

WORKSHOP 4: REFLECTIVE AND SCHOLARLY TEACHING

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INTRODUCTIONS: OBJECTIVES AND METHODS

- **Objectives:**

- Become better teachers in order to improve our students' learning experience
- Become familiar with the process of reflection on teaching
- Learn to link teaching and research

- **Methods:**

- Case study
- Interactivity (Group work, discussions)

REFLECTIVE LEARNING: WHAT IS IT?

- “The most distinctive of these very good teachers is that their practice is the result of careful reflection . . . They themselves learn lessons each time they teach, evaluating what they do and using these self-critical evaluations to adjust what they do next time.” (*Why Colleges Succeed, Ofsted, 2004*)
- Lifelong learning

REFLECTIVE LEARNING: WHAT?

- STORY
- What is the most likely reason that this memory stuck with me?
 - a) His knowledge seemed outdated given how old his notes looked like.
 - b) He was an extremely kind person.
 - c) His lectures were underwhelming.
 - d) He gave only As and Bs to his students.

REFLECTIVE LEARNING: WHAT?

- Why wasn't he aware of how underwhelming he seemed as a teacher?

STEP 1: GET INTO THE HABIT OF PURPOSEFULLY THINKING ABOUT
WHAT HAPPENED IN YOUR CLASSROOM/COURSE

REFLECTIVE LEARNING: EVIDENCE AND IMPACT

- **Evidence**

- Anecdotal
- Systematic

- **Impact**

- Were the learning objectives reached? Etc.
- Require careful analysis and consideration

STEP 2: COLLECT INFORMATION ON YOUR TEACHING AND ANALYZE HOW IT AFFECTS YOUR STUDENTS' LEARNING

REFLECTIVE LEARNING: FROM ANALYSIS TO SOLUTION

Dr. Brown is worried about his class. He knows that if he doesn't stick to the time allocated for each section he'll run out of time and the material at the end won't be covered.

	Perception
Problem	Poor time management
Reflection	Questions reduce time to cover material
Solution	Better lesson plans; don't allow questions

REFLECTIVE LEARNING: FROM ANALYSIS TO SOLUTION

- Do you think Mr. Brown's students will benefit from the change? Why or why not?
- Should Mr. Brown go ahead with implementing the change he thinks is necessary to improve his teaching? Why or why not?
- What should Mr. Brown do instead? Recommend ONE alternative method to improve his teaching!
- What is the reason for the difference between your recommendation and his solution?

STEP 3: CONSULT OUTSIDE SOURCES AND LINK YOUR THEORY TO PRACTICE

REFLECTIVE TEACHING: WHY TO DO IT? (CASE STUDY 1)

Ms. Donnelly has taught statistics for many years in a liberal arts college. Over the years, she has improved her methods and a couple of years ago she was proud of her students' performance and felt that her long quest for bettering herself as a teacher of statistics has paid off. However, today she had a bad day. Despite her tried and true methods, students still don't understand the concept of statistical significance and its practical application.

- **Does she have a problem? If no, why? If yes, what is the problem?**

REFLECTIVE LEARNING: WHY TO DO IT? (CASE STUDY 2)

Mr. Lane is an award-winning teacher in a small liberal arts college. He was the first in the department to introduce role-playing into his International Relations classroom 20 years ago. Students loved and excelled in learning about foreign policy when they took on the role of the likes of John Kennedy, Nikita Khrushchev, Margaret Thatcher, or various disarmament negotiators. However, lately simulations are not going very well: many are disinterested and some find the activity unrealistic. At the same time, Mr. Lane's two colleagues, who teach the same subject, are happy about how their students have performed in the journaling and board gaming exercises.

- **Does he have a problem? If no, why? If yes, what is the problem?**

SCHOLARLY TEACHING: THE TEACHER-SCHOLAR

- Harvest the benefits of your reflective practice in other areas
 - Opportunities in your institution
 - Opportunities outside your institution

STEP 4: LINK YOUR TEACHING AND ACADEMIC ACTIVITIES

CONCLUSIONS

- Questions?
- What are the two most important points that you are going to take away from this workshop?