and agency), mood, et cetera. Finally, cognitive characteristics relate to such things as attention span, memory, mental procedures, and intellectual skills whichdetermine how the learner perceives, remembers, thinks, solves problems, organizes and represents information in her/his brain. With respect to learner characteristics, there are often large differences between the characteristics of different learners and groups of learners such as children, students, professionals, adults, older people and disabled persons. These groups differ in their motivation, prior knowledge, expertise level, study time, and physical abilities. The differences within the learner characteristics have an impact on the structure of the instruction and the degree of support and guidance of the learning process.

* Abilities and learning
* Aptitude-treatment-interaction
* Knowledge representation
* Learner preferences and achievement
* Learning styles

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| **Reading**  <https://www.researchgate.net/publication/234057270_Learner_Characteristics> |

**4.2 Approaches to lesson planning**

A lesson is an organized set of activities designed to present one manageable-sized piece of your course. Don’t confuse lesson with lecture as it is commonly used in the expression lecture/lab when describing course hours. You may have more than one lesson in a 50-minute lecture or lab. A lecture is just one teaching technique that you may use in a lesson. The stages and flow of a lesson Each lesson should be a complete segment in itself, providing new learning. Try to keep your students in mind as you plan your lesson—ask yourself:

* Who are they?
* What do they already know?
* Why should they learn about this?
* What must they learn?
* What must they do to learn?
* How will they demonstrate their learning?
* What the instructor and students do varies at the different stages of a lesson. The stages of a lesson plan—beginning, middle, end—reflect the three stages of learning:
  + Motivation (beginning)
  + Guidance (middle)
  + Practice (end)

Each stage should flow smoothly into the next, which builds on the previous. If students do not have an opportunity to go through all three stages, learning may not occur! Three stages of learning Science has not determined fully how the brain works. Memory as we understand it can best be explained in terms of short-term and long-term memory

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| Reading:  <https://www.bcit.ca/files/ltc/pdf/ja_lessonplans.pdf> |

**About Effective Lesson Planning**

Planning ahead to identify a course of action that can effectively reach goals and objectives is an important first step in any process, and education is no exception. In education, the planning tool is the lesson plan, which is a detailed description of an instructor’s course of instruction for an individual lesson intended to help learners achieve a particular learning objective. Lesson plans communicate to learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and assistance in the classroom. Lesson planning helps instructors to create a smooth instructional flow and scaffold instruction for learners.

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| Reading:  <http://www.cusoeprofessionaleducation.org/uploads/2/9/5/8/29585257/tealeffectivelessonplanning.pdf> |

* 1. **Approaches of lesson planning**

The process of lesson planning can be approached in several ways. Forward, central, and backward design are approaches to curriculum development that are also applicable to lesson planning. Universal Design for Learning intends to address individual differences in learners and to remove barriers to their learning. Forward, Central, and Backward Design Forward, central, and backward design refer to the starting point of the planning process and how the process develops. With a forward design process, the teacher begins by identifying the linguistic or cultural content to be taught. He or she then decides upon the methods and activities to be used to teach this content and ends with the assessment of learning. For instance, the teacher might see that the syllabus calls for teaching language related to the topic of travel. The teacher decides to use pictures to present travel-related vocabulary and have students practice travel-related dialogues from their textbook. The assessment, which is an end-of-semester exam, requires students to match vocabulary words and definitions and to fill in the blanks in a travel-themed paragraph. A forward design option may be preferred in circumstances where a mandated curriculum is in place, where teachers have little choice over what and how to teach, where teachers rely mainly on textbooks and commercial materials rather than teacher-designed resources, where class size is large and where tests and assessments are designed centrally rather than by individual teachers. (Richards, 2013, p. 29)

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| Reading:  <http://www.tesol.org/docs/default-source/books/14002_lesson-planning_ch-1.pdf?sfvrsn=2> |

**4.3 Need for lesson planning**

Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context. It is a time when we envision the learning we want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality. There are a number of benefits to writing a lesson plan. First, lesson planning produces more unified lessons ( Jensen, 2001). It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Because the teacher has considered these connections and can now make the connections explicit to learners, the lesson will be more meaningful to them. The lesson planning process allows teachers to evaluate their own knowledge with regards to the content to be taught (Reed & Michaud, 2010). If a teacher has to teach, for example, a complex grammatical structure and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information.

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| Reading:  <http://www.tesol.org/docs/default-source/books/14002_lesson-planning_ch-1.pdf?sfvrsn=2> |

**4.4 Types of lesson planning**

The basics of early childhood education are to respect the life of a child and to promote his/her voluntary activities. However, respecting children’s voluntariness does not mean to leave them to play as they like. Teachers should care for children within the objectives and perspectives of education. The curriculum is a holistic educational plan which is formulated with the intention of achieving specific aims throughout a child’s life at kindergarten. On the other hand, as is stated below, instruction plans are formulated more concretely in order to achieve the aims stipulated in the curriculum. They show ‘when’ and ‘what kind of activities’ children do with the aim of promoting their development and active life. Try hard to understand about children, and especially recognize their interests, attitudes toward their life or play, and relationships with teachers and other children. And so instruction plans should be formulated so that children can have experiences appropriate for their age or development stage. Teachers formulate instruction plans by setting objectives and curriculum content so that the curriculum is put into practice, creating an environment that enables children to achieve the objectives and curriculum content and making sure that teachers’ support leads the activities in a favorable direction.

**4.5 Instruction Plans: Long-Term Plans & Short-Term Plans**

There are two types of instruction plans

* long-term instruction plans: yearly and monthly plans
* short-term instruction plans: weekly and daily plans.

Teachers think about and write down the following three aspects, in the form appropriate for the characteristics of each plan:

* Contents of activities: what you hope children will experience.
* Objectives of curriculum content: aspects expected to be developed through the activities.
* Creation of the environment: how to provide an appropriate environment to achieve the objectives of curriculum content.

It should be remembered that instruction plans are merely ‘plans’. If teachers stick to those plans but the education has little to do with the realities of the children’s lives, they cannot promote proper development. It is important for teachers to be sensitive to the changes in children’s interests, attitudes towards their life or play, relationships with teachers or other children, or changes of weather/temperature and then flexibly modify or change plans.

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| Reading:  <http://www.ocha.ac.jp/intl/cwed_old/eccd/report/hand_E/2-3e.pdf> |

**4.6 How Scheme of Studies be formulated weekly**

A scheme of work is “a plan for something”. A teacher’s scheme of work is therefore his plan of action which should enable him/her to organize teaching activities ahead of time. It is a summarized forecast of work which the teacher considers adequate and appropriate for the class to cover within a given period from those topics which are already set in the syllabus.

well prepared scheme of work should among other things:-

* Give an overview of the total course content.
* Provide for a sequential listing of learning tasks.
* Show a relationship between content and support materials.
* Provide a basis for: long range planning, training and evaluation of the course.

A scheme of work can be made to cover one week, one month, one term or even one year, depending on the duration of a given program. Most programs in our educational institutions take between one and four years. Each year is divided into 3 terms with each term lasting 3 months or 13 weeks. In such a case a scheme of work should be made for each term (13 weeks). Ideally schemes of work should be prepared before classes begin.

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| Reading:  <http://www.nzdl.org/gsdlmod?e=d-00000-00---off-0fnl2%2E2--00-0----0-10-0---0---0direct-10---4-------0-1l--11-en-50---20-about---00-0-1-00-0--4----0-0-11-10-0utfZz-8-00&cl=CL2.6&d=HASH931fe16befd87926191fd4.7.10.1&x=1> |

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| **Unit Exercise**   1. Explain the concept of taxonomy and objectives. 2. Critically analyze the importance of instructional planning in teaching and learning process. 3. What are the different approaches of lesson plans? Discuss 4. Take any subject and topic or your choice and draw a sample of following types of plans    1. weekly plan    2. Daily plan    3. Unit plan,    4. Course plan |

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| **Unit 05: Instructional Technologies**  5.1 Definitions, concept and nature of teaching aids  5.2 Instructional technology and its importance  5.3 Selection and use of appropriate teaching aids  5.4Types/kinds of educational technology  5.4.1 Electronic (Radio, TV, Projectors and Computers)  5.4.2 Non-Electronic (Boards, Charts, Models, Posters, etc.)  5.4.3 Print (Books, Journals, Newspapers and Magazines etc.)  5.4.4 Social media (Facebook, Tweeter etc.) |

**Introduction**

As a field and occupational category, instructional technology emerged in the early 1960s. However, it has a long history that began in ancient times (Saettler 2004). Since the early use of audiovisual devices (Reiser 2007; Saettler 2004), many different technologies have been developed for learning. Each new medium entered the educational scene with great promise and there was a great deal of initial interest, enthusiasm and hope for an impact on instructional practices (Eraut 1994; 20 D. R. Garrison, Z. Akyol 123 Reiser 2007). This caused a massive infusion of technologies into educational environments. In the context of higher education, most universities are equipped with the latest instructional technologies linked to a high-speed internet connection. However, the technology has not yet had a significant effect on instructional practices (Grineski 1999; Reiser 2007; Salomon 2002; Merrill 2002; Reigeluth and Joseph 2002; Salinas 2008). For example, Merrill (2002) in his review of a large number of instructional courses from different areas indicated that the vast majority of the courses do not represent effective instruction and some do not teach at all. This situation has triggered significant debates about the effects of technology on learning.

In the early 1980s a debate about the effects of technology was initiated between Richard E. Clark and Robert B. Kozma. The debate began with Clark’s (1983) vehicle analogy—‘‘media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes’’ (p. 445). At the time, Clark argued that it is the instructional method—teaching—that affects learning. In 1991, Kozma responded to Clark’s assertion, contending that the attributes of a particular medium may influence learning. He argued that the media and method have a more integral relationship such that, within a particular design, the medium enables and constrains the method and the method draws on and instantiates the capabilities of the medium. In support of Kozma, Hastings and Tracey (2005) suggested that today’s technologies (i.e., computers) offer cost-efficient delivery methods which are capable of supporting instructional methods that previous media could not. Today a new group of emerging communication technologies (namely Web 2.0) is beginning to attract the attention of both practitioners and researchers because of their unique capabilities. Examples of these technologies are wikis, blogs, instant messaging, mashups, internet telephony, social bookmarking, social media sharing and social networking sites. The previous generation of communication technologies was offering a collection of read only web sites such as Encyclopedia Britannica; however, Web 2.0 brings the opportunity to increase interactivity and participation by enabling collaborative communication, creation and content sharing such as Wikipedia. Web 2.0 applications provide venues for collaboration, construction and sharing of information in support of active and social learning (Maloney 2007; Ajjan and Hartshorne 2008). They provide the means to create a learning environment in which learners can be creative, critical, constructive, and become producers of their own perspectives and identity informed by other participants (Nagy and Bigum 2007). This is why these emerging communication technologies are believed to be causing a paradigm shift in distance education (Kesim and Agaoglu 2007). As well as their extensive use in distance education, their use to support in-class teaching and learning in higher education (i.e., blended learning) is also increasing.

If today’s technologies have the potential to improve teaching and learning, then the question is more about how the technology is being used in educational environments. More specifically, is the technology being used to sustain traditional approaches? Reigeluth and Joseph (2002) indicate that the current educational system reflects most of the industrial-age key markers such as standardization as Role of instructional technology in the transformation of higher education 21 123 opposed to customization of the information age. It would appear that prevailing methods of instruction impede the most effective application of technology. As Salomon (2002) suggests, technology cannot make a difference as long as it is being domesticated and trivialized to be totally subservient to ongoing practices. In this regard and to the theme of this paper, current use of new technologies have not fundamentally reorganized the ways in which we teach and learn as we have not yet discovered how to make new technologies transformative (Howard 2004). What is advocated by many for the effective use of instructional technology is the need for change in the learning paradigm to utilize the uniqueness of new communications technology as a tool of construction, creation, communication and design to learn with technology (Salomon 2002; Merrill 2002; Reigeluth and Joseph 2002; Salinas 2008).

Emerging communications technology capabilities are not congruent with teacher-centered learning environments where the teacher is the main source of knowledge and the learner passively receives this information without much reflection or discourse. As Reigeluth and Joseph (2002) indicated ‘‘we must think beyond the methods that we have traditionally used, and work on inventing methods that are consistent with the key markers of the learning focused paradigm, keeping in mind the new capabilities that technology offers’’ (p. 11). In short, adoption of instructional technologies must be driven by innovative ideas. There are also other reasons for ineffective use of technology in higher education. Meyer and Xu (2007) found that instructional workload and responsibilities are an important factor influencing the adoption and use of technology by faculty. Too much emphasis on the technology itself (Salomon 2002) and the lack of support for faculty (Merrill 2002) are other important obstacles suppressing the effective application of instructional technology. In the end, the use of instructional technology in higher education context is a necessary ingredient for academic success and future employment (Grineski 1999).

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| Reading:  <http://pharmacy.nova.edu/portal/faculty/InstTech_and_HigherEd.pdf> |

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| **Unit objectives**  After studying this unit, the student will be able to:   1. understand the basic concept and importance of instructional technology and its importance. 2. distinguish between the electronic, display and print media. 3. prepare and use of inexpensive aids for teaching |

* 1. **Definition, concept and nature of instructional technologies:**

**Definition:**

Since its establishment in 1923, the Association for Educational Communications and Technology (AECT) has been the leader in the field of Instructional Technology. As the leading organization, the AECT has defined and redefined the field over the years to respond to the changes in emerging technologies, theories and functions of instructional technology professionals in the field. The most recent definition of Instructional Technology published by the AECT in the book “Instructional technology: the definition and domains of the field” by Seels & Richey (1994).

According to this definition “Instructional Technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning.”(Seels & Richie, 1994, p. 1).This definition was officially adopted as the organization’s and the field’s political stance until recently when, technology, theory, and practice has once again changed the field and the way professionals in the field function in the workplace. AECT has been working on redefining the field to reflect recent changes in the field. In January 2008, the AECT’s efforts resulted in approval of a new definition for the field.

The new definition indicates that “Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources.” (Januszewski & Molenda, 2008, p.2). While the new definition builds on the definition proposed in 1994, several changes can be observed. Analyzing these changes in the definition of the field will help understand how the field is now perceived by professionals.

The following paragraphs attempts to explore the similarities and differences between 1994 and 2008 definitions. There are a number of common themes in the 2008 definition and the 1994 definition. These themes include: the emphasis on theory and practice; focus on use of theories and models, and importance of resources. In addition, although it appears that the new definition does not include the domains of the field (design, development, utilization, management, and evaluation), they are embedded in the meaning of the concepts of “creating, using, and managing” (Richey, Silber, & Ely, 2008). Thus, one may conclude that by incorporating the words create, use, and manage, in lieu of design, development, utilization, management, and evaluation, the definition of the field is broadened to incorporate alternative approaches other than the Instructional Systems Approach (ISD) (Richey, Silber, & Ely, 2008). With both the 1994 and the 2008 definition, there is still an emphasis on the blend of theory and practice. This theme was emphasized in 1994 by using the term “theory” and in the 2008 definition with the word “study”. Also, both definitions emphasize resources for learning. In spite of the similarities, there are major differences in the 1994 and 2008 definitions. These differences include: the replacement of “instructional” with “educational, the emphasis on improving performance, and the inclusion of “facilitating learning”.

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| Reading:  <http://arcmit01.uncw.edu/andersonl/Documents/Definition%20of%20Instructional%20Technology.pdf> |

**Concept of teaching aids and instructional/educational technology**

The term educational technology is often associated with, and encompasses, instructional theory and learning theory. While instructional technology covers the processes and systems of learning and instruction, educational technology includes other systems used in the process of developing human capability. Educational Technology includes, but is not limited to, software, hardware, as well as Internet applications and activities. Educational technology is most simply and comfortably defined as an array of tools that might prove helpful in advancing student learning. Educational Technology relies on a broad definition of the word “technology”. Technology can refer to material objects of use to humanity, such as machines or hardware, but it can also encompass broader themes, including systems, methods of organization, and techniques. Some modern tools include but are not limited to overhead projectors, laptop computers, and calculators. Newer tools such as “smart phones” and games (both online and offline) are beginning to draw serious attention for their learning potential. Those who employ educational technologies to explore ideas and communicate meaning are learners or teachers.

According to the Handbook of Human Performance Technology, the word technology for the sister fields of Educational and Human Performance Technology means “applied science.” In other words, any valid and reliable process or procedure that is derived from basic research using the “scientific method” is considered a “technology.” Educational Technology may be based purely on algorithmic or heuristic processes, but neither necessarily implies physical technology. The word technology comes from the Greek “techne” which means craft or art. Another word, “technique,” with the same origin, also may be used when considering the field Educational Technology. So Educational Technology may be extended to include the techniques of the educator.

**Nature:**

The movement towards educational technology began to develop after World War II. Initially the term meant using audiovisual communications media. However, the field of educational technology began to focus on the development of teaching and learning procedures borrowed from behavioural psychology. Today, the field also incorporates cognitive psychology, social psychology, psychometrics, perception psychology and management. Educational technology has under its preview the following aspects:

* Design of instruction
* Production of instructional products and services
* Management of instruction
* Evaluation of instruction

Educational technology reforms education by contributing to:

* Student learning through involvement with challenging tasks.
* Professionalisation of teachers
* Creation of a culture that supports learning both in the classroom and beyond it.
* Redefining the roles of teachers and learners.

Educational technology is often considered to be the intermix of two aspects namely, technology of education and technology in education. Technology of education symbolizes a technological approach to education. It is the application of psychology of learning theories, principles of instruction, curriculum and learning to the process of education. In this educationists are involved in the design and evaluation of systems of learning, involving an understanding of the psychology of learning and of communication and information theory to be used to establish a rationale for good teaching. It facilitates a teacher to use a variety of media and modes to make his teaching effective.

Technology in education is the application of technology to any process of the educational enterprise. It refers to the use of the technological advancement in terms of various equipment, materials and machines for educational purposes. It involves the increasingly complex range of audio-visual equipment and sophisticated electronic devices like computers LCD projectors and so on for teaching and learning.

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| Reading:  <http://www.sekars.net/med/UNIT-I.pdf> |

**5.2 Instructional technology and its importance**

In the 21st century, mentioning technology generally inspires thoughts of advancement, improvement, and progress. On the contrary, the lack of technology stirs feelings towards a practice as antiquated, ineffective, and clumsy. The classroom has not been exempt from this general thinking. Over the past thirty years, instructional technology is being integrated into the classroom at alarming rates. As fast as integration has been, the development of new technologies has even been faster. The literature in the area of instructional technology is vast and sometimes overwhelming. Often times, articles will focus on how to integrate technology into the classroom and the recommendation of new technologies. A significant amount of research on instructional technology is associated with faculty competency and teaching effectiveness. In evaluating the use of any teaching style, educators will often use Benjamin Bloom’s Taxonomy as a beginning point of planning. Certain principles of human cognitive learning are well-established to be used by educators wanting to teach in ways most likely to produce learning. Three of these principles according to Joseph Lowman are that “It is better for college students to be active seekers than passive recipients of learning; For students to be fully engaged in learning, their attention must be focused on the material;” and “Students learn images as well as words, and images are more easily remembered, especially if the images are vivid and emotionally tinged.” All three of these principles touch upon the use of technology in the classroom. Using these principles, instructors have sought technological means to increase learning.

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| Reading:  <http://www.usma.edu/cfe/Literature/Dunmire_10.pdf> |

**5.3 Selection and use of appropriate teaching aids**

Not all new technology is good and the adoption of technology because it is new is not a desirable action. A teacher should look at a new technology and ask how it fits in their learning objectives not the other way around where new technology is received and then a teacher tries to 3 fit it into class. For example, Cynthia Lanius stated that she was once told by a teacher that “all our students are getting laptops and now we are desperate to figure out something for them to do on them.” Use of technology in the classroom needs to be a proactive practice by educators. Early articles and research asked whether certain kinds of computer-based activities improved student learning. According to James Kulik, studies did find improvements in student scores on tests related to material covered in computer-assisted instructional packages. But these studies do not help educators understand how technologies might, or might not, help to support cognitive learning and the kind of analysis by students that is desired. Moreover, newer articles continue along this trend. There are several articles on what technologies should be used in the classroom. Often times, these advocate one particular platform, usually the “it” technology. For example, in perusing the articles online by date, there was a movement from computers, to online course management, to now gaming and digital books. See Nagel, David (2010) 6 Technologies That Will Shape Education. These articles also ignore how a specific technology fits into the larger goal of cognitive learning. In order to be effective, innovative and robust technologies must be used to support the desired outcome of teachers.

In a larger sense, a change in an educational environment by the use of new technology must take into account simultaneous changes in curriculum, time and space constraints, and a range of other logistical and social factors (Margaret Honey, Katherine McMillan Culp, and Fred Carrigg). As a result, researchers are increasingly asking questions about how technology is integrated into educational settings; how new electronic resources are interpreted and adapted by their users; how best to match technological capacities with students' learning needs; and how technological change can interact with and support changes in many other parts of the educational process, such as assessment, administration, communication, and curriculum development.

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| Reading:  <http://www.usma.edu/cfe/Literature/Dunmire_10.pdf> |

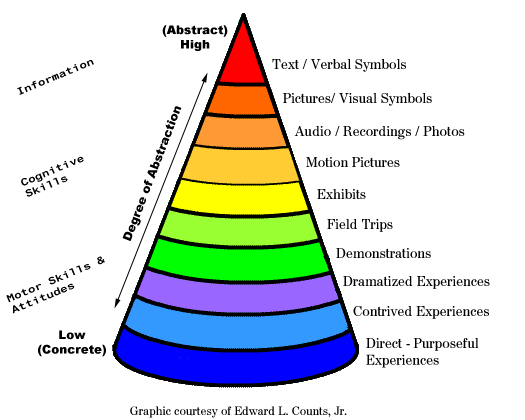
**5.4 Types/kinds of educational technology**

Different types of educational experiences exist - from hands on apprenticeships to role-playing, from demonstrations to reading printed text. Some educators believe that different experiences are more or less effective for achieving different types of instructional outcomes. For example, text with pictures is not as effective as live demonstrations for teaching motor skills. Instructors who are considering the use of media should ask themselves, “How do I expect the media or type of learning activity to make learning more effective?”

* Types of Instructional Media
* Why Use Media in Instruction?
* Media Used to Enhance Presentations
* General Presentation Guidelines
* Instructional Strategies Involving Media
* Resources on the Use of Media

**Types of Instructional Media**

* Real objects and models
* Printed text (books, handouts, worksheets)
* Printed visuals (pictures, photos, drawings, charts, graphs)
* Display boards (chalk, bulletin, multipurpose)
* Interactive whiteboards
* Overhead transparencies
* Slides and filmstrips
* Audio (tape, disc, voice)
* Video and film (tape, disc)
* Television (live)
* Computer software
* The Web



The diagram shows how Edgar Dale’s “Cone of Experience” (1969) - organized learning experiences according to the degree of concreteness each possesses. At the bottom is handson experience. As you ascend the cone, concrete experience begins to drop out, with stimuli becoming more abstract; the stimuli require more skill on the part of the learners to interpret the messages they carry. You can see why lectures, even illustrated lectures, are considered to be some of the most abstract types of presentations. For certain types of learning (such as changing attitudes or teaching motor skills), experiences at the bottom of the cone are more appropriate than those at the top. Learning experiences at the bottom of the cone tend to hold student attention longer and involve active student participation. Media at the top of the cone are said to be more passive but are suitable for transmitting large amounts of informa tion quickly. Which is best depends upon your purposes and circumstances. While the Web is becoming popular for distributing other types of mediated messages, it is not always practical, and other types of media are more appropriate.

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| Reading:  <https://distance.fsu.edu/docs/instruction_at_fsu/Chptr9.pdf> |

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| **Unit Exercise**   1. Explain the basic concept and importance of instructional technology in teaching and learning process 2. Critically analyze the effectiveness of electronic, display and print media in classroom teaching. 3. How teachers can prepare and use inexpensive aids for teaching? Discuss 4. What is the criteria of selecting appropriate instructional media for effective classroom teaching? Discuss |

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| **Unit 06**: **Classroom Management**   * 1. Concept of Classroom management   2. Positive class-room environment   3. Classroom seating arrangement   4. Classroom Climate   5. Classroom decoration |

**Introduction:**

Principals and other administrators play an important role in establishing effective discipline throughout the school. They lead in creating a vision for the organization, develop a philosophy of positive discipline, and establish an overall orderly environment through reasoned rules and policies. It's up to the leaders of the school to support teachers and model respectful human interaction. They provide positive reinforcement, as well as punishment, and intervene in a supportive and corrective manner when needed. Nevertheless, positive discipline isn't made in the principal's office. Good teachers make it happen in the classroom, in the hallways, on the playground, and in every other comer of the school every day of the year. A principal doesn't have to be the best disciplinarian in the school, but does need to know what good discipline looks like and what it takes to achieve it. The most powerful and enduring thing you can do to foster positive discipline in your school is to coach teachers In effective classroom management. Where teachers are strong, effective principals support them and help them get even better. Where teachers are weak, principals have to teach them the secrets of successful classroom management and overall discipline. It begins by helping all teachers, beginners and veterans alike, to understand the real-world dynamics of today's classroom. Controlling classroom behavior isn't the same as it was a few years ago.

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| **Reading:**  <http://www.gphillymath.org/ResourceDisks/ClassroomManagement.pdf> |

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| **Unit objectives**  After studying this unit, the student will be able to:   1. understand the basic concept of management. 2. distinguish between the term management and classroom management. 3. Apply the class-room management techniques to develope positive classroom environmnt 4. Describe the importance of classroom decoration to establish effective classroom climate |

**6.1 Concept of Classroom Management**

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis, et al., 2006).

* **Effective Classroom Management**
* Establishes and sustains an orderly environment in the classroom.
* Increases meaningful academic learning and facilitates social and emotional growth.
* Decreases negative behaviors and increases time spent academically engaged.

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| **Reading:**  <http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1088/Effective_teaching_and_classroom_management.pdf> |

**6.2 Positive classroom environment:**

Classroom Management is about procedures becoming routines. Management can be enhanced when procedures are explained to students, modeled for students, practiced by students, and reinforced by practicing again and again. Procedures, that are learned, establish routines and routines give structure to instruction. Implementation of the following strategies leads to a positive, productive learning environment.

* Establish a well-organized and structured classroom environment that promotes concentration, study, and learning
* Create an environment where students feel free and/or safe to make mistakes
* Design a friendly, accepting atmosphere where students and teachers treat each other with respect and mutual support
* Arrange the classroom furniture to allow the teacher quick access to each student
* Maintain the best air flow to keep students comfortable and alert
* Play soft music to create a calm, relaxed pace, and tone for the classroom when appropriate
* Use clarity when giving directions and deliver instruction in an organized manner to avoid confusion as confusion leads to problems and problems lead to misbehavior
* Establish communication with parents for sharing information, developing interest, soliciting help and cooperation, and creating accountability
* Get to know students as soon as possible and use their names when addressing them
* Stand at or near the entrance to the classroom and greet students upon entry
* Teach and practice housekeeping procedures (e.g., turning in assignments, homework procedures, restroom protocol, sharpening pencils, trash disposal)
* Teach expectations in a formal manner through modeling, role-playing, and repeated practice beginning on the first day of school
* State expected behaviors clearly by defining what the behaviors should look like and sound like
* Post rules and/or expectations using visual and written prompts and refer to them frequently
* Maintain a visual schedule and refer to the schedule often
* Provide verbal and nonverbal signals to remind students of rules and expectations at the beginning of a lesson or activity
* Use positive statements to reinforce desired behavior (e.g., "Great job working with your partner and completing the task on time.")
* Give sincere praise often
* Use gentle reminders to address inappropriate behavior
* Use a calm, firm voice when redirecting a student
* Utilize humor as opposed to reaction to de-escalate potential problems
* Avoid sarcasm, criticism, threats, and arguments to prevent students from feeling trapped
* Refrain from taking misbehavior personally which could impair good judgment
* Conference with a student privately when conversing about misbehavior
* Engage in active supervision by interacting with students while walking around the room and amongst the students
* Teach students self-management skills and support those who tend to struggle
* Use signals to gain or redirect attention of students (e.g., clapping pattern, playing music, raising hand)
* Assign peer partners to provide student support as needed
* Prepare students in advance on how to work in groups or with partners by explaining the expectations/procedures of the assigned task and individual roles within the group
* Alternate between active and passive activities to promote a high level of student engagement
* Scan room frequently, remain cognizant of what students are doing at all times, and provide specific feedback
* Have efficient transition procedures in place
* Remind students of upcoming transitions or of any changes in the schedule
* Compliment students verbally for compliance with expectations

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| Reading:  <http://ceed.umn.edu/wp-content/uploads/2017/05/Positive-Classroom-Environment-and-StudentTeacher-Rapport.pdf> |

**6.3 Classroom seating arrangement**

As Fred Jones, a noted classroom management expert, explains: “A good classroom seating arrangement is the cheapest form of classroom management. It’s discipline for free.” Many experienced teachers recommend assigned seating for students to facilitate discipline and instruction. They argue that students left to their own devices will always choose a seat that places the teacher at the greatest disadvantage. Best practices suggest a few common-sense rules to guide classroom arrangements.

* Students should be seated where their attention is directed toward the teacher.
* High traffic areas should be free from congestion
* Students should be able to clearly see chalk board, screens, and teacher.
* Students should be seated facing the front of the room and away from the windows.
* Classroom arrangements should be flexible to accommodate a variety of teaching activities
* Place the teacher’s desk in a low-traffic area or near the door if there is a need to control in-and out student traffic.
* Organize students in circles if interaction by the students is sought.
* Organize students in rows or a straight-sided U shape ( ) for teacher-led instruction.
* Provide for quiet independent work areas (e.g., beanbag chairs, books, headphones).
* Provide for small-group work centers and/or reward areas
* Plan for easy access to materials by the teacher and the students.
* Plan for a smooth traffic flow to enable students to move around without disrupting others.

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| Reading:  <https://www.sensepublishers.com/media/2531-a-guide-to-promoting-positive-classroom-environment.pdf> |

**6.4 Classroom Climate**

Amborse *et. al.* (2010) define classroom climate as “the intellectual, social, emotional, and physical environments in which our students learn. Climate is determined by a constellation of interacting factors that include faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), student-student interaction, and the range of perspectives represented in the course content and materials”.

**Why is classroom climate important?**

Classroom climate is affected not only by blatant instances of inequality directed towards a person or group of people, but also by smaller, more subtle "micro-inequities" that can accumulate to have significant negative impacts on learning (Hall, 1982).

Incivilities that are not addressed properly not only negatively impact learning within the course in which it is experienced, but may also negatively influence a student's success at an institution (Hirschy & Braxton, 2004).

**What factors influence classroom climate?**

The following is borrowed heavily from Ambrose *et. al*. (2010, p. 173-179).

* **Stereotypes** cause alienation and marginalization among those who are the target of unfair generalizations. In fact, just the threat of stereotypes, what Steele & Aronson (1995) tokened "stereotype threat," can impact learning negatively. Students who have experienced stereotypes or expect to be viewed or judged in a certain way may encounter tensions and cognitive disturbances that interfere with learning.
* **The tone** of a class environment is influenced strongly by the instructor. Studies show that students approach faculty who express encouragement more so than faculty who come off as punitive. Tone can be set by instructors through their interactions with students and through other modes of communication including syllabus.
* **Student-student interactions** during and outside of class affect the overall climate. However, the ways in which instructors and those in authority deal with negative interactions has more of an impact on student learning.
* **Faculty-student interactions** also play a role. Students who felt that their instructor was approachable, had concern for minority student issues and treated students as individuals and with respect reported a better course climate (Astin, 1993).
* **Content** includes the course materials, examples and metaphors, case studies and project assignments used to illustrate the ideas being taught. Content that includes a variety of perspectives or is representative of multiple views is more conducive to a positive climate.

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| Reading:  <http://www.dlsu.edu.ph/conferences/dlsu_research_congress/2014/_pdf/proceedings/LLI-I-003-FT.pdf> |

**Promoting a Positive Classroom Climate:**

A proactive approach to developing a positive classroom climate requires careful attention to (1) enhancing the quality of life in the classroom for students and staff, (2) pursuing a curriculum that promotes riot only academic, but also social, and emotional learning, (3) enabling teachers to be effective with a wide range of students, and (4) fostering intrinsic motivation for classroom learning and teaching. With respect to all this, the literature advocates:

* a welcoming, caring, and hopeful atmosphere;
* social support mechanisms for students and staff,
* an array of options for pursuing goals;
* meaningful participation by students and staff in decision Making;
* transforming a big, classroom into a set of smaller units that maximize intrinsic motivation for learning and are not based on ability or problem-oriented grouping-,
* providing instruction and responding to problems in a personalized way;
* use of a variety of strategies for preventing and addressing problems as soon as they arise;
* a healthy and attractive physical environment that is conducive to learning and teaching.

**Role of the School Psychologist:**

Given the importance of classroom climate, the establishment and maintenance of a positive climate in every classroom must be a central focus of all school staff. School psychologists can play an increasing role by taking every available opportunity to work with teachers in their classrooms to increase teacher competence and provide collegial support. This means going beyond traditional consultation about classroom management strategics arid how to work with individuals manifesting behavior, learning, and emotional problems. School psychologists can be invited to spend increasing amounts of time in classrooms teaming with teachers to enhance classroom climate. In addition, school psychologists can work with other student support staff to improve classroom climate by establishing and maintaining a positive school climate that promotes well being and addresses barriers to teaching arid learning (Adelman & Taylor, 1997). A major focus of this should be on developing school-wide programs that:

* assist students and families as they negotiate the many school-related transitions
* increase home involvement with schools
* respond to, and where feasible, prevent crises
* increase community involvement and support
* facilitate students and family access to specialized services when necessary.

**Conclusion:**

Classroom climate plays a major role in shaping the quality of school life and learning. Research has indicated a range of strategies for enhancing a positive climate. School psychologists can play a major role in ensuring schools strive to create such a climate.

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| Reading:  <http://smhp.psych.ucla.edu/publications/46%20classroom%20climate.pdf> |

**6.5 Classroom decoration**

The type of classroom environment that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. The classroom environment should do as much to foster cooperation and acceptance as the teaching methods that the teacher uses. This article describes a number of methods to help teachers plan for and create a classroom that welcomes and supports all children. At the beginning of the year teachers have the goal of establishing a classroom environment that is favorable for helping all students work cooperatively in order to learn. The classroom environment can either improve or impede a student's ability to learn and feel safe and comfortable as a member of the class. Classrooms that encourage emotional well-being create an atmosphere for both learning and emotional development. Educational research supports creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings (Stronge, 2002). Some areas to consider when creating an atmosphere of mutual respect are classroom design, classroom procedures, and classroom strategies. Implementing a few strategies that address these areas can help develop a strong sense of community and encourage positive interactions and cooperative learning for students with and without disabilities. A warm classroom environment can lead to increased academic achievement and a sense of pride and belonging in the school.

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| Reading:  <http://smhp.psych.ucla.edu/publications/46%20classroom%20climate.pdf> |

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| **Unit Exercise**   1. Explain the basic concept of management and distinguish between the term management and classroom management. 2. How teachers can apply the class-room management techniques to develope positive classroom environmnt. Discuss 3. Highlight the role of classroom decoration to establish effective classroom climate |

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| **Unit 07: Reflective Practice**  7.1 Meaning and nature of Reflective Practices  7.2 Process of Reflection  7.3 Major techniques and strategies:  7.3.1 Critical incident analysis  7.3.2 Reflective learning Journals  7.3.3 Peer coaching  7.3.3 Action research  7.3.5 Portfolios as a source of reflection  7.4 Skills for reflection  7.5 Systematic reflection throughout the teaching-learning process |

**Introduction**

Reflective practice is seen by many teacher educators to be at the very heart of effective teacher preparation programs and the development of professional competence. Loughran (2002) writes, ‘It is through the development of knowledge and understanding of the practice setting and the ability to recognize and respond to such knowledge that the reflective practitioner becomes truly responsive to the needs, issues, and concerns that are so important in shaping practice’(p.9).

According to philosopher and educator John Dewey (1933), we begin to reflect on a complex situation when we face that situation and ask ourselves what needs to be done. Dewey’s ideas and the idea of professional reflective practice were developed in the 1980s with the emergence of Schon’s (1983) concept of ‘reflection-in-action’. According to Schon (1983), reflection-in-action is a rigorous professional process involving acknowledgement of and reflection on uncertainty and complexity in one’s practice leading to ‘a legitimate form of professional knowing’ (p.69). Since the 1980s, the development of reflective skills has been widely adopted in a range of higher education and best practice professional settings including education, health sciences and leadership. Whilst most educators in higher education would agree that it is important for learners to develop these skills, there has not always been agreement on the definition of reflection or exactly what constitutes reflective practices in a higher education context.

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| Reading:  <http://smhp.psych.ucla.edu/publications/46%20classroom%20climate.pdf> |

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| **Unit objectives**  After studying this unit, the student will be able to:   1. Understand meaning and nature of Reflective Practices 2. Describe the process of Reflection 3. Apply Major techniques and strategies of reflection 4. Demonstrate various skills for reflection 5. Evaluate systematic reflection throughout the teaching-learning process |

**7.1 Meaning and nature of Reflective Practices**

**Definitions:**

In reflective practice, practitioners engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners (Brookfield, 1995; Thiel, 1999). The goal is not necessarily to address a specific problem or question defined at the outset, as in practitioner research, but to observe and refine practice in general on an ongoing basis (Cunningham, 2001)

Reflective practice… is the habitual and judicious use of communication, knowledge, technical skills, reasoning, emotions, values and reflection in daily practice for the benefit of the individuals and communities being served. (Epstein and Hundert, 2002)

“[practitioners] frame the problem of the situation, they determine the features to which they will attend, the order they will attempt to impose on the situation, the directions in which they will try to change it. In this process, they identify both the ends to be sought and the means to be employed.” (Schön, 1983)

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What is Reflection? Reflection is very broadly able to be defined as the deliberate, purposeful, metacognitive thinking and/or action in which educators engage in order to improve their professional practice. Different theories, models and levels of reflection have most commonly focused on differentiating the major elements of this construct:

* the conditions, situations or circumstances that prompt engagement in the reflective process
* the process itself, different types of reflection, different concepts or opinions on how this is undertaken
* the content of the reflection, what exactly needs to be analysed, examined, discussed, challenged in the reflective process and with what perspectives or ideologies
* the product of the reflection, improved understanding of professional practice, action taken as a result of the reflective thinking.

The brief overview of understandings of reflection in educational practice that follows illustrates some of these differences as proposed by various writers in this field

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| Reading:  <http://smhp.psych.ucla.edu/publications/46%20classroom%20climate.pdf> |

**7.2 Process of Reflection**

Using a Reflective Practice Framework In learning environments and teaching contexts, teachers may encounter situations or episodes where they need to pause, think and make intelligent decisions. Stephen Brookfield (1999) introduces four lenses through which teachers can view these teaching and learning episodes and reflect on their implications. These lenses are: (1) autobiographies as teachers and learners, (2) students’ eyes, (3) colleagues’ experiences, and (4) the literature on teaching and learning. The first lens involves putting our autobiographical self in the mirror to understand students’ experiences through self-reflection. This can be done by drawing on our own experiences and understanding. This process can also alert us of the assumptions we may have made along the way. The second lens is to see ourselves as students see us, and draw on students’ feedback to inform our reflections. This reflective process makes us aware of the invisible power relationships within learning environments that may affect students’ learning experiences. The third lens enables us to observe our practice critically from a colleague’s perspective. Finally, the fourth lens is research on teaching. It can provide us with insights into other people’s practices, through reading literature, for instance. We find various related aspects of the things we have been doing in our own teaching in other people’s situations. In other words, they may be named “in different ways [but they are] generic aspects of what we thought were idiosyncratic events and processes” (Brookfield, 1999, p. 30).

**The Reflection Cycle:**

Reflecting is a cyclical process, where recording ones thoughts (reflecting) “leads to improvement and/or insight” (RMIT, 2006). Improvement could mean progress, development, growth, maturity, enhancement, or any number of words which could imply change. In education, we want students to change for the better, to grow while learning and to mature into knowledgeable adults. Recording what has happened, reflecting on processes and analyzing to improve deeper learning all can lead to new dimensions of students’ inner selves



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| Reading:  <http://www.niu.edu/facdev/_pdf/guide/assessment/reflective_journals%20and_learning_logs.pdf> |

**7.3 Major techniques and strategies:**

There are several modes and frameworks for reflective practice used for the enhancement of students’ learning experience and also professional development.

**7.3.1 Critical incident analysis**

Why use critical reflection? Analysing a critical incident may help you to:

* “reflect-on-action” (ie past experience),
* “reflect-in-action” (ie as an incident happens), and
* “reflect-for-action” (ie actions you may wish to take in future experiences)

Often “reflection” and “critical reflection” are used inter-changeably in the literature. However, critical reflection denotes another level of reflection beyond what you might or might not cover in other forms of reflection (eg. diary, journal). Sometimes action is just “too hot” for us to consciously reflect-in-action (as the incident happens) (eg. Eraut, 1994). This is why a critical reflection framework may be better suited as it requires reflection in relation to past and future action. A default use of this technique and tool, particularly in “health”, is as a way of reflecting on “what was perceived to go wrong”. While this is a valid purpose, the scope of this framework has broader applications – namely as an appreciative form of inquiry. This framework of reflection starts from a basis of what has worked well and why. Critical reflection is an extension of “critical thinking”. It asks us to think about our practice and ideas and then it challenges us to step-back and examine our thinking by asking probing questions. It asks us to not only delve into the past and look at the present but importantly it asks us to speculate about the future and act. What theory underpins this form of reflection? Critical incident reflection sits well within the action research field or it can “stand-alone” as a learning method. While there is little agreement in the literature about what is reflective practice there does seem to be agreement that critical reflection can be taught to adults. John Flanagan, who founded the American Institutes for Research in 1946, introduced critical incident reflection. He set out a 20 year plan to improve the effectiveness of organisations and their leaders. His strategy: • To formulate problems in general terms so that they could apply findings to a broad class of issues; • To emphasise new research methods to be of central importance; • To develop “the critical incident technique” to identify contributing factors to the success or failure in specific situations.

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| Reading:  <http://www.education.vic.gov.au/Documents/childhood/professionals/support/reffram.pdf> |

**7.3.2 Reflective learning Journals**

Learning journals are written records, which students create as they think about the concepts they have learned, the critical incidents involved in their learning and the interactions they have had with other students or tutors (Thorpe 2004). According to Luidens (1997, page 141), ‘writing is a manifestation of thinking', and because students need to manipulate and transform their knowledge before they can present it in a written form, learning journals are suggested to have the ability to facilitate new understandings (Yinger et al 1981). In addition, reflective journal writing can also enable students to critically review the processes of their own learning and behaviours, and to change their learning strategies as and when needed (Gleaves et al 2008). The literature reports a positive association between journal keeping and learners' cognitive skills (McCrindle and Cristensen 1995; Stephien et al 1998). For example, in a study by McCrindle and Christensen (1995), forty undergraduates in a first-year biology course were randomly assigned to a learning journal (experimental) group or a control group. The results showed that students in the experimental group used more cognitive strategies during a learning task compared to those in the control group. In addition, students who kept learning journals showed more sophisticated conceptions of learning and greater awareness of cognitive strategies. They also performed significantly better on the final examination for the course compared to students who had not used learning journals. Learning journals are widely adopted in practice in many institutions, albeit mostly on a non-compulsory basis. For instance, the University of Portsmouth provides a reflective journal template on their website, as well as links to reflective writing guides. Furthermore, many other universities provide useful information to support students to develop reflective writing skills (University of Bradford 2015; University of Manchester 2015; University of Reading 2015). It is useful to note that many degree courses with The Open University have requirements where student learning journals are mandatory as part of assessment submission. Entries are not marked only non-submission leads to loss of marks. In spite of the advantages of journal writing as presented above, some studies have also shown that students can experience a number of challenges in keeping a reflective journal. Some examples include a loss of enthusiasm for the task over time, frustration and uncertainty about what to write, and the solitary nature of writing (Bain et al 1999 and Kerka 1996). Moreover, in some cases students might simply document concrete observations of their experiences, without demonstrating any critical reflection (Kerka 1996). These studies suggest that academics will sometimes need to provide additional support to students while they are writing learning journals. They could, for instance, provide guidelines regarding content and format, suggest a theme for reflection, and give clear explanations of the purpose for the reflective exercise (Woodward 1998). In addition, academic staff could also provide students with feedback and encouragement throughout the process in order to facilitate further reflection (Dye 2005).

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| Reading:  <http://www.niu.edu/facdev/_pdf/guide/assessment/reflective_journals%20and_learning_logs.pdf> |

It is suggested that students capture all formal and informal events which will prove useful when the time comes to return to the reflective journal or learning log for review. Students should focus on the areas which pose the most problems or difficulty in addition to those which are less problematic. Key to reflective journals and learning logs is to see progression over a period of time and to “gain a sense of achievement” (Dalhousie University, n.d.).

“Write, record

Describe the situation (the course, the context)

Who was involved with the situation?

What did they have to do with the situation?

Reflect, think about What are your reactions?

What are your feelings?

What are the good and the bad aspects of the situation?

What you have learned?

Analyze, explain, gain insight

What was really going on?

What sense can you make of the situation?

Can you integrate theory into the experience/situation?

Can you demonstrate an improved awareness and self-development because of the situation?

Conclusions

What can be concluded in a general and specific sense from this situation/experience and the analyses you have undertaken?

Personal action plan

What are you going to do differently in this type of situation next time?

What steps are you going to take on the basis of what you have learned?”

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| Reading:  <http://www.niu.edu/facdev/_pdf/guide/assessment/reflective_journals%20and_learning_logs.pdf> |

**7.3.3 Peer coaching**

Peer review is considered to be another important tool for developing critical self-reflection skills in students (Dochy et al 1999). Encouraging students to give each other regular feedback in group meetings helps students become familiar with reflective practices (Moon 1999 and Boud 1999). In peer review, students reflect on their own and others' performance of group 6 tasks. Reviewing the performance of their peers (strengths, weaknesses and areas for improvement) builds the students understanding of the principles of effective group processes and allows them to think about their own performance or approaches (Moon 1999). Research has shown that students who engage in such self-monitoring exercises where they evaluate each other's performance (rather than rely soley on teachers for feedback) become better at self-regulated learning (Butler 2002; Alvi and Gillies 2015). As Moon (1999) explains, 'working with others can facilitate learners to reflect and can deepen and broaden the quality of the reflection so long as all the learners are engaged in the process' (page172). Although peer assessment can be used as one tool to facilitate critical reflection, we need to be aware that students in the transition stage might lack experience in such methods, so peer assessment is probably best introduced as a formative, rather than summative device (Booth 2001, page 501). As too many new types of assessment may lead to resistance, peer assessment might be more likely to gain acceptance once students have become more comfortable with the notion of reflective learning (Booth 2001). The role of academic staff is also important here, as they would need to offer students significant support as they adjust to peer assessment

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| Reading:  <http://www.enhancementthemes.ac.uk/docs/publications/transition-skills-and-strategies---critical-self-reflection.pdf?sfvrsn=8> |

**7.3.3 Action research**

Reflective practice can be more formally encouraged and directed as action research (Kember & Kelly, 1993). Action research involves systematically changing your teaching using ‘on the ground’ evidence that suggests the changes you make are in the right direction and enhancing student learning (Biggs & Tang, 2007). The target of action research is the teacher, not the change that’s being implemented. In action research the term ‘reflection’ is considered misleading. Transformative reflection (Brockbank & McGill, 2000) suggests that teaching is being altered as a result of the reflection and is deemed more accurate. Engaging in action research to improve teaching practice however involves a more explicit theory of teaching (Biggs & Tang, 2007). While many teachers have an implicit theory of teaching there is a need for a more consciously worked-out theory that generates answers to teaching problems. This helps to rephrases the unhelpful and not very useful ‘there’s something wrong with my teaching’ to the more manageable and approachable ‘students are only regurgitating what I give to them in class’. The latter also brings it back to the teaching, not the students, and allows the problem to framed in a way that that can be addressed by the teacher.

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| Reading:  <https://www.ucd.ie/t4cms/Reflective%20Practice.pdf> |

**7.3.5 Portfolios as a source of reflection**

Student portfolios represents a powerful reflective tool, as they can help students keep track of their development (Zubizarreta 2008). A student portfolio is defined as a collection of student work that illustrates the student's efforts, progress, or achievement in given areas (Arter and Spandel 1992). A number of universities that have adopted the use of learning portfolios. The University of New South Wales (2015), for example, have developed the UNSW Student Portfolios Site, where students can record their experiences and achievements relevant to a number of graduate attributes, such as communication, teamwork and problem solving. An exercise on reflection on what has already been achieved can enable students to plan how they will go about developing further desired attributes. Similarly, the University of Glasgow (2015) have developed the Graduate Skills Programme (GSP), where students build an electronic portfolio illustrating the skills they have developed in their university years. Students are encouraged to write about four different aspects of their university experience:

(1) academic skills related to aspects such as writing a dissertation or attending academic skills workshops;

(2) extra-curricular activities related to aspects such as studying abroad or being part of a student society or club;

(3) jobs and careers, where networking activities with employers at career fairs can be discussed and/or the creation of a professional LinkedIn profile; and

(4) work-related learning, where students can discuss their summer internships and placements. Students can choose to complete either element of their e-portfolio (or all), articulate the skills they have developed and reflect on their future career objectives.

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| Reading:  <http://www.enhancementthemes.ac.uk/docs/publications/transition-skills-and-strategies---critical-self-reflection.pdf?sfvrsn=8> |

**7.4 Skills for reflection**

There are various methods to encourage reflection through wiring or conversations, individually or in pair or group reflection, or a combination of these. The way that people capture their reflections is largely dependent on:

* their own learning style
* their discipline – whether they are in a predominantly written-oriented, performance oriented or oral discipline; and
* what resources they happen to have at hand at the time

For practical reasons, most people capture their reflections in written forms such as diaries, post-it notes on lesson plans, journals, portfolio materials, poetry, sometimes short stories, novels or books. However, some capture reflections in dance, some in drama, some in song. Scholars have reminded of the quality of journal writing for reflection on teaching, and how reflective they actually are. Research indicates that reflective journals mostly have the form of reports, or descriptive writing (Hume, 2009; Maloney & Campbell-Evans, 2002). Writing journals is the most popular form of reflection among teachers. Moon (1999) devotes one complete chapter to the use of journals for reflection. Writing journals should be sustained in the course of time and on-off type of writing does not ensure that learning has occurred from the reflective process. Moon suggests both unstructured and structured forms of journal writing. Unstructured forms include:

* ‘free wring and reflecting’ (chronological but not involved everyday);
* recording thoughts and refection of an ongoing event or issue; and
* ‘double-entry journals’ where one part of the journal is for recoding of the event or what happened, and on the other side we write our reflection on “the written account of the experience” (Moon, 1999, p. 194).

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| Reading:  <http://www.waikato.ac.nz/tdu/pdf/Booklets/2015/ReflectPrac.pdf> |

**Recording Lessons:**

Recording your lessons can be an especially interesting technique since it will give you an opportunity to see and hear yourself from another perspective. You may do things or have certain tendencies in class that you not aware of. Recording your lesson is a good way to critically analyze your teaching performance and class presence. You can make either a video an audio recording. Audio recording is easier and is less distracting. It is also sufficient if you’re only concerned about your speech tendencies. You may want to consider analyzing an audio recording if you want to answer some of the following questions:

* How much do I talk?
* How quickly do I talk?
* How loudly do I talk?
* Do I speak clearly?
* How much do students talk?

Video recording may be distracting to both you and your students, but it is useful for showing you your behavioural tendencies while teaching. You may want to consider analyzing a video recording if you want to answer the following questions:

* How do I come across to my students while I teach?
* Where do I face when I teach?
* Do I focus too much on one area of the class or on certain students?
* Do I have any nervous tendencies or habits?

You may think you know the answer to all these questions, but people are often surprised when they hear or see a recording of themselves.

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| Reading:  <http://www.eng.mcmaster.ca/fda/documents/ReflectiveTeachingAndExperientialLearningReference.pdf> |

**7.5 Systematic reflection throughout the teaching-learning process**

Teaching is very demanding work. It requires a lot of energy, stamina and fortitude. Among all the physical activity however, it is important to remain focused on what may be identified as the more ‘intellectual’ aspects of the teaching profession. This is significant for several reasons. Arguably the most important of these is your obligation as a beginning teacher or an aspiring teacher to make increasingly well-informed decisions in the context of your everyday practice. This is because teaching is a profession in which demanding situations arise on a daily basis. Frequently there are no right or wrong answers, no procedures to follow, no time or opportunity to consult with supervising staff or colleagues. In some cases you may have the possibility of discussing with and receiving advice about incidents or concerns from appropriate others. Often, however, as a certified teacher (or even as a student teacher), you may simply be advised or expected to use your professional judgement. This may be a reasonable expectation, as it allows you to develop your skills in relation to decision making and problem solving in your specific educational context. However, it does assume that you are well-informed or have some experience of the reflective process. It assumes that you have a framework within which to consider your options and determine any possible action.

Robins et al. (2003) describe reflective practice as a tool that allows teachers, student teachers and teaching assistants to understand themselves, their personal philosophies and the dynamics of their classroom more deeply. While acknowledging the critics who argue that there is little evidence that reflection actually changes behaviour, they propose that the process of engaging in reflection not only provides a personal resource that can be accessed in other similar contexts, but is also a tool that empowers individuals who use it. This is because engagement with the process of focused thinking supports self knowledge and understanding (White, 2004; Wieringa, 2011). The capacity to engage with your professional work in this manner is not always easy. One reason is that classrooms are busy, fast-moving work environments within which pupils of diverse characteristics are engaging in an extremely important undertaking: that of learning new knowledge, skills and strategies. Another is that any framework or other tool to support your professional development is only as beneficial as the user is proficient. In order to develop the skills and competencies of an expert teacher, you need to engage in reflection. Reflective practice, over time, allows you to become skilful in making informed judgements and professional decisions, and is empowering (Robins et al., 2003). Authentic engagement in reflection supports your efforts to become contemplative, to improve your professional competencies and to identify your personal strengths and relative limitations as a teacher. It is because of its potential to impact positively on individual practice that reflection is arguably the most important of the many professional attributes that characterise successful teachers at every stage of their careers (White, 2004)

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| Reading:  <https://uk.sagepub.com/sites/default/files/upm-binaries/59229_Sellars.pdf> |

**Becoming a critically reflective teacher:**

Whilst understandings and practice of reflection may show some commonality across a range of disciplines and contexts, the addition of the qualifier critical to reflection often signifies a deeper consideration and focus upon:

* recognizing and appreciating difference and diversity from a number of angles (for example race, ethnicity, gender, class, culture, religion, disability, age) and how these factors impact on learning and teaching
* challenging and dealing with the taken for granted assumptions about teaching, learning, learners, and the learning environment
* identifying and negotiating how power operates in an always contested learning and teaching context
* nurturing, facilitating and enabling a learning and teaching environment which challenges students to think critically and morally about a variety of issues
* initiating socially engaged lifelong and transformative learning

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| Reading  <https://sydney.edu.au/education_social_work/groupwork/docs/Reflection.pdf> |

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| **Unit Exercise**   1. Explain meaning and nature of Reflective Practices 2. How teachers can apply major techniques and strategies of reflection? Discuss with examples 3. Critically analyze systematic process of reflection throughout the teaching-learning process |

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| **Unit 8 Models of Reflective Practices**  8.1 Schon’s Model  8.2 Gibbs’s Model  8.3 kolb model  8.4 Johns Ten “Cs” model |

**Introduction**

The skills associated with stepping back and pausing to look, listen and reflect, are closely related to those concerned with critical thinking which also requires you to ‘unpack’ whatever you are focusing on, not simply accept what you read or hear at face value. Through this process you will probably identify things you would not otherwise notice. Moon (2004: 181) notes similarities between being reflective and using an imaginary instrument called a ‘pensieve’ (Rowling, 2000: 518) in Harry Potter and the Goblet of Fire: ‘One simply siphons the excess thoughts from one’s mind, pours them into the basin, and examines them at one’s leisure. It becomes easier to spot patterns and links, you understand, when they are in this form.’ (Rowling, 2000: 518) The key to reflecting is spotting the patterns and links in thought which emerge as a result of your experiences in life and in learning. Sometimes this is difficult for learners because the focus is on you and this might not feel comfortable – especially in an academic context where you are usually encouraged to depersonalise your work – particularly your essays and reports. Remember, you try to avoid saying ‘I’ in essays? So, when writing reflectively, you need to find a way to be both academic and also personal and that is not always easy. You may be both referencing academic theory and, in the same piece of writing, describing an exciting learning experience you had during a seminar. Becoming reflective is, in part about feeling comfortable with this dual process. The great benefit of including reflection in your learning is that, by understanding why you do something in a particular way and recognising how you feel about it, you can spot where your strengths and weaknesses lie. This gives you the chance to build on your strengths and develop strategies to minimise your weaknesses.

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| Reading:  <http://www.learnhigher.ac.uk/wp-content/uploads/Reflection1.pdf> |

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| **Objectives**  After studying this unit, the student will be able to:     1. Understand models of reflective practices specifically Schon’s Model, Gibbs’s Model, kolb model and Johns Ten “Cs” model 2. Differentiate and compare different models of reflective practices 3. Apply models of reflective practices according to classroom situations |

**8.1 Schon’s Model**

**Reflection-in, and -on, –action:**

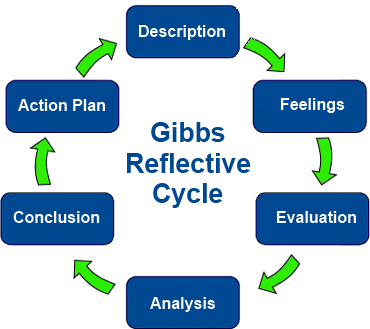
When we reflect, we consider deeply something which we might not otherwise have given much thought to. This helps us to learn. Reflection is concerned with consciously looking at and thinking about our experiences, actions, feelings and responses and then interpreting or analysing them in order to learn from them (Boud et al., 1994; Atkins and Murphy, 1994). Typically we do this by asking ourselves questions about what we did, how we did it and what we learnt from doing it. Schön (1991) distinguishes between reflection-on-action and reflection-in-action in the following way:

**Reflection-in-action** is concerned with practicing critically. So, a physiotherapy student working with a client on an exercise programme is making decisions about the suitability of particular exercises, which exercise to do next and judging the success of each exercise at the same time as they are conducting the activity. **Reflection-on-action** on the other hand, occurs after the activity has taken place when you are thinking about what you (and others) did, judging how successful you were and whether any changes to what you did could have resulted in different outcomes. This is usually the type of reflection which you are asked to write about as part of your studies. Reflecting on academic or professional practice in this way may make your personal beliefs, expectations and biases more evident to you. This understanding of yourself should help you to carry out your studies more successfully as it makes you aware of the assumptions that you might make automatically or uncritically as a result of your view of the world.

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| Reading:  <http://collections.crest.ac.uk/15355/1/what_is_reflective_practice.pdf> |

**8.2 Gibbs’s Model**

Gibbs’ reflective cycle Gibbs’ reflective cycle is a popular model for reflection. The model includes 6 stages of reflection and is presented below as cited in Dye (2011, p. 230).



**Description:**

In this section, you need to explain what you are reflecting on to your reader. Perhaps include background information, such as what it is you’re reflecting on and tell the reader who was involved. It’s important to remember to keep the information provided relevant and to-the-point. Don’t waffle on about details that aren’t required – if you do this, you’re just using up valuable words that you’ll get minimal marks for.

**Feelings:**

Discuss your feelings and thoughts about the experience. Consider questions such as: How did you feel at the time? What did you think at the time? What did you think about the incident afterwards? You can discuss your emotions honestly, but make sure to remember at all times that this is an academic piece of writing, so avoid ‘chatty’ text.

**Evaluation:**

For your evaluation, discuss how well you think things went. Perhaps think about: How did you react to the situation, and how did other people react? What was good and what was bad about the experience? If you are writing about a difficult incident, did you feel that the situation was resolved afterwards? Why/why not? This section is a good place to include the theory and the work of other authors – remember it is important to include references in reflective writing.

**Analysis:**

In your analysis, consider what might have helped or hindered the event. You also have the opportunity here to compare your experience with the literature you have read. This section is very important, particularly for higher level writing. Many students receive poor marks for reflective assignments for not bringing the theory and experience together.

**Conclusion:**

In your conclusion, it is important to acknowledge: whether you could have done anything else; what you have learned from the experience; consider whether you could you have responded in a different way. If you are talking about a positive experience…discuss whether you would do the same again to ensure a positive outcome. Also consider if there is anything you could change to improve things even further. If the incident was negative…tell your reader how you could have avoided it happening and also how you could make sure it doesn’t happen again.

**Action plan:**

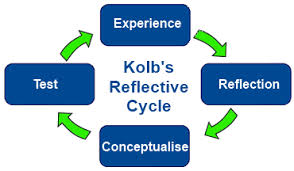
Action plans sum up anything you need to know and do to improve for next time. Perhaps you feel that you need to learn about something or attend some training. Could you ask your tutor or placement supervisor for some advice? What can you do which means you will be better equipped to cope with a similar event?

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| Reading:  <https://my.cumbria.ac.uk/media/ReflectiveCycleGibbs.pdf> |

**8.3 Kolb Model**

"Experiential learning theory defines learning as the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience"

Kolb’s experiential learning theory is represented as a four stage cyclical process of learning. These stages are: concrete experience, reflective observation, abstract conceptualization and active experimentation.



**Concrete Experience:** This is the first step of the experiential learning process. Concrete Experience sees the learner involved in a new experience or situation. This also includes a reinterpretation of an existing experience.

**Reflective Observation:** The second step of Kolb’s theory, reflective observation, involves systematic reflection on the new experience. This is an analytical step in which the learner consciously thinks about what they have just experienced. A particularly important aspect of this step is the realization of inconsistencies between experience and understanding.

**Abstract Conceptualization:** The learner delves deeper into their thinking about the subject. In this step, the learner constructs a new idea, or modifies an existing concept to explain their observations.

**Active Experimentation:** The final step of the process involves using these new theories to solve problems and make decisions. By applying their newly-conceived understanding of the world around them, they are demonstrating their newfound knowledge. The process enters a new cycle when the learner uses this experimentation

In essence, effective experiential learning occurs when: 1) The learner has a concrete experience 2) The learner reflects upon their new experience 3) The learner analyzes their reflections and observations and creates their own conclusions 4) The learner uses these conclusions to test future situations After the fourth step, the process repeats itself on new experiences. For effective experiential learning to take place, the whole cycle must be completed, in the order described.

(McLeod,2010)

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| Reading:  <http://www.eng.mcmaster.ca/fda/documents/ReflectiveTeachingAndExperientialLearningReference.pdf> |

**8.4 Johns Ten “Cs” model**

As a guide to its essential nature, reflection can be viewed as ten C’s of reflection. Johns.C (2000b)

* Commitment – believing that self and practice matter; accepting responsibility for self; the openness, curiosity and willingness to challenge normative ways of responding to situations.
* Contradiction – exposing and understanding the contradiction between what is desirable and actual practice.
* Conflict – harnessing the energy of conflict within contradiction to become empowered to take appropriate action.
* Challenge and Support – confronting the practitioner’s normative attitudes, beliefs and actions in ways that do not threaten the practitioner.
* Catharsis – working through negative feelings.
* Creation – moving beyond self to see and understand new ways of viewing and responding to practice.
* Connection – connecting new insight within the real world of practice; appreciating the temporality over reality.
* Caring – realising desirable practice as everyday reality.
* Congruence - reflection as a mirror for caring.
* Constructing Personal Knowing in practice – weaving personal knowing with relevant extant theory in constructing knowledge.

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| Reading:  <https://www.nottingham.ac.uk/nmp/sonet/rlos/placs/critical_reflection/pdf/driscoll_paramedic_poem.pdf> |

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| **Unit Exercise:**   1. Explain following models of reflection with examples    * Schon’s Model    * Gibbs’s Model    * Kolb model    * Johns Ten “Cs” model 2. Critically analyze various models of reflective practices 3. How teachers can apply different models of reflective practices in teaching and learning process? Discuss |

**Recommended Books:**

1. Borich, D. Gray (2013) Effective Teaching Methods: Research-Based Practice (8th Edition) 8th Edition. New York. Pearson.
2. Children Resource International (2003). Assessing Children’s Development through Observations, (chapter 2nd), Islamabad.
3. Moon, J.A. (2005). Reflection in Learning & Professional Development: Theory and Practice Kogan Page. U.K.
4. Bernaed, H.W, (1980). Psychology of Learning and Teaching, New York, McGraw- Hall Book Co.
5. Children Resource International (2003). Child-centered Curriculum (unit 3rd), Islamabad.
6. James B. Thyne, (1969). The Psychology of Learning and Technology of Teaching, London, University of London Press.
7. Gibbs,G.(1988).*Learningbydoingaguidetoteachingandlearningmethods*.London:Oxford.
8. Rahman,Z.(2004).*Modernteachingmethodsandtechniques*.NewDelhi:Anmolpublications.
9. Nelson.L.Bossing, (1970). Teaching in Secondary Schools, New Delhi, Amerind Publishing Co.
10. Ornstein,A.C, (1990). Strategies for Effective Teaching, New York, Harper Collins.
11. Pollard, A. (2008). Reflective Teaching, (2nd Edition), New York, Coontinuum.
12. Farrell,T.S.(2004).*Reflectivepracticeinaction:80reflectivebreaksforbusy*

*teachers*.ThousandOaks:CorwinPress.

1. Ghaye, T., &Lillyman, S. (2002). Reflection: Principles and practice for healthcare

professionals. Wiltshire, UK: Quay Books.