The use of reflective practice in ePortfolio Development

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Overview of presentation

- Short bio!
- What is reflective practice?
- Role the ePortfolio played in my becoming a reflective practitioner

Learning new things

> **"** It is argued that you cannot put an old head on young shoulders but can you put a young head on old shoulders by learning new ways of seeing and doing things? Can you teach an old dog new tricks? (TW, 2016)

Nothing New about Reflective Practice

> Teachers in higher level institutions have gained much tacit knowledge through studies and experience but the purpose of reflection is to make this tacit knowledge overt so that teachers can build on their practice in order to develop a repertoire or a tool kit for solving problems in the future (Hughes and Moore, 2007)

> Dew highlighted the importance of reflective practice *How we think* (Dewey, 1910). Thinking needs to be trained so that we can channel our natural curiosity into more productive creative thinking. The training of thought involves cultivating the mind and developing habits of critical examination and enquiry.

Curiosity or wonder is the mother of science. Curiosity leads to a transformation in how we think as we gather evidence to feed our curiosity. Our task as teachers is to keep alive the spark of wonder in our learners (Dewey, 1910).

If we teach today's students
as we taught yesterday's,
we rob them of tomorrow.
- John Dewey

Scrutinise our thinking – apply logic to it – Dewey 1910

- We gather our thoughts and apply the scientific method of induction and deduction to them.

- Reflection involves a double movement, from having partial data

from which we draw inferences to (induction) to a teasing out of the facts to relate them to other facts (deduction)

Rodgers, 2002, p. 845

- *Reflection is a meaning making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas. It is the thread that makes continuity of learning possible, and ensures the progress of the individual and, ultimately, society. It is a means to essentially moral ends.*

- *Reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry. Reflection needs to happen in community, in interaction with others. Reflection requires attitudes that value the personal and intellectual growth of oneself and of others. (Rodgers, 2002, p. 845)*

Becoming a reflective practitioner

- Schön (1983) draws a distinction between reflection-in-action (adjustments to practices during the actual practice) and reflection on-action which happens during the critical reflections afterwards.

- These reflections may lead to new theories or ideas on how to improve our practice.

- Becoming a professional and enhancing our teaching practices involves critically reflecting on feedback from our students and peers.

- It means becoming a reflective and a reflexive practitioner.

- These critical reflections may involve the use of reflective journals and teaching portfolios.

Brookfield's 4 lens: Becoming a critically reflective teacher

- "Critically reflective teachers are excellent teachers who continually hone their "authentic voice", a pedagogic rectitude" that reveals the "value and dignity" of the teacher's work "because now we know what it is worth". Benefits: inspirational self-assuredness, the regular achievement of teaching goals and motivated, critically reflective students"" (Miller, B. 2010 – The University of Sydney).

1. The autobiographical (reflecting on own practice)
2. The student's eyes (feedback from students via surveys)
3. Our colleagues experiences (peer review by colleagues)
4. Theoretical literature (being aware of literature in the field)

I take a learner centred approach

- What teaching methods and strategies do I currently use? Why?
- What strategies do I not use? Why?
- How does my teaching support my learning outcomes?
- How do I assess my students?
- Do the assessments support the Learning Outcomes of module and programme?
- How could I improve?
- Reflect on your relationship with the students
  - How do I get to know my students?
  - How do I help students to get to know each other?
  - How do I build rapport with my students?
  - How does my teaching support this?
  - How accessible am I to my students?

Student Feedback

- Firstly, I just wanted to let you know that I am really enjoying this subject. I am a visual learner that's why the examples and samples of studies and the guidelines are working for me.

- Firstly, I would like to thank you and all in Hibernia who supported me throughout the MATL course, from the technical team, examinations office/reception and administrative staff, to the module tutors. It was a challenging but hugely rewarding undertaking. I feel particularly privileged to have had the opportunity to work with Dr. X Y in pursuing my interest in Standardised Testing".

Colleague Feedback

This was a very lively tutorial. Students situated in different corners of the globe were skilfully led by the tutor, as they teased out the implications of gender in education. Some of the students had problems with their sound, but they still engaged via notes, and the students were helpful in making troubleshooting suggestions to their colleagues. A video the presenter proposed on the 'pinkification' of girlhood did not work, but the screen shot and the description given by the presenter were probably enough to whet the students' interest, and it is likely that they would have perused it themselves following the tutorial.

- Key strengths: Clarity of diction, Presenter very well prepared
- Engagement of students at an early stage of the session
- Support materials suggested

Colleague feedback from an online tutorial

- I really enjoyed and learnt a lot from your style and approach. (My online tutorials must appear like a high speed train compared with your lovely calm one). The students were all engaged and the interaction between the students was timely and appropriate. You reinforced ideas and made excellent suggestions. I probably would have had more input myself but I think allowing the students to tease out the issues themselves worked well. The difficulty with this approach can be if a dominant uninformed student dominates it can be difficult to ensure students are getting accurate information. This did not happen with you which is great. The use of the white board to reinforce ideas and summarise what people said was excellent. Perhaps a suggestion would be to have a table open where you populate it with key points as you go through the tutorial. I always found it difficult to have a clear view of the items below when beginning to start a research project.

Peer Review – from colleague at a live even – Critical incident model: Cellular approach

What was happening?	How did you feel?	What did you do at the time?	What did you do afterwards?	What was the result/your learning?

Positive feedback from external examiner

- *I have received all of the assessments, submissions and marking schemes. The Programme team are to be commended on the level and detail of feedback provided. Of note is the detailed commentary feedback provided by both first and second markers in many of the modules. I am very satisfied that the MATL Programme is well designed and learners achieving a pass standard or better have met the stated aims and learning outcomes. The attainment of the students, particularly as evidenced in the research project, compares well with those expected of students in other institutions. Keep up the good practice of providing detailed feedback to students. In reviewing and improving this programme the course team should continue to consider a wide range of assessment strategies. Overall – this is a very good programme and well done to the course team.*

Signature Pedagogy & personal mission statement

- My teaching philosophy is to facilitate growth and self-actualisation in learners and to allow them to be themselves and to find their own voice. My wish for my students is that they become independent self-directed learners and discover the joy of learning. I hope my teaching is inspired by inquiry, reflection and a passion for the subject matter! (Fitzmaurice and Coughlan, 2007). The many 'bad' teachers I met along the way inform my philosophy as much as the really good inspiring ones. I hope to emulate what was best in their methods and eschew what was worse. It is hard to believe that in my primary school days teaching was usually by the stick, children were bullied and verbally and physically abused. Thankfully these days are gone and teachers at all levels use reflective practices. This leads me to characteristics and traits that I would like to demonstrate in my teaching practices.

Creating an ePortfolio (Wordpress)

- http://teresawhitakerblog.com
- About me
- Academic and Professional Development
- Education Links
- Pedagogical Practice & Management
- Teaching Philosophy Statement
- Technology Enabled Learning

Can you teach an old dog new tricks? Yes …

I want to be a teacher like mummy.

Thanks for your attention

- ## Any questions?