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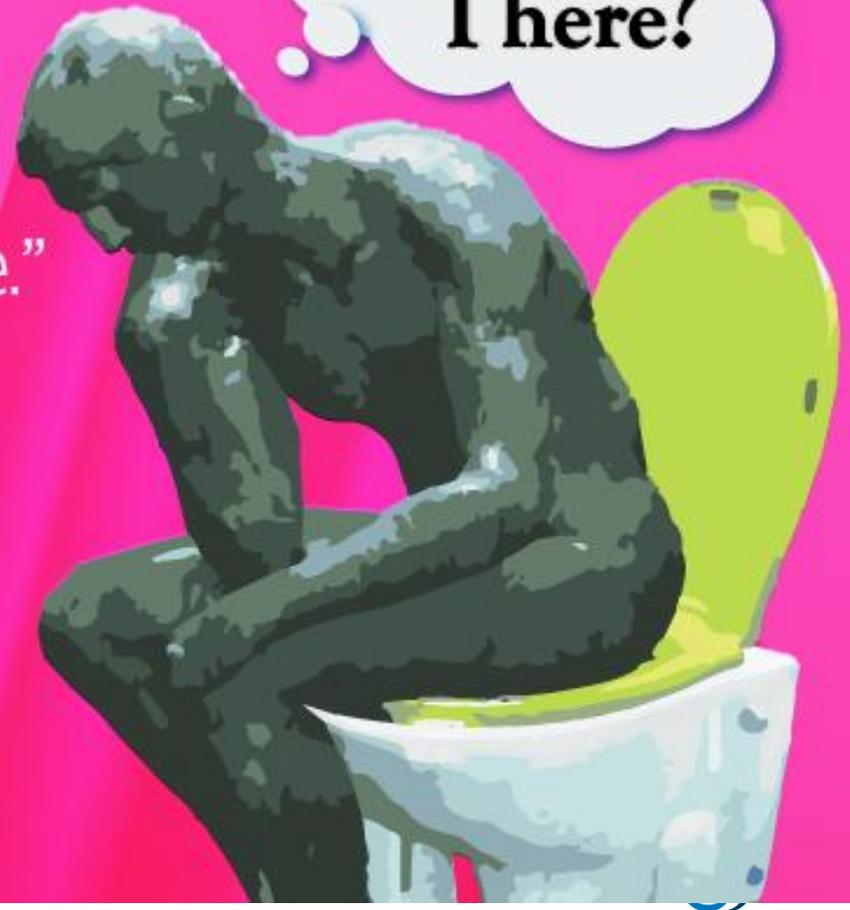
Reflection: How do I do it? John Dewey:

“We do not learn from experience ...
we learn from reflecting on experience.”

5 Apr (Tue) 12:45pm – 2:00pm
Room 321, 3/F, Run Run Shaw Building

Facilitators: Dr. Cecilia Chan and Dr. Michael Chan

Organised by
Centre for the Enhancement of Teaching and Learning





Formative Assessment

Criteria Referencing:

Anyone who participates in a discussion, ask question, or provide a comment etc will receive a chip*.

If you receive more than 10 chips for participation, you will receive a prize.



*Cecilia has the final discretion



Sharing

- Are you using reflection in your classroom?
- What are you hoping to find out in this workshop?



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This is you on a normal day....





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And this is you on a tough day...



etl



Think and Share with me:
What were you thinking straight
after the incident?



HMM...

Simple Definition of Reflection

Reflection is a form of mental processing – like a form of thinking – that we use to fulfil a purpose or to achieve some anticipated outcome. It is applied to relatively complicated or unstructured ideas for which there is not an obvious solution and is largely based on the further processing of knowledge and understanding and possibly emotions that we already possess

(based on Moon, 1999)



Reflection enhances the thinking and learning process:

“Why, How and Where is my learning going?”

Reflection assesses the ‘why’ and ‘how’ of the learning and what to do as a result.

Prior to reflection, students should self assess. This addresses the ‘what’ of the learning and the learning process.

How do you think about the way you think?

Focus on the word below and its spelling.

fissiparous

1. What do you think it means?
2. How do you pronounce it?
3. Describe what strategies you would use to remember the spelling.

Now ask your colleagues to share the strategies they used:

e.g. double 'ss' and the suffix 'ous'

break words into syllables

meaning and root word as significant hooks





Reflective Learner

“Powerful learners are reflective. They are able to step back and take stock of progress. They are able to mull over their actions and consider how they might have done things differently. Good learners are self aware, able to contemplate their actions to continually ‘grow’ their learning power.”

Guy Claxton, from “What’s the Point of School?”



So how can we do it?

What is necessary, to ensure both teacher and students become routinely reflective?

Making time for reflection

Planning opportunities for reflection

Training yourself and your students in reflective techniques

Reflection: How to do it?
We do not Learn from Experience ...
We Learning from Reflecting on Experience



**Breaking Down
Reflection &
Learning**

**Between Description & Reflection
in Everyday Life & Classroom**

Understanding Reflection in Everyday Life



I burnt my Chicken this morning

I forgot to bring my umbrella on a rainy day

I'm such a forgetful person (self-understanding)

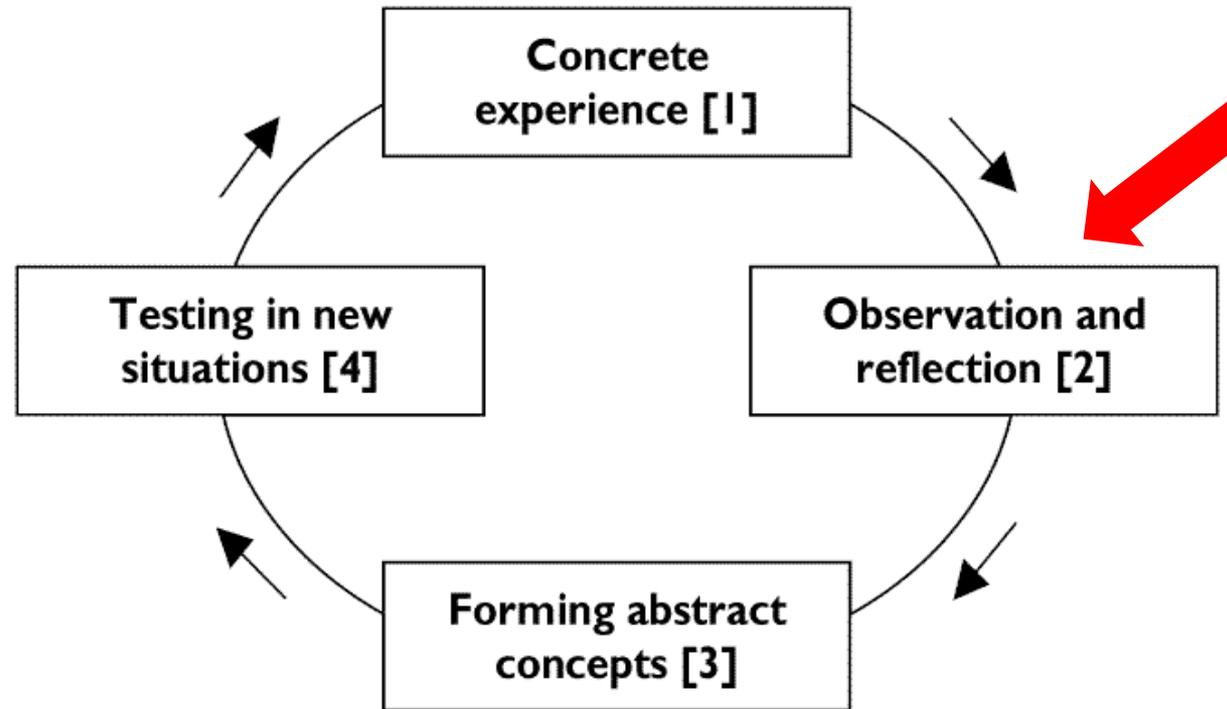
I should trust myself and not the weather news next time (critical)

Describe vs paying attention and ***Reflect*** on everyday actions and practices

Reflection in Academic Contexts

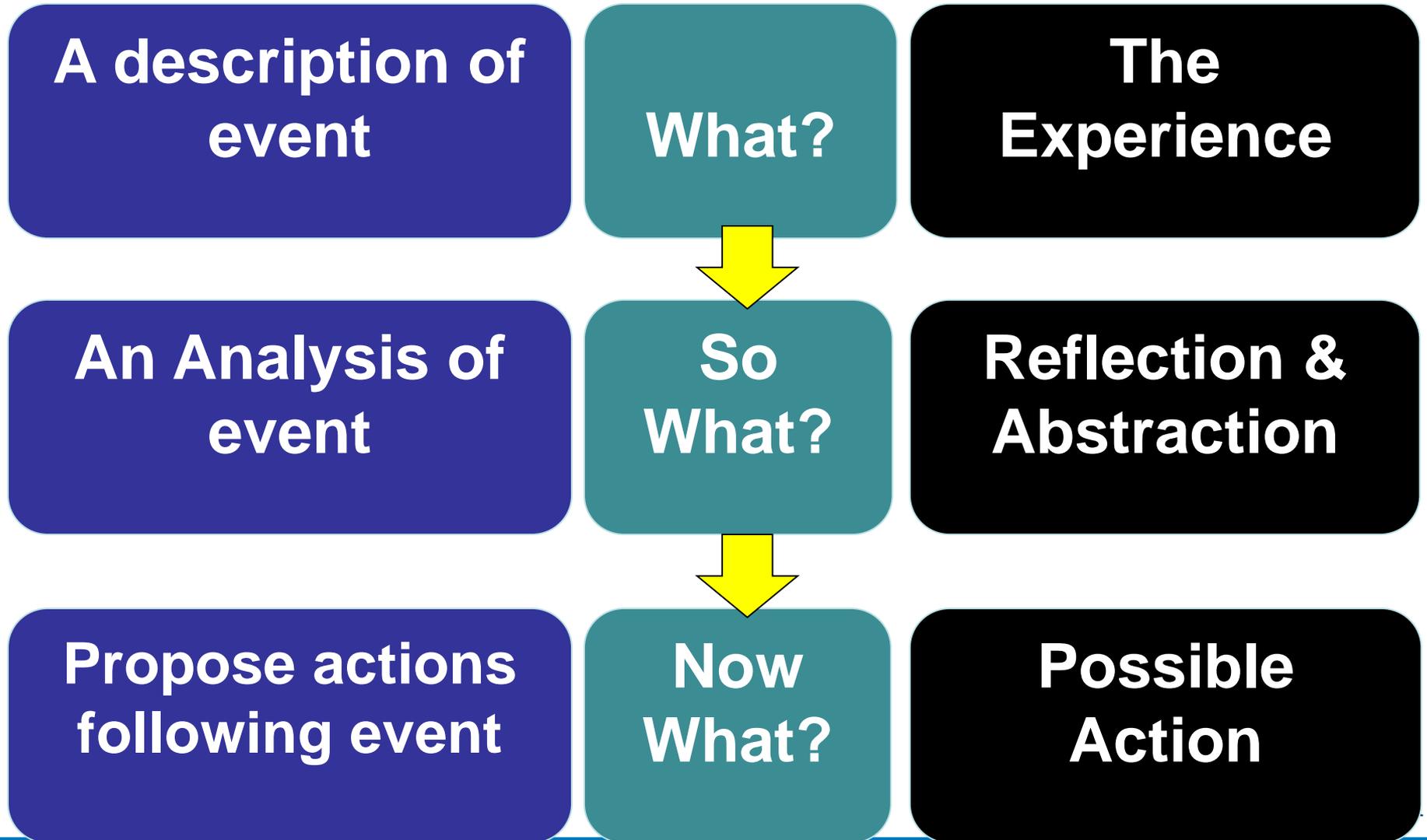
The active intellectual monitoring & evaluation of one's **formal learning** and **professional practices** (experiences)... that leads to **new knowledge** and self-understanding

David Kolb's Experiential Learning Model (ELM)

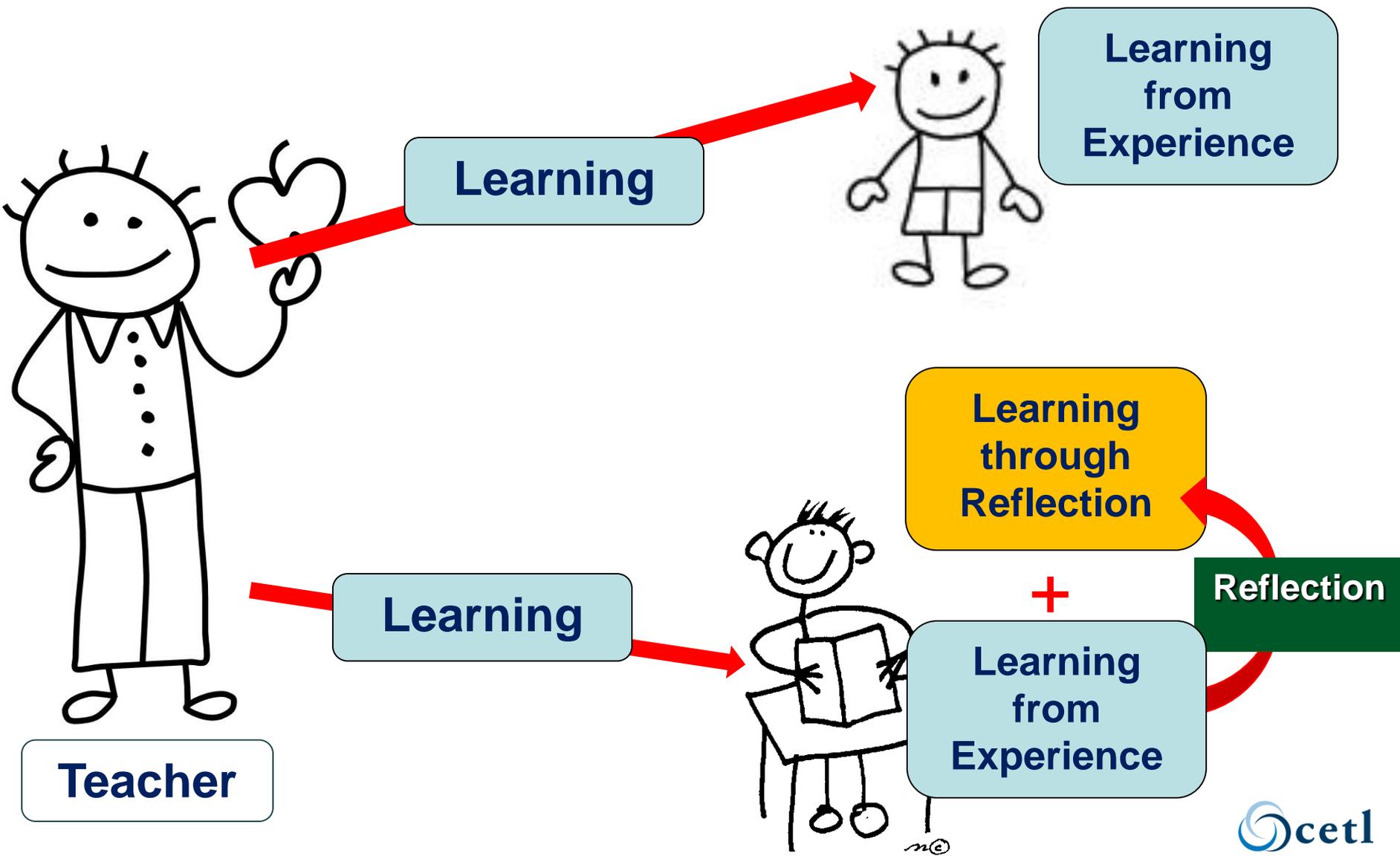


Experience alone does not necessarily lead to learning;
deliberate reflection on experience is essential

The “What” Model of Reflective Practice Driscoll (1994, 2000)



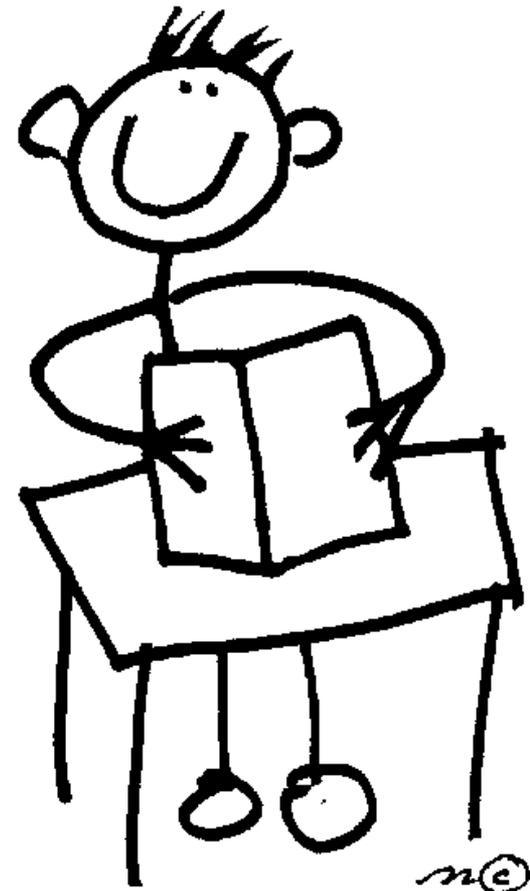
Reflection & Learning in Classroom



We now know reflection can lead to knowledge, then what are the typical ways to implement Reflection in curriculum?

Assessment Methods: Reflective Writings

- Many forms of reflective writing:
- Reflective Journals, diary, log, blogs, etc
- Non-written forms of reflection:
- Video & audio recordings, through different digital & creative media, etc.



Jenny Moon's Generic Framework for Reflective Writing

Level 1: Descriptive Writing

- Account is descriptive, little reflection > describing what happened, past experiences
- May have emotions, but not explored
- On facts & sequence; not about meanings or ideas
- Can serve as a basis on which to reflect

Level 2: Descriptive with some Reflection

- Account is descriptive in nature, but signals points for reflection
- Recognizes areas for deeper exploration, but does not go into it
- Sense the possibility for learning from the account, but not sufficient reflection that enable learning to occur

Jenny Moon's Generic Framework for Reflective Writing

Level 3: Reflective Writing I

- No longer a straight-forward account of event, with analysis & exploration of external ideas and information
- Critical, self-questioning < **“standing back”** from the event
- Recognition of **“other perspectives”**: things may look different from different perspectives > a frame of reference

Level 4: Reflective Writing II

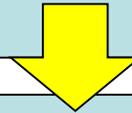
- Description only serves the process of reflection; clear evidence of “standing back” from event
- Recognition of emotion, past experience, values and thoughts in framing the account and behavior
- Deep reflection, **recognizes the frame of references** with which an event is being viewed (and can be viewed from other) > multiple perspectives
- Learning are gained from reflecting on this experience



Four Levels of Depths in Reflective Writings

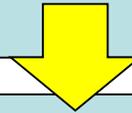
Descriptive Writing

Descriptive, very little reflection



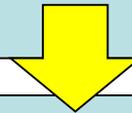
Descriptive with some Reflection

With points for reflection while not actually reflecting



Reflective Writing 1

Some analysis; critical; questionings



Reflective Writing 2

Deep reflection; recognizing different frame of reference



Exercise: Assessing Students' Reflection

Discuss with fellow participants from your table.

1. Rank the Students' Reflection samples according to Jenny Moon's framework

(Descriptive > Descriptive with some Reflection > Reflective > Deep Reflection)

2. Explain the reason of the ranking.

3. Suggest ways to motivate your students to become more reflective.

Discussion Time: 5 minutes.

Pros

- Enhance Learning
- Understand student's progress
- Improve writing skills
- Express personal views
- Enhance critical thinking

Cons

- Time consuming to grade
- Confidentiality
- Difficult for objective marking
- Clear guidelines needed

From Cecilia Chan (2009)

Did you learn anything new?

Who or what helped you in your learning?

What do you need more help with?

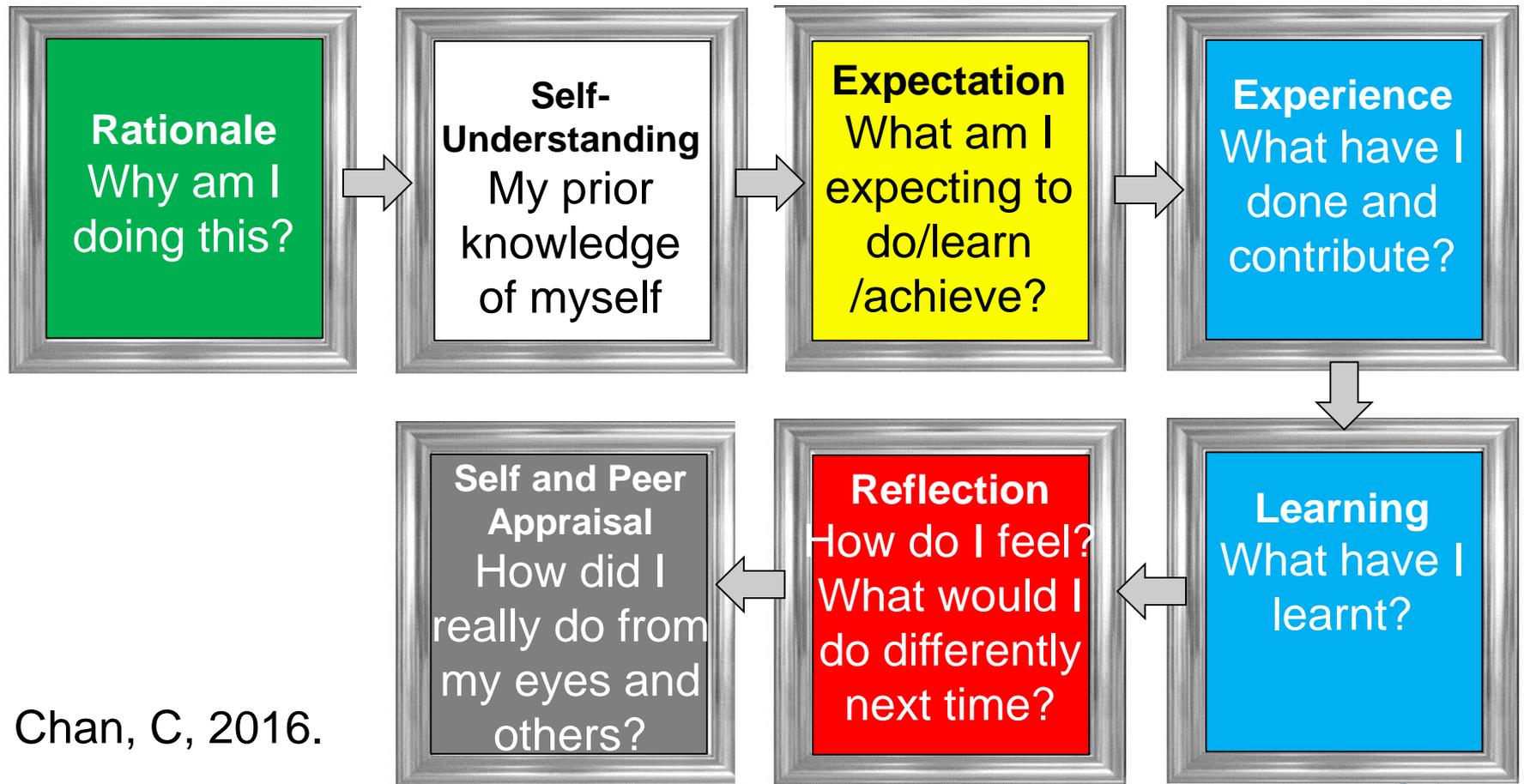
What are you most pleased with?

What do you want to learn next?

Do you remember what you were learning today?

**Let's go Deeper:
Let's Reflect on
Reflection itself ...**

Chain of Mirrors – the Metacognitive Learning Process



Chan, C, 2016.

Open Discussion – Assessment of Reflection

Can we really assess reflection?





Reflective methods are more effective when teachers apply self and peer-assessment techniques to understanding standards and criteria and this application can result in improved learning.

Falchikov, 1995; Dochy, et al., 1999; Liu & Carless, 2006; Thuy Vu & Dall'Alba, 2007

