

Skill Enhancement Course– Education

B.A Programme Semester–4 Paper: Reflective Learning

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SKILL ENHANCEMENT COURSE - III

REFLECTIVE LEARNING

Credits: 4

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 3+Tutorial /Presentation 1

COURSE OBJECTIVES

The course on 'reflective learning' provides a platform to learners for understanding their learning. It involves discussions for creating awareness about their knowledge and learning. It focuses on improving students' learning as they continue to learn through new experiences, information or a situation. It provides a framework of interpreting and evaluating experiences, thus enabling them to plan for a better future.

LEARNING OUTCOMES

On completion of this course, learners are expected to:

- Understand how learning takes place.
- Appreciate that reflective thinking and learning are highly individualized processes.
- Learn to interpret meanings from print and visual materials.
- Critically analyse different models of reflective learning.
- Develop the ability to use a variety of tools for supporting and enriching one's own learning.

UNIT 1: UNDERSTANDING LEARNING AND REFLECTION

(4 weeks)

- How learning takes place: thinking in context, critical thinking, creative thinking, reflective thinking
- Study Skills: note-taking, critical reading, mnemonics
- Nature of reflective learning through letters (The Mahatma and the Poet), diaries (The Dairy of a Young Girl – Anne Frank), blogs and visuals
- Reflection: processes and practices

UNIT 2: LEARNING TO REFLECT

(5 weeks)

- Models on Reflection: Gibb's, Kolb, Schutz, Schon
- Tools for reflective learning – journal writing, diaries, blogs, audio-visual, visual, human inquiry group, action research, personal development planning (PDP), dialogue

UNIT 3: PRACTICING REFLECTION

(5 weeks)

Learners are expected to engage with any one of the following and such similar activities:

- Reflective Diary and journal: learners are expected to write a reflective journal on their own learning during the course.

- Dialogue and reflective practice: learners are expected to engage in dialogue with one of their peers for at least 10 hours on a common theme e.g. gender sensitivity, social context of learning and so on and write reflective notes after every dialogue.
- Write a critical reflective essay on any relevant issue in education.
- Critical incident journal writing: learners may be asked to write their experiences reflecting upon critical incidents they have had.
- Reflect on a real experience where you felt marginalized or treated differently from others. Explain what happened and reflect on how you felt.
- Identify/create images which portray reflection with a brief explanation for each image.

Note:

On the basis of the above, the teacher may design his/her own relevant projects/ assignments

READINGS

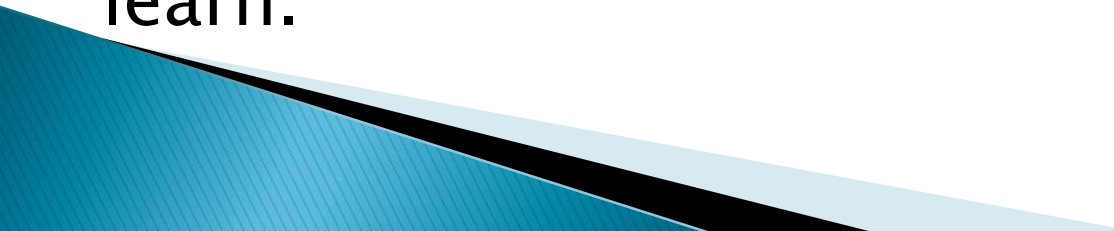
ESSENTIAL READINGS

- Cassidy, S (2004). Learning Styles an Overviews of Theories: Models and Measures, *Educational Psychology*, Vol 24 (4), 419-444
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process* [chapter 1: what is thought, 1-13, chapter 9: meaning or conceptions and understanding, 116-134, chapter 10: abstract thinking, 135-144]. New York: D. C. Heath
- Elbow, P. (1973). *Writing without teachers* [chapter 1: freewriting exercises, 3-10]. New York: Oxford University Press.
- Ertmer, P. & Newby, T. (1996). The expert learners: Strategic, self-regulated and reflective. *Instructional science*, 24, 1-24
- Kolb, D. (1984). *Experiential learning as the source of learning and development* [chapter 1, 1-23, chapter 2, 31-61]. Englewood Cliffs, NJ: Prentice Hall.
- Lave, J. & Wenger, E. (1991). *Situated learning, legitimate peripheral participation* [chapter 1: legitimate peripheral participation, 27-42]. Cambridge: Cambridge University Press.
- Moon, J. A. (1999). *Reflection in learning and professional development: Theory and practice*. London: Kogan, pp. 79-94
- Ross, D. (1989). First steps in developing a reflective approach. *Journal of teacher education*, 40(2), 22-30
- Shon, D. (1987). *Education reflective practitioner* [chapter 1: reflective practice]. San Francisco: Jossey- Bass.
- Stewart, M. (2002). Encouraging reflective practice, learning and teaching press, *Spring 1* (2), 4-6
- Tomlinson, P. (1999) Continuous reflection and implicit learning—towards a balance i teacher preparation. *Oxford review of education*, 25 (4) 533-544
- Wedman, J. & Martin, M. (1988). Exploring the development of reflective thinking through journal writing. *Reading improvement*, 23 (1), 68-77

What is learning ?

- ▶ Learning is difficult concept to define.
- ▶ The American Heritage Dictionary defines learning as “To gain knowledge, comprehension, or mastery through experience or study.”
- ▶ Encyclopedia of Britannica defines learning as follows:

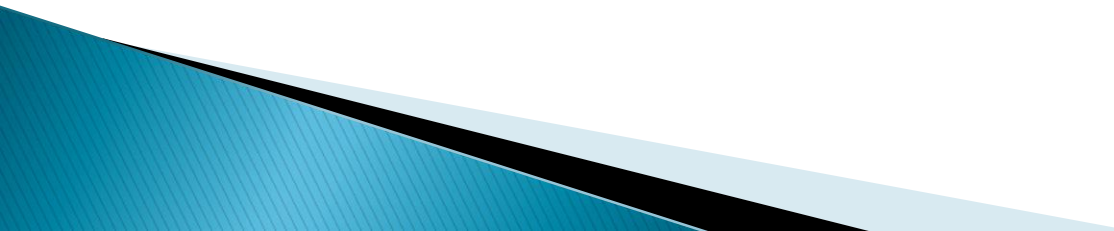
“Learning, the alteration of behavior as a result of individual experience when an organism can perceive and change its behavior, it is said to learn.



- ▶ Learning is acquiring new knowledge, behaviors, skills, values, preferences or understanding and may involve synthesizing and processing different types of information.

- ▶ Learning is the relatively permanent change in a person's knowledge or behaviour due to experience. This definition has three components: 1) the duration of the change is long-term rather than short-term; 2) the locus of the change is the content and structure of knowledge in memory or the behaviour of the learner; 3) the cause of the change is the learner's experience in the environment.

Some influential theories of learning

- ▶ Behaviorism
 - ▶ Cognitive psychology
 - ▶ Constructivism
 - ▶ Social learning theory
 - ▶ Experiential learning
 - ▶ Multiple Intelligence
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How learning take palce?



Learning Styles

VERBAL

Words are your strongpoint!
You prefer to use words both
in speech and in writing!

VISUAL

You prefer to use pictures,
diagrams, images and spatial
understanding to help you
learn

MUSICAL / AUDITORY

You prefer using sounds or
music or even rhythms to
help you learn.

PHYSICAL / KINAESTHETIC

You use your hands, body
and sense of touch to help
you learn. You might 'act
things out'.

WHAT'S YOUR LEARNING STYLE?

LOGICAL / MATHEMATICAL

Learning is easier for you if
you use logic, reasoning,
systems and sequences.

SOCIAL

You like to learn new things
as a part of a group.
Explaining your
understanding to a group
helps you to learn.

SOLITARY

You like to work alone. You
use self-study and prefer your
own company when
learning.

COMBINATION

Your learning style is a
combination of two or more
of these styles.



For Next Class –

- ▶ Thinking in Context
 - ▶ Critical thinking
 - ▶ Creative thinking
 - ▶ Reflective thinking
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