STRATEGIC TEACHING ENHANCEMENT PROGRAM

EDUCATION DEVELOPMENT OFFICE
CITY UNIVERSITY OF HONG KONG
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Developing Reflective Professional Practice

- Dr Gary Poon (MEEM)
- Dr Pek Yee Low (AC)
- Dr Mei-yung Leung (BC)
- Ms Julia Han (CTL)
- Dr Anna Kwan (EDO)

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By the completion of this workshop, the participants should be able to:

- Explain what is reflective practice & why it is important
- Use teaching portfolios as a reflective tool for their professional development in teaching
- Collect appropriate evidence to evaluate & improve their teaching
Activity

1. Being a reflective professional
2. Understanding reflective practice & reflection
3. Using teaching portfolios as a tool for reflection
4. Sharing of reflective practices
5. Q & A/ Discussion
6. Summarising learning & giving feedback
Activity 1: Being a reflective professional

- Take 10 minutes to examine the focus slide in the document on Professional Standards for Teaching from Lewis-Clark Stage College and discuss the following questions:

- To what extent these performance standards can be applied to university teachers?
- In your view, which is the most important standard? Why?
Professional Standards

Our graduates demonstrate:

- Appropriate conduct as a professional
- Knowledge of the foundations of the profession
- Expertise in subject(s) taught
- Skills to
  - Prepare,
  - Implement, and
  - Evaluate effective instruction
- Capacity for reflective practice

Lewis-Clark State College
What is reflective practice?

- General definition
- Some performance indicators
General definition

The capacity to reflect on action so as to engage in a process of continuous learning (Schon, 1983)
Activity 2: Understanding reflective practice & reflection

Some performance indicators (Lewis-Clark State College)

- Knowledge
- Dispositions
- Skills
Activity 2: Understanding reflective practice & reflection

Knowledge

- Understands methods of inquiry
- Knows a variety of self-assessment strategies
Activity 2: Understanding reflective practice & reflection

Dispositions

- Values critical thinking & self-directed learning
- Embraces lifelong learning
Activity 2: Understanding reflective practice & reflection

Skills

- Uses classroom observation... & research as sources for evaluating...
- Seeks out professional literature, colleagues & other resources to support own development
Activity 2: Understanding reflective practice & reflection

What is reflection?

- Levels of reflection
- Timeframes of reflection
- Forms of reflection
Levels of reflection

Surbeck, Han & Moyer (1991) identified three levels of reflection:

1. Reacting - commenting on feelings towards the learning experience, such as reacting with a personal concern about an event.

2. Elaborating - comparing reactions with other experiences, such as referring to a general principle, a theory, or a moral or philosophical position.

3. Contemplating - focusing on constructive personal insights or on problems or difficulties, such as focusing on education issues, training methods, future goals, attitudes, ethical matters, or moral concerns.
Timeframes of reflection

Liston & Zeichner (1996) posited a five-part taxonomy of reflection:

1. Rapidly during an action.
2. Thoughtfully during an action.
3. Briefly as a review after action.
4. Systematically over a period of time after action.
5. Long-term as one attempts to develop formal or informal theory.
Forms of reflection

Yinger & Clark (1981) believe that reflection results written down are more powerful than reporting them orally.
Activity 3: Using teaching portfolios as a tool for reflection

- Analyse Anna’s briefing on teaching portfolios
- Ask her questions to increase your understanding
Briefing on teaching portfolios

- What?
- Why?
- How?
What is a teaching portfolio?

- A teaching portfolio is to illustrate your growth as an educator.
Why compiling a teaching portfolio?

- Record your **effort** and **achievement** as an educator
- Foster **reflection** on and **refinement** of your teaching
- Give **evidence** of your reflection and consequent improvement of your teaching
- Document your **teaching** for external review
How to prepare a teaching portfolio?

- Introduction
- Body
- Conclusion
- Appendices
Introduction

Introduce your background & current work

- Summarise your professional experiences
- Describe your current teaching responsibilities & other related duties
Write your statement of teaching philosophy, describe how you implement it and evaluate your success

- What do you hope your students learn from their university education/ your course and why?
- How do you make it happen?
- Has it been successful? How do you know?
Conclusion

Summarise the extend of your success and plan for the next steps

- How successful in general?
- What next for your students?
- What next for yourself?
Appendices

- **Material from yourself**
  - e.g., course syllabi, participations in professional development

- **Material from others**
  - e.g., data on peer reviews, TFQ results

- **Products of teaching & student learning**
  - e.g., testimonials from students & their employers

- **Other evidence**
  - e.g., publications on teaching, sharing with colleagues in seminars/workshops
Activity 4: Sharing of reflective practices

Analyse the sharing by:

- Gary
- Pek Yee
- Mei-yung
- Julia

- Identify their steps for reflective practice/compiling portfolios and what they have learned from doing it
- Ask them clarification questions
Activity 5: Q & A/ Discussion

Analyse the sharing by:

- Gary
- Pek Yee
- Mei-yung
- Julia

- Discuss with a colleague the steps for reflective practice/compiling portfolios and what they have learned from doing it.
- Ask them questions.
Activity 6: Summarising learning & giving feedback

- Share with a colleague what you have learned in this workshop
- Fill out the evaluation form for us