Workshop
National College of Ireland
28 June 2017
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Learning Outcomes for today's session
On completion of this workshop, the successful learner will be able to:
• Evaluate her/his teaching and design a Teaching Philosophy Statement for Teaching Portfolio
• Critically reflect on Reflective Practice

Outputs!
By the end of this workshop, each participant will have
• Written a Teaching Philosophy Statement for Teaching Portfolio
• Provided examples of Reflective Practice
**Structure of Workshop**

- Short presentation
- Case studies
- Group work
- Write teaching philosophy statement
- Present to peers and get feedback
- Short presentation on reflective practice
- Group discussions – critical incidents
- Short writing exercise
- Presentation and feedback

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**But before that ... useful information!! Bologna Process**

![Diagram of Bologna Process]

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**Contribution to your teaching portfolio**

- Teaching Philosophy Statement
- Reflective practice
What do we want for our learners? Our vision?

- What are we doing?
- Where are we going? What is our vision for learners?
- We want our learners to be self-directed, rather than passive learners dependent on their teachers.
- We want them to be active learners, curious, filled with a sense of wonder, we want them to be inspired by learning and not be put off by formal education, so that they become life long learners.
- Plutarch’s ‘The mind is not a vessel to be filled but a fire to be kindled.’

Learners are a diverse bunch in terms of:

1. Age
2. Gender
3. Race/ethnicity
4. Religion
5. Disability
6. Sexual Orientation
7. Family status
8. Mental status
9. Traveller (racial groups in society)
   Many other differences based on social class, linguistic codes

Quality Assurance – AHEAD GUIDELINES

- Institutions have quality assurance procedures that capture the voice of all students including students with disabilities and those from other minority groups.

At a minimum:

- The inclusion of students with disabilities is embedded within existing quality assurance procedures, with a code of good practice to guide implementation.
- Each institution captures the voice of the student with a disability and actively uses that voice to effect improvements.
Case Study 1

- Mary is visually impaired; she has a guide dog. She wishes to use the postgraduate room in the university where she hopes she will meet other postgrad students. The secretary's office (Anne) is next door to the postgraduate room. The secretary hears a dog barking and goes into the postgraduate room to see what is happening. She informs Mary that she should be in the library where there is a special room with facilities for people with disabilities. Mary protests that she wants to use the postgraduate room. The secretary calls the Dean who tells Mary that she should be in the special room in the library. The Dean sends Mary to a disciplinary meeting with the Registrar who tells Mary that many people are afraid of dogs and that it is her (Registrar's) duty to protect all students in the college. Mary gets angry and becomes abusive, ultimately Mary drops out of college.
- Prior to this, Mary's readings were never in Braille; in time for tutorials, The braille is not in a format that Mary recognised, consequently she was never prepared for tutorials. She was late with assignments, Mary's learning experience in college was negative.
- What could the college have done to support Mary?

Case Study 2

- Mark had 'dropped out' of two colleges because of his agoraphobia. He aspires to be a teacher from childhood because his uncle and cousins were teachers. He taught in the local school on a voluntary basis but he could not be registered with the Teaching Council until he did an initial teacher education programme.
- Mark has contacted your college to do a teaching programme. How would you deal with Mark?
- What reasonable accommodations could you make?

Case Study 3

- Mary is writing a Level 9 dissertation. Her supervisor is frustrated because Mary's writing is chaotic with poor referencing. Finally, on the submission day the supervisor asks Mary whether she needs any further assistance.
- Mary said that she also had trouble with academic writing in a previous college, and that she was referred to the disability support team who gave her a diagnosis of dyslexia through some computer operated system. Mary claims that it takes her much longer than others to process information.
- The supervisor wonders what to do and whether the college should be providing her with 'reasonable accommodations'.
Charter for Inclusive Teaching and Assessment

The university is required, by legislation (Disability Act 2005, Equality Act 2004, Universities Act 1997) to ensure that appropriate adjustments to the learning environment are made to enable a student with a disability to participate in education on the same basis as a student without a disability.

7 Principles of Universal Design

1. Equitable Use
2. Flexibility in Use
3. Simple and intuitive
4. Perceptible Information
5. Tolerance for Error
6. Low Physical Effort
7. Size and Space for Approach and Use

Principle One: Equitable Use

- The design is useful and marketable to people with diverse abilities

GUIDELINES
- Provide the same means of use for all users: identical whenever possible; equivalent when not.
- Avoid segregating or stigmatizing any users.
- Provisions for privacy, security, and safety should be equally available to all users.
- Make the design appealing to all users.
Principle Two: Flexibility in Use

- The design accommodates a wide range of individual preferences and abilities.

GUIDELINES

- Provide choice in methods of use.
- Accommodate right- or left-handed access and use.
- Facilitate the user's accuracy and precision.

Principle Three: Simple and intuitive

- Use of the design is easy to understand, regardless of the user’s experience, knowledge, language skills, or current concentration level.

GUIDELINES

- Eliminate unnecessary complexity.
- Be consistent with user expectations and intuition.
- Accommodate a wide range of literacy and language skills.
- Arrange information consistent with its importance.
- Provide effective prompting and feedback during and after task completion.

Principle Four: Perceptible Information

- The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

GUIDELINES

- Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- Provide adequate contrast between essential information and its surroundings.
- Maximize "legibility" of essential information.
- Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
- Provide compatibility with a variety of techniques or devices used by people with sensory limitations.
Principle Five: Tolerance for Error

- The design minimizes hazards and the adverse consequences of accidental or unintended actions.

GUIDELINES
- Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
- Provide warnings of hazards and errors.
- Provide fail safe features.
- Discourage unconscious action in tasks that require vigilance.

Principle Six: Low Physical Effort

- The design can be used efficiently and comfortably with a minimum of fatigue.

GUIDELINES
- Allow user to maintain a neutral body position.
- Use reasonable operating forces.
- Minimize repetitive actions.
- Minimize sustained physical effort

Principle Seven: Size and Space for Approach and Use

- Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

GUIDELINES
- Provide a clear line of sight to important elements for any seated or standing user.
- Make reach to all components comfortable for any seated or standing user.
- Accommodate variations in hand and grip size.
- Provide adequate space for the use of assistive devices or personal assistance.
- The Centre for Universal Design (CUD) Ref:
NF – Professional Development Framework

Teaching Philosophy statement
- Describe and discuss a personal philosophy of teaching and awareness of the extent that this aligns, or does not align, with institution or learning context’s values on teaching and learning.

National Forum – Professional Development Framework

- The professional development framework builds on a reflective and evidence-based approach, guided by the values of inclusivity, authenticity, scholarship, learner-centredness, and collaboration (NFETL, 2016, p. 8).

How can we examine our values?

Ask yourself:
- What educational values can I connect with my educational beliefs?
- What are the areas in my everyday practices that are not in keeping with my values?
- When I read my reflective journal, will I be able to see my values in my reflections?
- How might I do something about improving these practices or improving my understanding of them?
- How might my journal writing assist me as I experience myself as a 'living contradiction'? (McDonagh et al., 2012, p.72)
Positive and Negative experiences of teachers

- Who was the best teacher you ever had?
- What was it about that teacher that facilitated your learning?
- Who was the weakest teacher? Why was the teacher weak?

Clara O'Farrell poses questions

1. What do I believe about teaching?
2. What do I believe about learning? Why? How is that played out in my classroom? What are my goals as a teacher?
3. What demonstrates my desire to grow as a teacher?
4. What do I still struggle with, in terms of teaching and student learning?
5. What motivates me to learn about this subject?
6. What are the opportunities and constraints under which I learn and others learn?
7. What do I expect to be the outcomes of my teaching?

Clara O'Farrell - Questions

1. What is the student-teacher relationship I strive to achieve?
2. How do I know when I have taught successfully?
3. What habits, attitudes, or methods mark my most successful teaching achievements?
4. What values do I impart to my students?
5. Has my approach to teaching changed?
6. What role do my students play in the classroom (listeners? Co-discoverers? Peer teachers?)
7. What have I learnt about myself as a teacher?
8. What excites me about my discipline?
Clara O’Farrell

1. How has my research influenced my teaching?
2. What does teaching mean to me (coaching, leading, guiding, telling, showing, mentoring?) [facilitating]
3. What teaching practices do I use and prefer (lecture, lead discussions, guide problem solving, provide demonstrations?)
4. What are my plans for developing or improving my teaching? (learn new skills, try out new approaches?)

Student well-being

- Irish Eurostudent survey (2013)
- 42% of full-time students and 36% of part-time students were displaying symptoms of poor well-being (depression, anxiety, psychological distress)
- Many displaying signs of chronic stress, with 21% having difficulty concentrating or sleeping
- Causes of stress: studies, financial worries
- 85% consumed alcohol, 15% cigarettes, 20% do not take exercise – implications for well-being.

Why do students leave HEIs?

- Course (wrong choice)
- Personal
- Financial
- Medical/health
- Family
Your well-being

- Care of the self
- We cannot give to our students if we are exhausted and depleted
- Psychological wellbeing is based on personal growth, self-acceptance, environmental mastery, positive relationships, self-determination and a sense of purpose in life (Caruthers and Deyel-Hood 2004, p.225)
- Importance of fun, pleasure, giving gratitude, looking after yourself
- Happiness Institute in Denmark emphasises the importance of personal relationships.

Write personal philosophy statement – 800 words – 15 minutes

Present your personal philosophy statement to peers

- Strengths
- Weaknesses
- What might you add?
Part 2 Critical Reflective Practice

- Reflection is a systematic, rigorous, honest, self-critical, disciplined way of thinking, with its roots in scientific inquiry.
- Reflection requires attitudes that value the personal and intellectual growth of oneself and of others and ideally should happen in interaction with others.

Critical Reflective Practice

- Developing an identity as a third level educator
- ‘It is not sufficient for academics to be experts in their discipline they also need to know how best to teach that discipline ...(DES, 2011)
- One way to build a professional identity is through engaging in reflective practice (Biggs and Tang, 2007).

What is reflection and how does it differ from thinking?

- Boud and Walker, 2006, argue against a purely individualistic, technical model of reflection.
- Reflection ... is a means to engage in making sense of experience in situations that are rich and complex and which do not lend themselves to being readily simplified by the use of concepts and frameworks that can be taught Boud and Walker, 2006, p.4).
John Dewey, 1910 How we think

- Curiosity or wonder is the mother of science.
- Our job as educators is to keep alive the spirit of wonder in our learners.
- The curiosity about a phenomenon leads to a transformation in how we think so we gather evidence to feed our curiosity.
- Apply logical scientific approach to our thinking, sometimes or deliberate on it. Apply inductive and deductive strategies.
- Reflection is a meaning-making process that moves the teacher from one experience to the next with a deeper understanding of relationships with and connections to other experiences and ideas (Hygge, 2020).
- Purpose of reflection is to make tacit knowledge overt so that we can build on our practice and develop a repertoire or tool kit for solving problems in the future (Hughes and Moore, 2017).

Dewey

- A central tenet of learning from experience is that of reflection (Boud and Walker, 2015)
- "While we cannot learn or be taught to think, we do have to learn how to think well, especially acquire the general habit of reflecting (Dewey, 1933)."
- "We do not learn from experience... we learn from reflecting on experience."
John Dewey

Donald Schöen (1983)

- Reflection in-action (adjustments to practices during the actual practice)
- Reflection on-action (critical reflection afterwards)
- Having a reflective journal (or use notes section of smartphone)
- Transformative process
Gibbs model of reflection (1988)

Model to Generate Critical Thinking

Kolb's learning cycle

Model to Generate Critical Thinking (from Hiltton, 2010, p. 2)
Questions to think about when writing reflections...

- What went well?
- What didn’t go so well?
- Why? Why not?
- What would I do differently the next time?
- Think about my perspective, the students’ perspectives, peers and theory

Reflective Practice

Reflective Practice

- Answer the following questions in your reflective diary:
  - What are your current roles and responsibilities, and what unique features of these roles and responsibilities impact on teaching and learning practice (external examining, industry liaison, outreach activities)?
  - Do you get feedback from your students? Have you found their feedback helpful? Have you changed any aspects of your teaching, learning, and assessment as a result?
  - Have you been peer reviewed? If yes, what did you learn from this process?
Use and abuse of reflective practice (Boud and Walker, 2015)

- Reflection is inappropriate because it does not take into account the uniqueness of learners.
- Reflection without learning.
- Belief that reflection can be easily contained — ignores power of larger context.
- Failure to design for context.
- Intellectualising reflection can ignore the importance of emotions.
- Going beyond the expertise of the teacher — inappropriate disclosure — boundaries between the personal and the public.
- Excessive use of teacher power — failure to recognise the primacy of the learner.

Boud and Walker (2015, p. 204)

Critical Incidents

- "Critical incidents are not dramatic but everyday events in professional practice... they are more typical than critical: they are turned into critical through analysis." (Tripp 1995)

Boud and Walker (2015, p. 205) Taking the Context into Account

- It is necessary for teachers to be clear about whether they are really interested in fostering reflection and whether they are prepared to take a sufficiently contextualized view of it into account. If they are, they must confront themselves, their processes, and their outcomes. An honest self-appraisal conducted in conjunction with peers is one of the hallmarks of an effective promoter of reflection.
Irish Context HEIs

- QAI/HEA
- Prof Body
- QA/ESG
  - PLO
  - MLO
  - Assessments Attributes

Critical Incident Model (Biggs and Tang, 2007, p.44)

<table>
<thead>
<tr>
<th>What was happening?</th>
<th>How did you feel?</th>
<th>What did you do in the classroom?</th>
<th>What did you do afterwards?</th>
<th>What was the effect on your learning?</th>
</tr>
</thead>
</table>

Student Feedback

- Taking into account student experiences is one of the most important principles of experiential education (Brookfield 1995)
- Formal or informal?
- Surveys at the end of modules?
- Taking on board student feedback and making changes (for example, too many readings? Etc.)
Being peer reviewed
- Valuable experience
- Peer site in class
- Problem
- I've been peer reviewed twice in online sessions
- Tutorials/workshops, lectures
- Exemplar of Hibernia College Peer Review Form

SoTL
- Draw on the Scholarship of Teaching, Learning and Assessment
- How does it inform your practice?

External Examiner
- What does the external examiner say about your module?
- Incorporate his/her feedback into TLA
Class Exercise

- Discuss reflective practice
- Break into groups
- Reflect on and write a short account of your last teaching experience

Queries and clarifications

Have we met our learning outcomes?

On completion of this workshop, the successful learner will be able to:

- Evaluate their teaching and design a Teaching Philosophy Statement
- Design a Teaching Portfolio
- Critically reflect on Reflective Practice
References


References


Thanks for participation and contributions