

REFLECTIVE PRACTICE

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**FOR IMPROVED
LEARNING**

Reflection #1

Direction: reflect alone for two minutes
then discuss in small groups - five minutes

Reflect on:

When do my students think about learning?

Why is thinking about learning important?

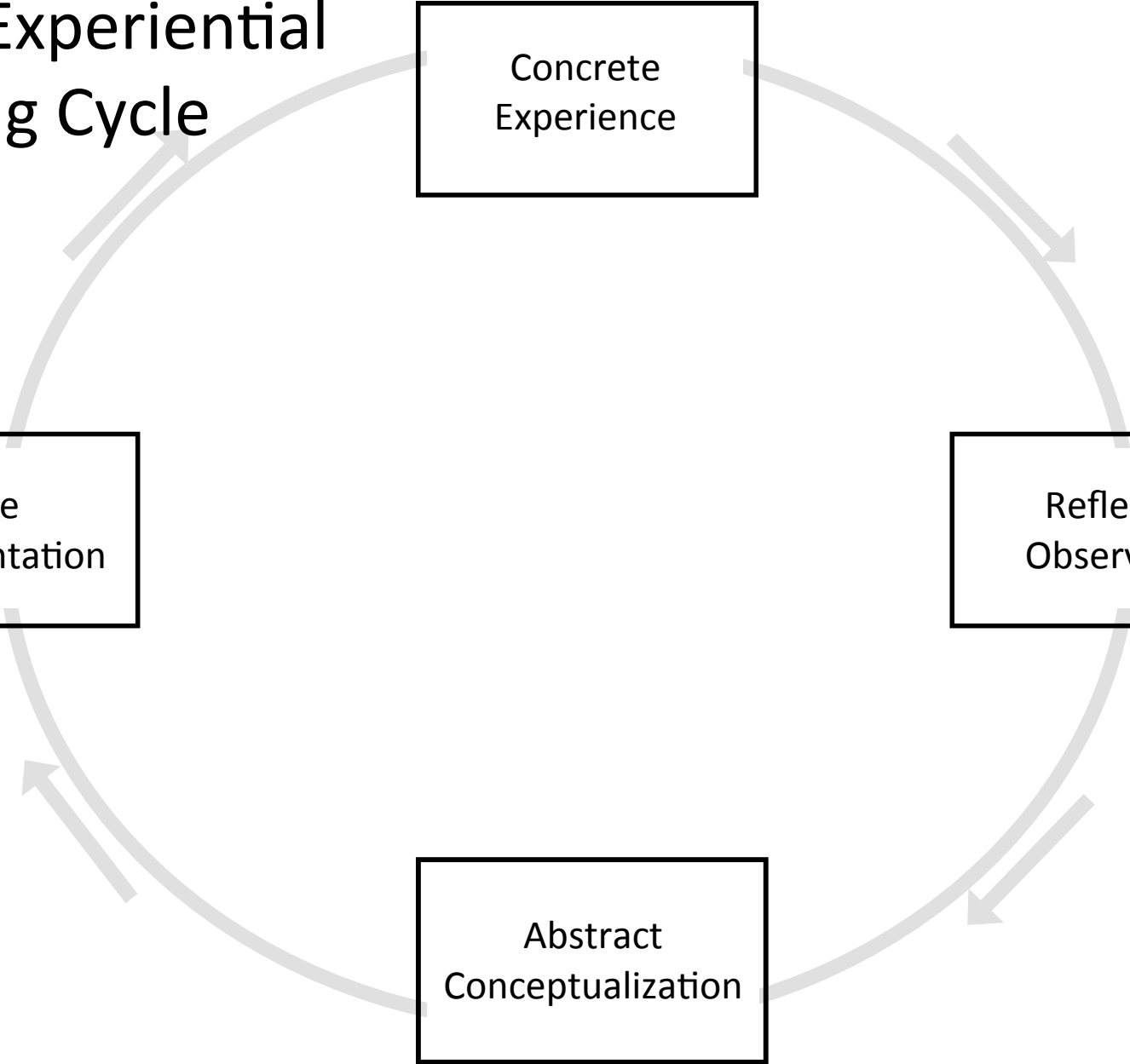
Kolb's Experiential Learning Cycle

Concrete Experience

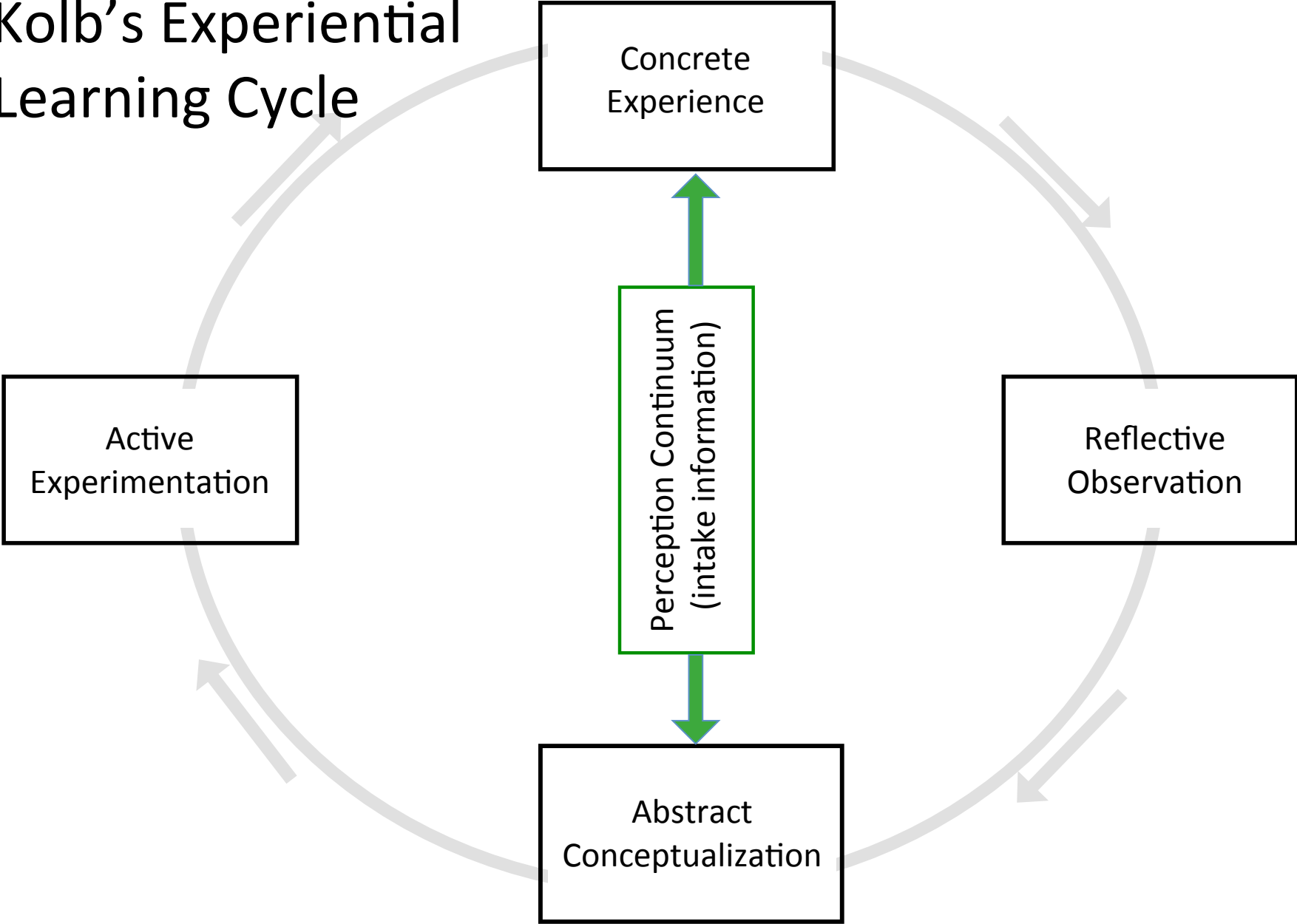
Reflective Observation

Abstract Conceptualization

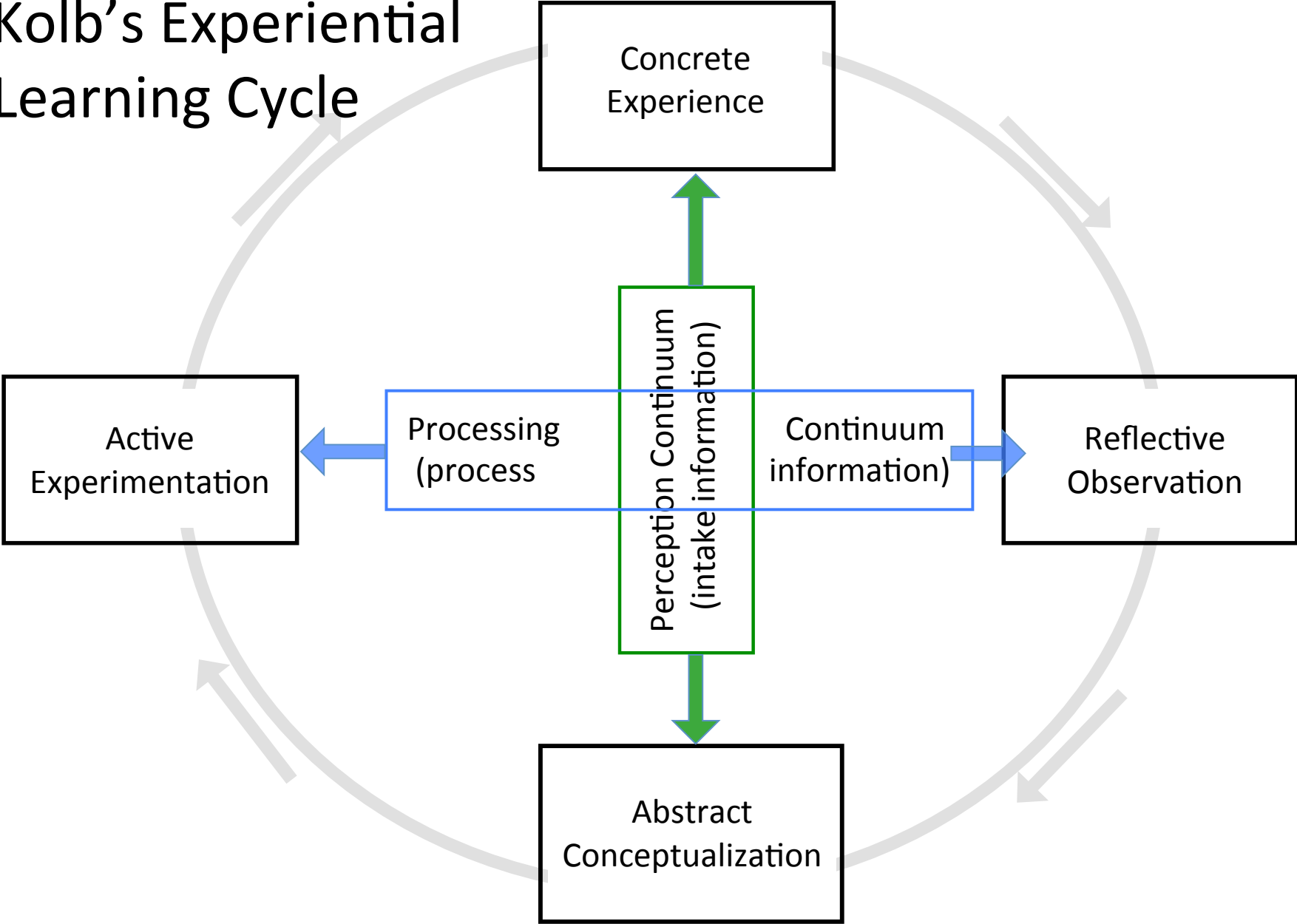
Active Experimentation



Kolb's Experiential Learning Cycle

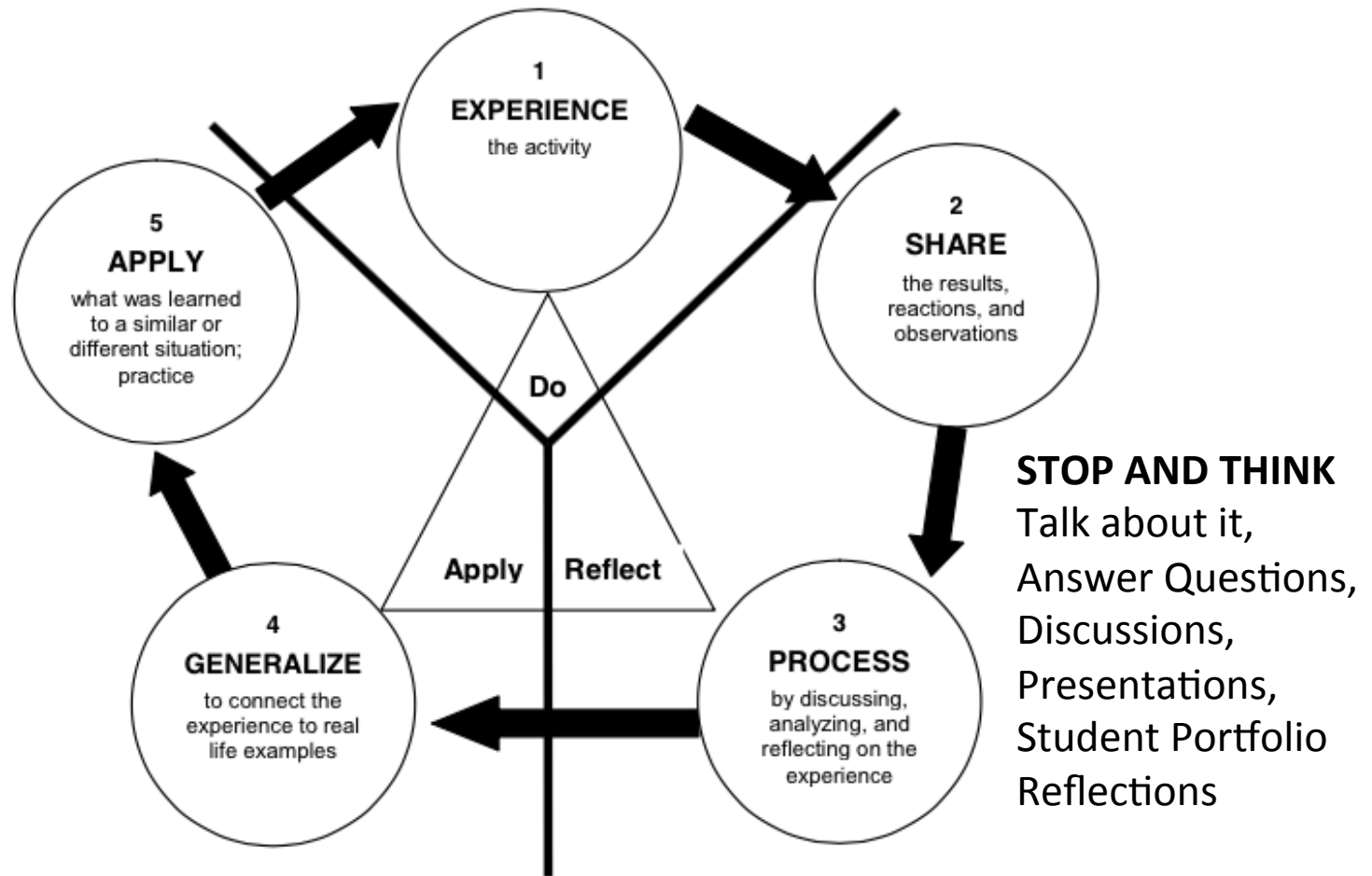


Kolb's Experiential Learning Cycle



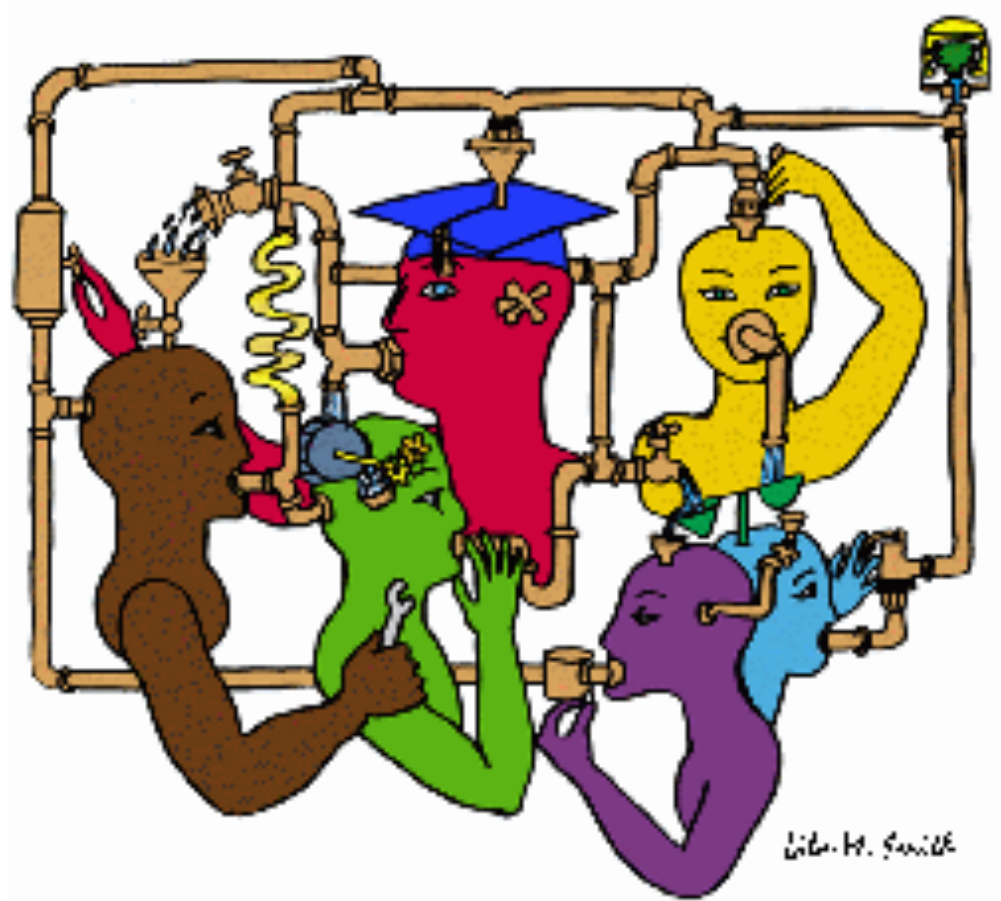
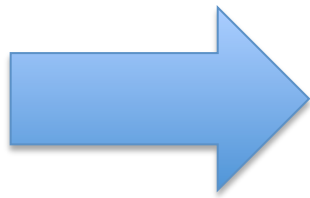
Processing Reflection

Experiential Learning Cycle
(based on the work of David Kolb and others)

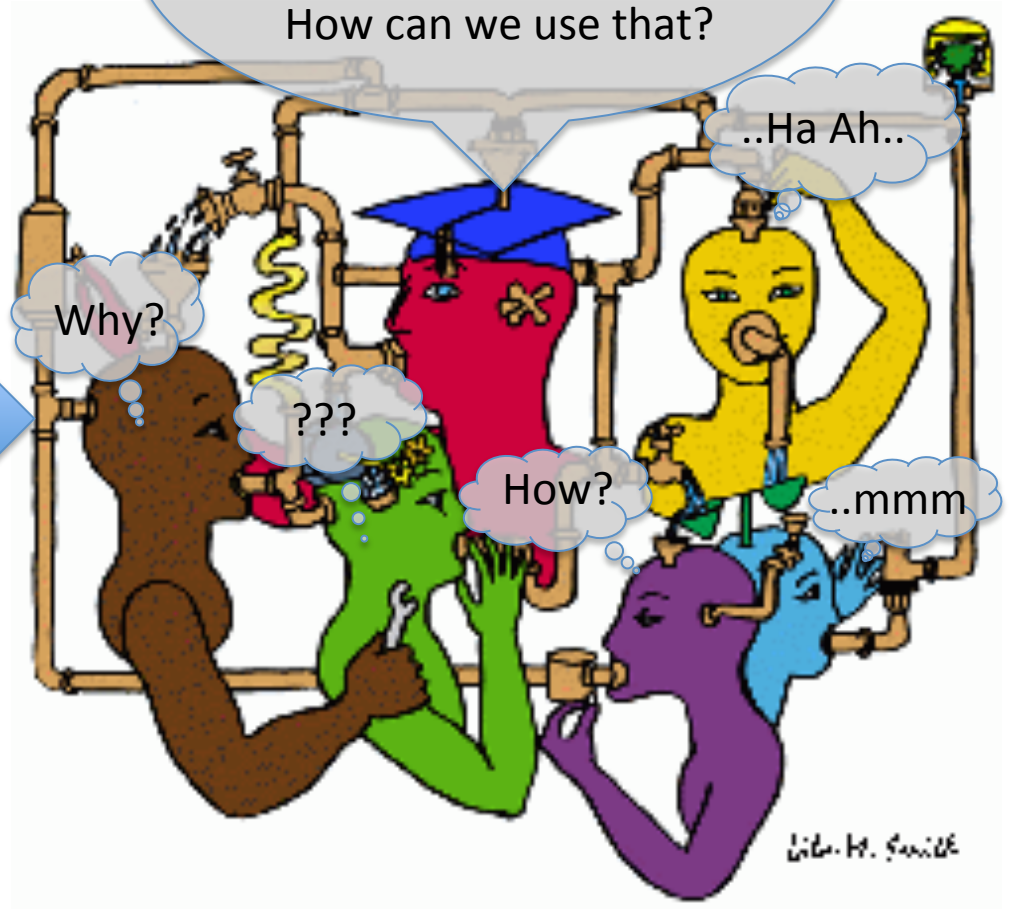
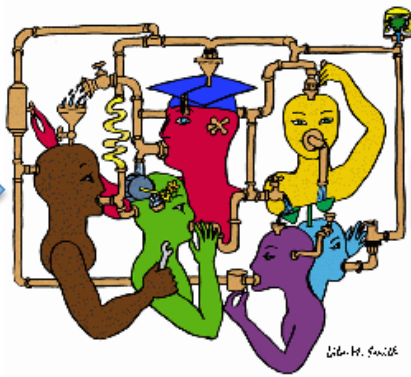




Abstract Conceptualization



Active Experimentation
Concrete Experience



What? So What?
Now What? Why did that happen?
Does that happen in life?
How can we use that?

Why?

???

How?

..Ha Ah..

..mmm

Like M. Smith

How can REFLECTION help

- Identify gaps in their study habits and ways to improve
- Do they need to make a schedule?
- Set clear goals
- Time on task = go to class
- Find right time to study, find time to study
- Right place to study
- Study – self-test – peer test - study

How can REFLECTION help

- Better understand their approaches to assessment and testing to improve in the future
- Understand value of homework, practice
- Self-test, get feedback
- Use rubrics, pre/post quiz
- What is this all about? (meta-cognitive ques)

How can REFLECTION help

- Provide evidence and examples of the skills, critical thinking and mastery of content
- What did I learn? How did I learn it?
- How can I show it?

Sufficient time, Authentic assessments = projects, inquiry, journal, portfolio

How can REFLECTION help

- Identify opportunities for learning or developing skills outside their course of study
- Where will this skill or learning help me in future?

How can REFLECTION help

- Develop transferable skills that are valuable for their future careers
- Thinking about learning is life-long skill

- Identify gaps in their study habits and ways to improve
- Better understand their approaches to assessment and testing to improve in the future
- Provide evidence and examples of the skills, critical thinking and mastery of content
- Identify opportunities for learning or developing skills outside their course of study
- Develop transferable skills that are valuable for their future careers

Goals of Course/Experience

- Consider Course/Program goals
- How will “Reflection” be included?
- Choose a Reflective Learning Goal
- Consider how student will collect experience(s) that contribute to that goal
- Consider how student will document the experience(s)
- How will you assess the assignment?

Reflective Practice and SENCER

SENCER Ideals

- SENCER invites students to put scientific knowledge and the scientific method to immediate use on matters of immediate interest to students.
- SENCER seeks to extract from the immediate issues the larger, common lessons about scientific processes and methods.
- SENCER locates the responsibilities (the burdens and the pleasures) of discovery as the work of the student.

Reflection #2

Direction: reflect alone for two minutes

Reflect on:

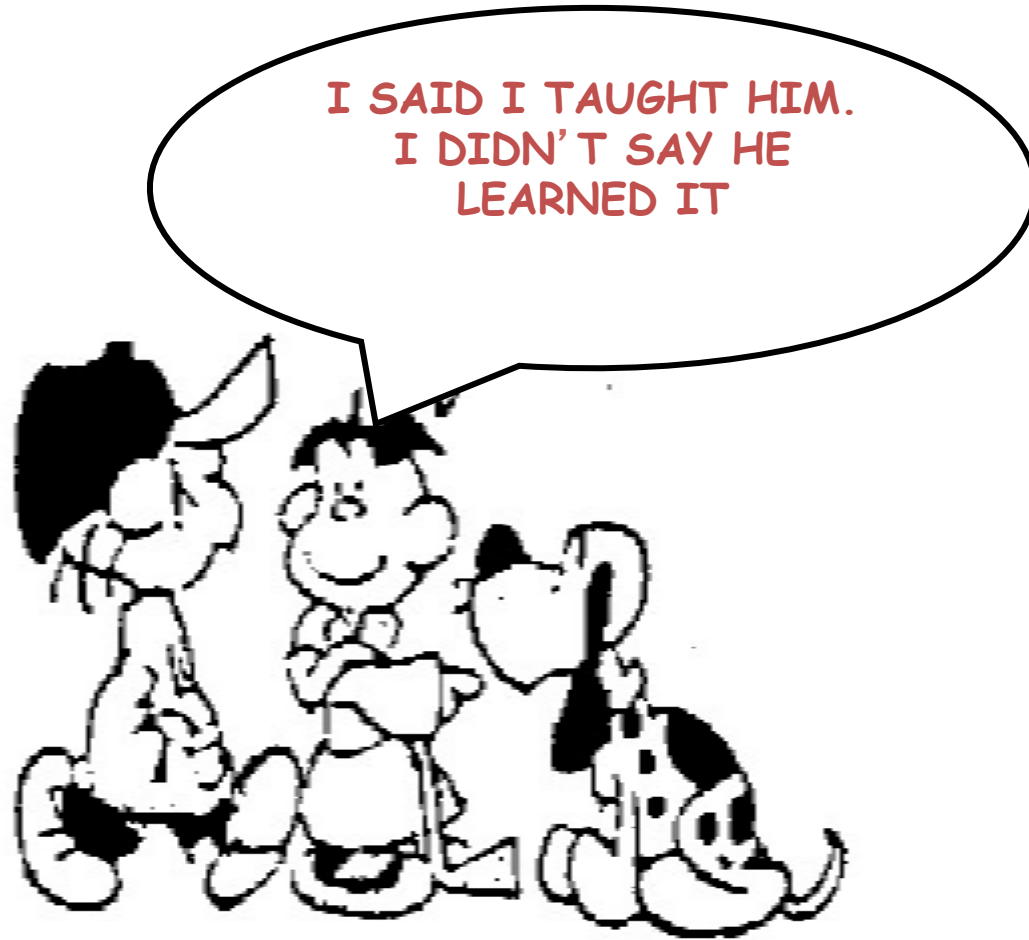
Where or How can I use a civic issue to get my students to think about learning?

How can SENCER help?

Student Learning?



Why we use assessment....



Why assessment and why reflection.....

