



La pratica riflessiva

Luisanna Paggiaro
27 aprile 2021
Lend Pisa

*"We do not learn from experience...
we learn from reflecting on
experience"*
John Dewey

Agenda

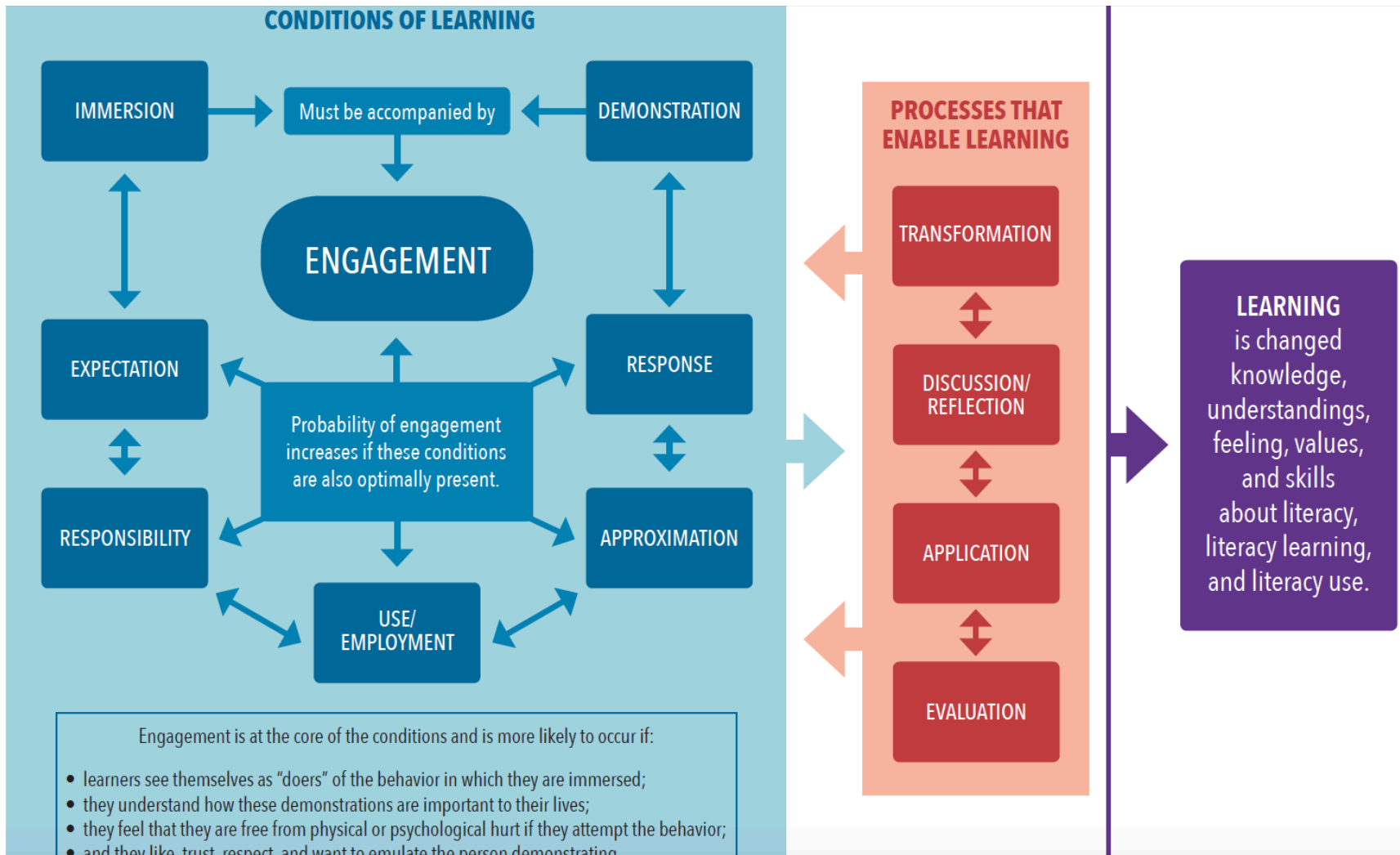
- Perché riflettere?
- La pratica riflessiva e le sue componenti
- L'insegnante riflessivo: limiti, ruoli, vantaggi e svantaggi
- Il ciclo riflessivo: modelli, strumenti e tecniche
- Esempi e schede
- La funzione della teoria/letteratura

FOUR WAYS WE LEARN

Source: Charles Jennings



<https://qaspire.com/2016/08/15/learning-experience-plus-reflection/>



Cambourne's Model of Literacy Learning

Mindfulness

Critical incident

Narrative

Principles

E-portfolio

Boundaries



Brainstorming

- Mi posso definire un insegnante riflessivo?
- Quanta parte ha la riflessione nella mia pratica didattica?

A fly on the wall!



Three lenses to look through:

- My personal experiences
- Students' feedback
- Theory

Brookfield (2017) *Becoming a Critically Reflective Teacher*, pp. 32-36

FOUR COMPLEMENTARY LENSES

- *Lens 1: Our autobiography as a learner* (analyzing our autobiographies allows us to draw insight and meanings for practice on a deep emotional level)
- *Lens 2: Our learners' eyes* (seeing ourselves through learners' eyes, we may discover that learners are interpreting our actions in a great diversity of meanings)
- *Lens 3: Our colleagues' experiences* (our colleagues serve as critical mirrors reflecting back to us images of our actions and giving their perspectives)
- *Lens 4: Theoretical literature* (theory can help us "name" our practice by illuminating the general elements of what we think are idiosyncratic experiences)



We work and learn in the 'swampy lowlands' by trial and error, learning from our mistakes

Professional practice as being in a flat place where we can't see very far...

Reflective practice makes maps



Compasses and maps



Theories-in-use

Espoused theories

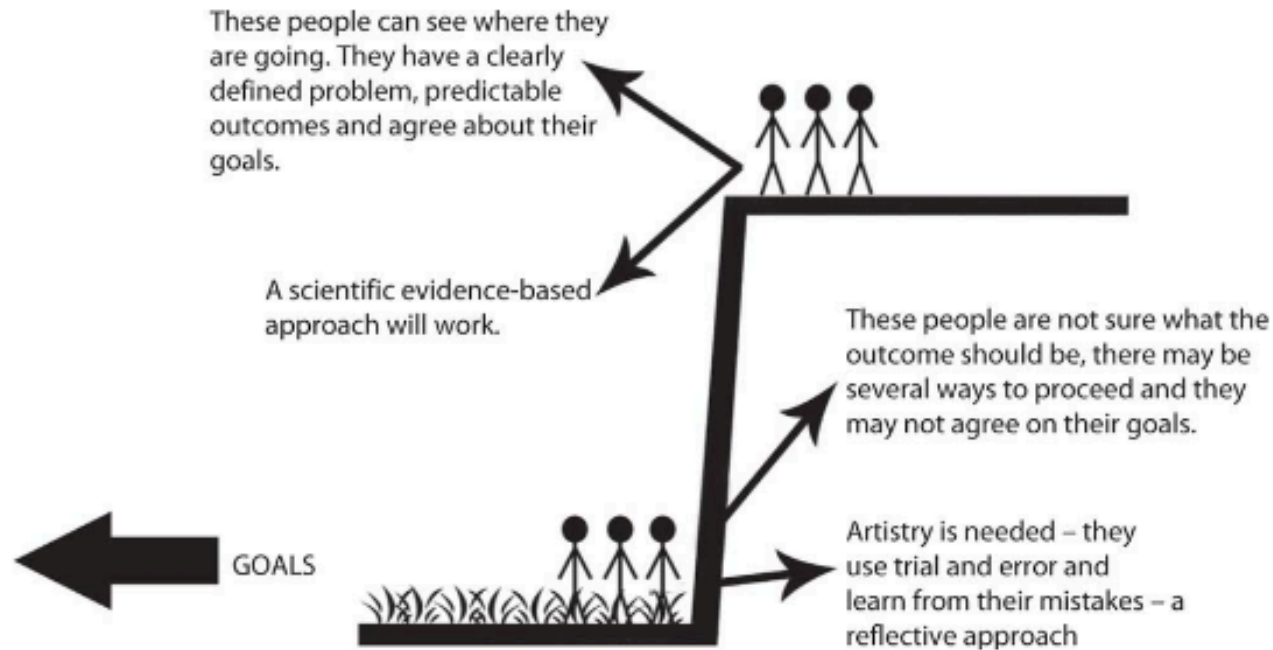


Figure 1.1 The cliff top and the swamp (adapted from Schön, 1991)

- *Technical rationality* is fine when problems have definition and clarity, outcomes are predictable and all people have shared goals... but problems in professional life are rarely this simple
- The skills developed by the swamp people are much more effective

Reflection begins with the recognition of a dilemma and an affective response



This process of "**catching oneself**" is necessary for reflectivity



This **emotional awareness** provides a bridge to critically (although non judgementally) analyse basis assumptions and beliefs about students, learning, and one's practice of teaching

Developing a reflective process involves asking and answering the fundamental questions of:

- What do I do?
- How do I do it?
- What does this mean for both myself as a professional and those whom I teach?



Reflection-in-action

- 'The hovering hawk in the mind'
- We have to act immediately
- We have to draw on *our theory and knowledge in use*
- Experienced practice relies on it

Reflection-on-action

- It is after the event
- It increases the effectiveness on reflection-in-action
- It focuses on the WH questions
- It brings about new research, knowledge and skill

*I keep six honest serving men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.
Kipling (1902)*

Aspetti su cui puoi voler riflettere

- Una conversazione con un collega che ti ha lasciato pensieroso
- Un incontro o un consiglio scolastico in cui sono stati affrontati seri problemi didattici
- Una lezione in classe “riuscita” o “non riuscita”
- La valutazione di una prova o di uno studente in particolare
- Un conflitto più o meno evidente con uno studente
- Cambiamenti nell’organizzazione scolastica o nelle tue mansioni
- Qualcosa che hai letto o visto che ha un certo impatto sul tuo ruolo come docente
- Altro...

Am I doing it right?

Facilitating learning

Can I...?

- ensure the environment is suitable
- arrive early to set up and check equipment and/or obtain resources
- complete any necessary administrative duties
- introduce the session aim, and objectives or tasks
- recap the previous session
- use an icebreaker
- check the prior skills, knowledge and understanding of learners regarding the current topic
- use a variety of teaching and learning approaches
- etc...

Quali ruoli mi sono più congeniali?

PLANNER

MANAGER/LEADER

QUALITY CONTROLLER

GROUP ORGANIZER

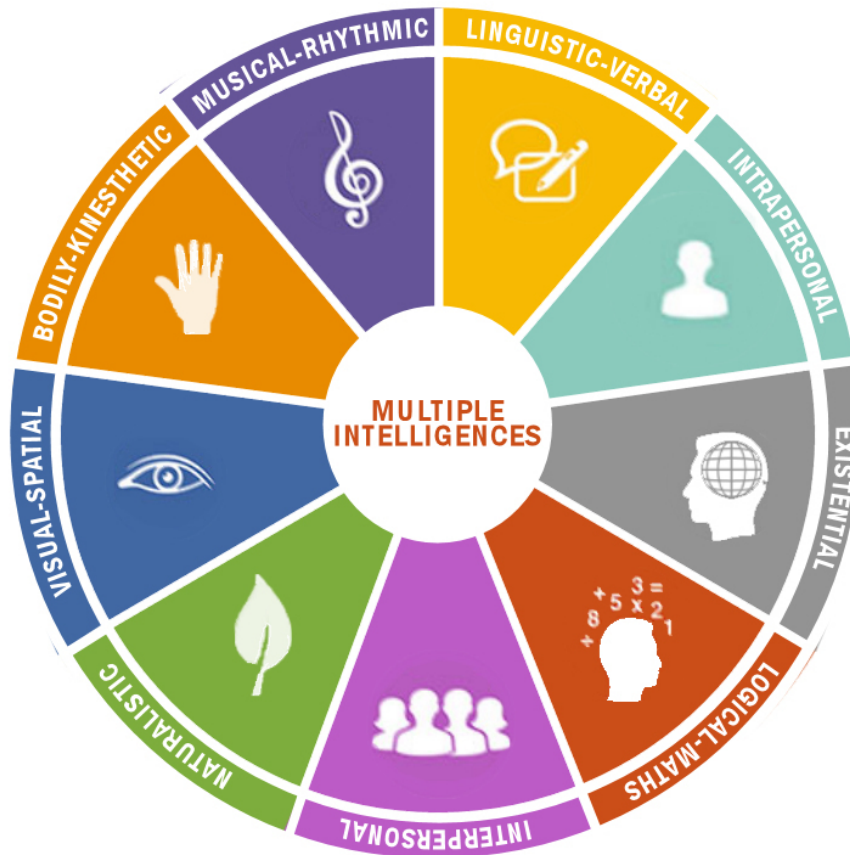
FACILITATOR

MOTIVATOR

EMPOWERER

TEAM MEMBER

Quale il mio stile di insegnamento?



“Non esistono due persone che abbiano esattamente la stessa combinazione di intelligenze. Qualcuno è più forte nell’intelligenza linguistica, qualcuno in quella spaziale. Anche il modo in cui combiniamo le intelligenze o non le combiniamo, è differente fra le persone e qui entrano in gioco le implicazioni didattiche”.

Gardner H., *Frames of Mind: The Theory of Multiple Intelligences*, 1983.

Critical incidents: two attitudes

Think over the last few weeks of your teaching. What was the moment when you were closest to thinking or feeling

- This is what teaching is all about!
- This is why I teach!
- I'd fallen short and I was incompetent
- Ought I to quit teaching?



Where and when did this incident happen?
Who was involved?
Why?...



FIVE BENEFITS

1. **Professional growth:** it's a the key to improvement. If teachers don't think about, analyse and evaluate their professional practice they cannot improve
2. **Keeping up-to-date and innovative:** reflective practice allows teachers to create and experiment with new ideas and approaches to gain maximum success
3. **Understanding learners:** reflective practice encourages teachers to understand their learners and their abilities and needs. Reflection helps teachers to put themselves in their students' shoes, which is something many skilled teachers do
4. **Developing reflective learners:** reflective teachers are more likely to develop reflective learners in order so that they may become independent learners
5. **Humility:** checking your ego and operating with a high degree of humility are required

And also some drawbacks...

The process may be inherently destabilizing

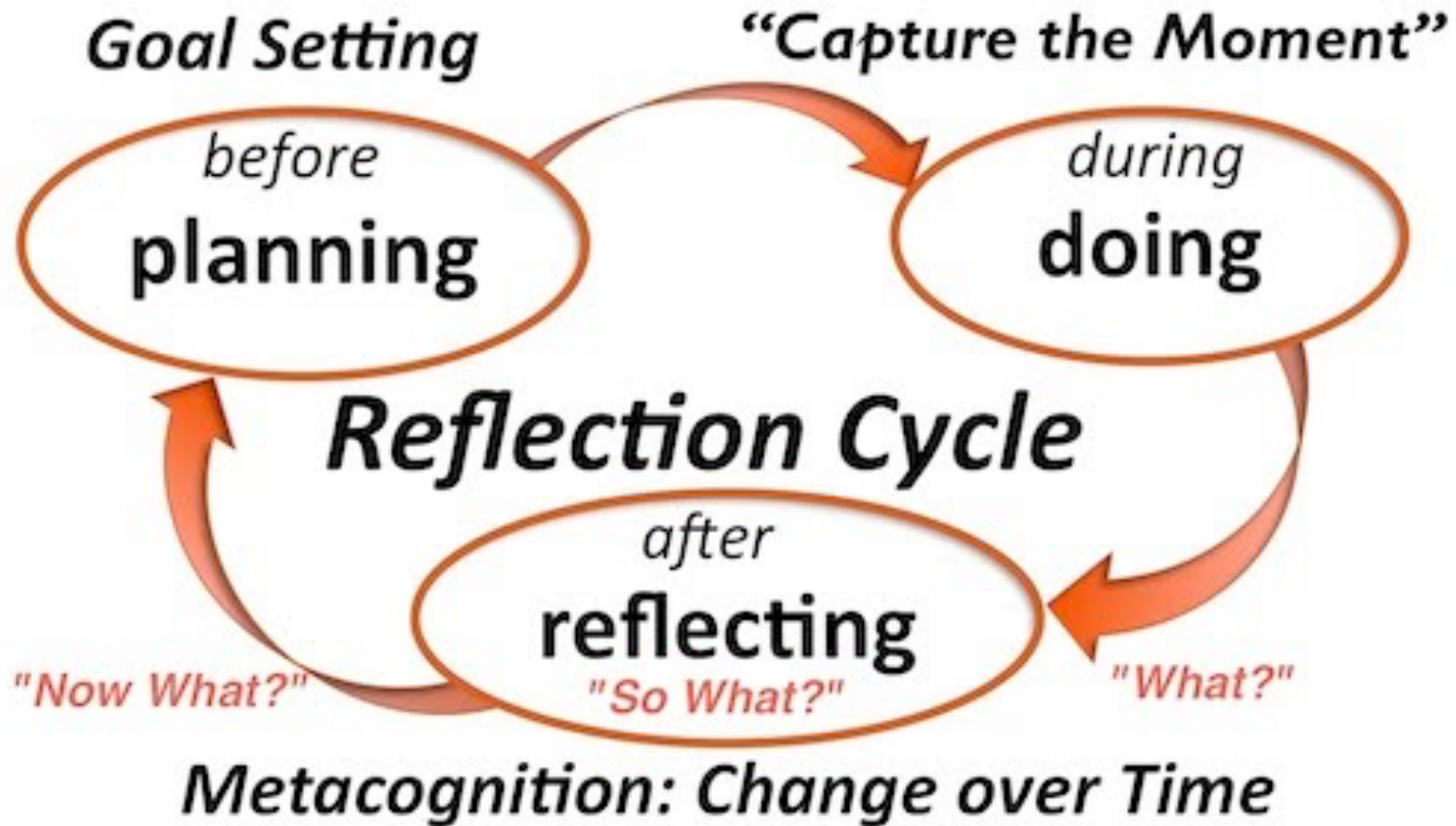
It brings us a more sophisticated awareness of the workings of power



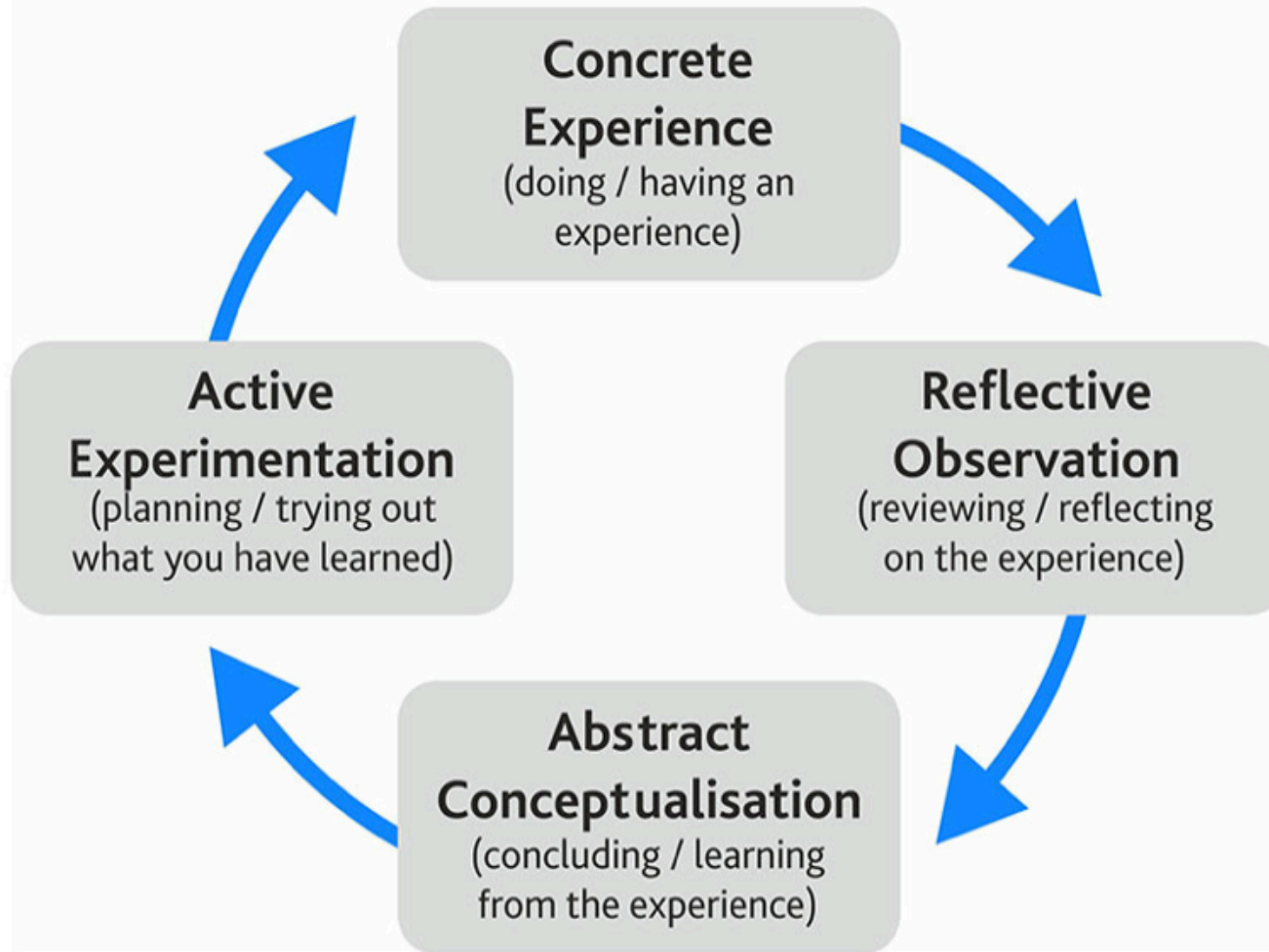
The lens of the students' eyes

It may complicate our lives by revealing the complex diversity of our classrooms

POWER DYNAMICS



The Experiential Learning Cycle

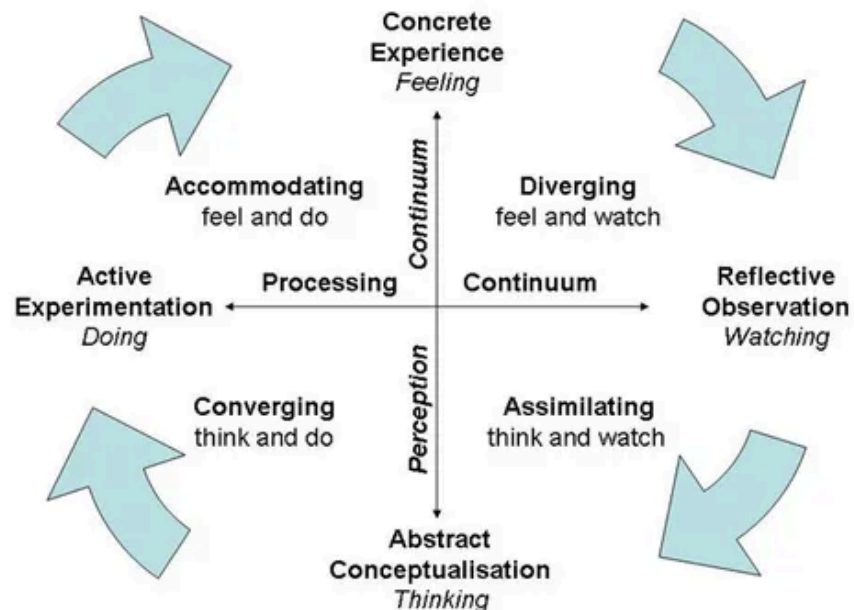


The 4 Components of Kolb's Experiential Cycle

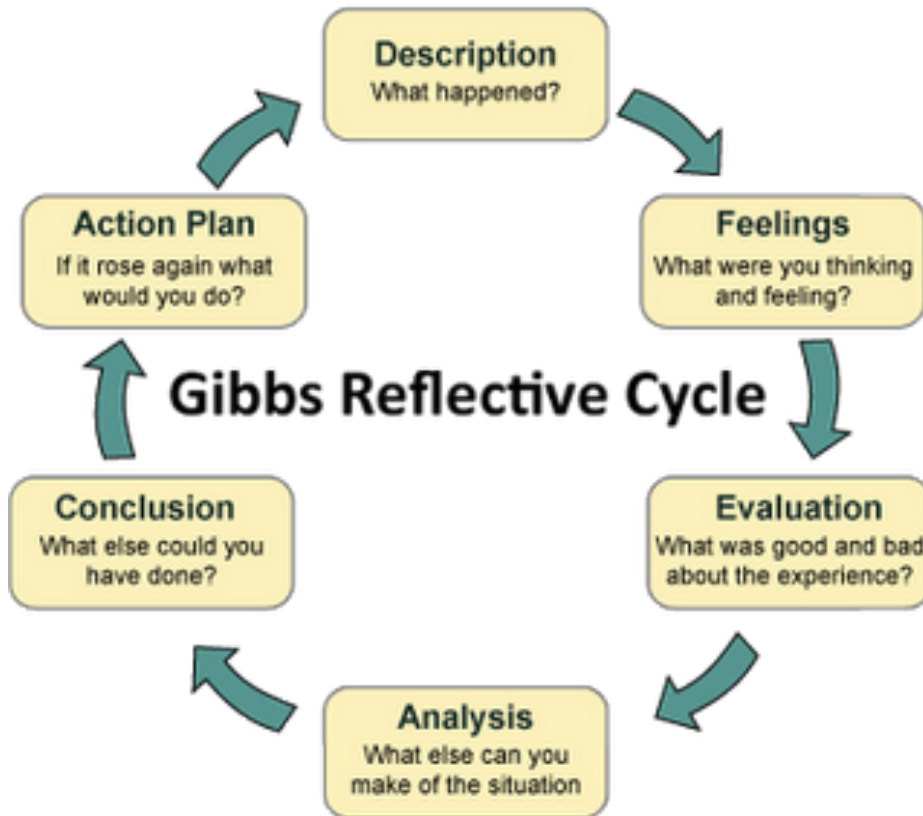
1. **Concrete Experience** - a new experience or situation is encountered, or a reinterpretation of existing experience
2. **Reflective Observation** of the New Experience - of particular importance are any inconsistencies between experience and understanding
3. **Abstract Conceptualization reflection** gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience)
4. **Active Experimentation** - the learner applies their idea(s) to the world around them to see what happens

Kolb's two Continuums

A typical presentation of Kolb's two continuums is that the east-west axis is called the **Processing Continuum** (how we approach a task), and the north-south axis is called the **Perception Continuum** (our emotional response, or how we think or feel about it).



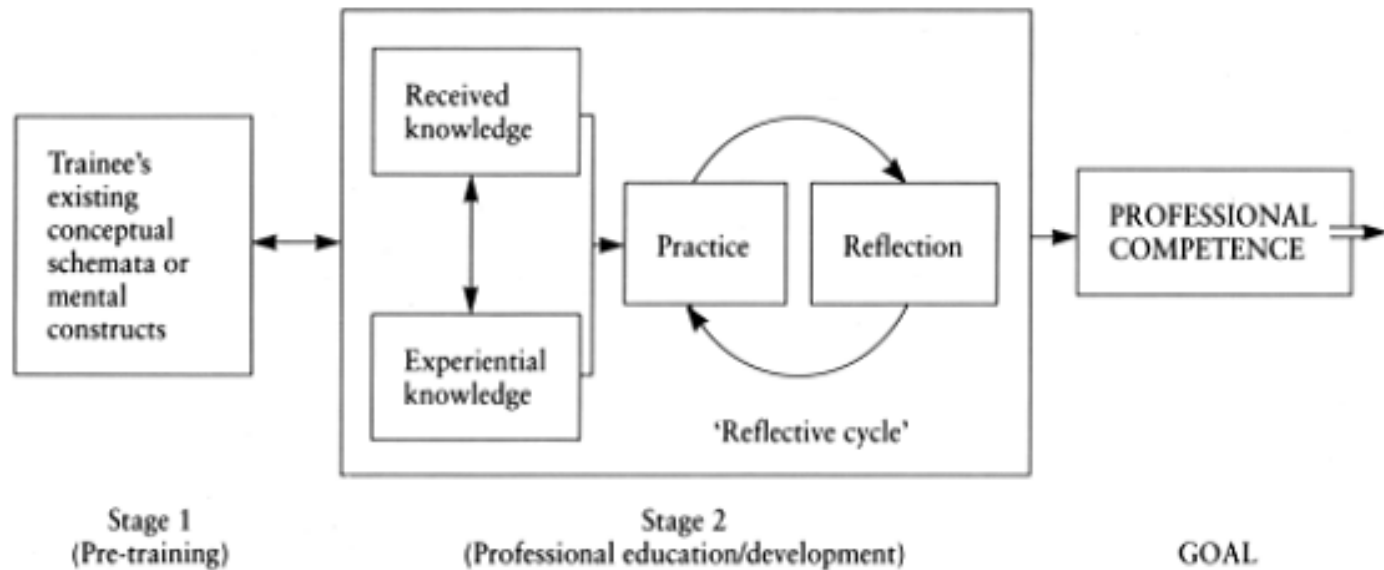
Kolb believed that we cannot perform both variables on a single axis at the same time (e.g., think and feel). Our learning style is a product of these two choice decisions.



Helpful questions:

- What did I learn from this situation?
- How could this have been a more positive situation for everyone involved?
- What skills do I need to develop for me to handle a situation like this better?
- What else could I have done?

Figure 1. Reflective practice model of professional education/development (Wallace, 1990, p. 49).



La ricerca-azione

- **Individuazione** del problema
- **Diagnosi:** comprensione della natura del problema e elaborazione di una serie di ipotesi che debbono essere validate attraverso la raccolta di dati
- **Verifica e revisione** della diagnosi attraverso la documentazione prodotta dai diversi attori implicati
- **Generazione di strategie di azione:** la conoscenza maturata in base ai dati e alle discussioni tra ricercatore e insegnanti viene posta a confronto con le conoscenze emerse nelle ricerche accademiche e altre esperienze pratiche
- **Progettazione** dell'intervento
- **Raccolta di dati** sulle strategie attivate in classe
- **Documentazione** della ricerca per giungere a individuare quali interventi sono utili e riproducibili

Maggiore complessità

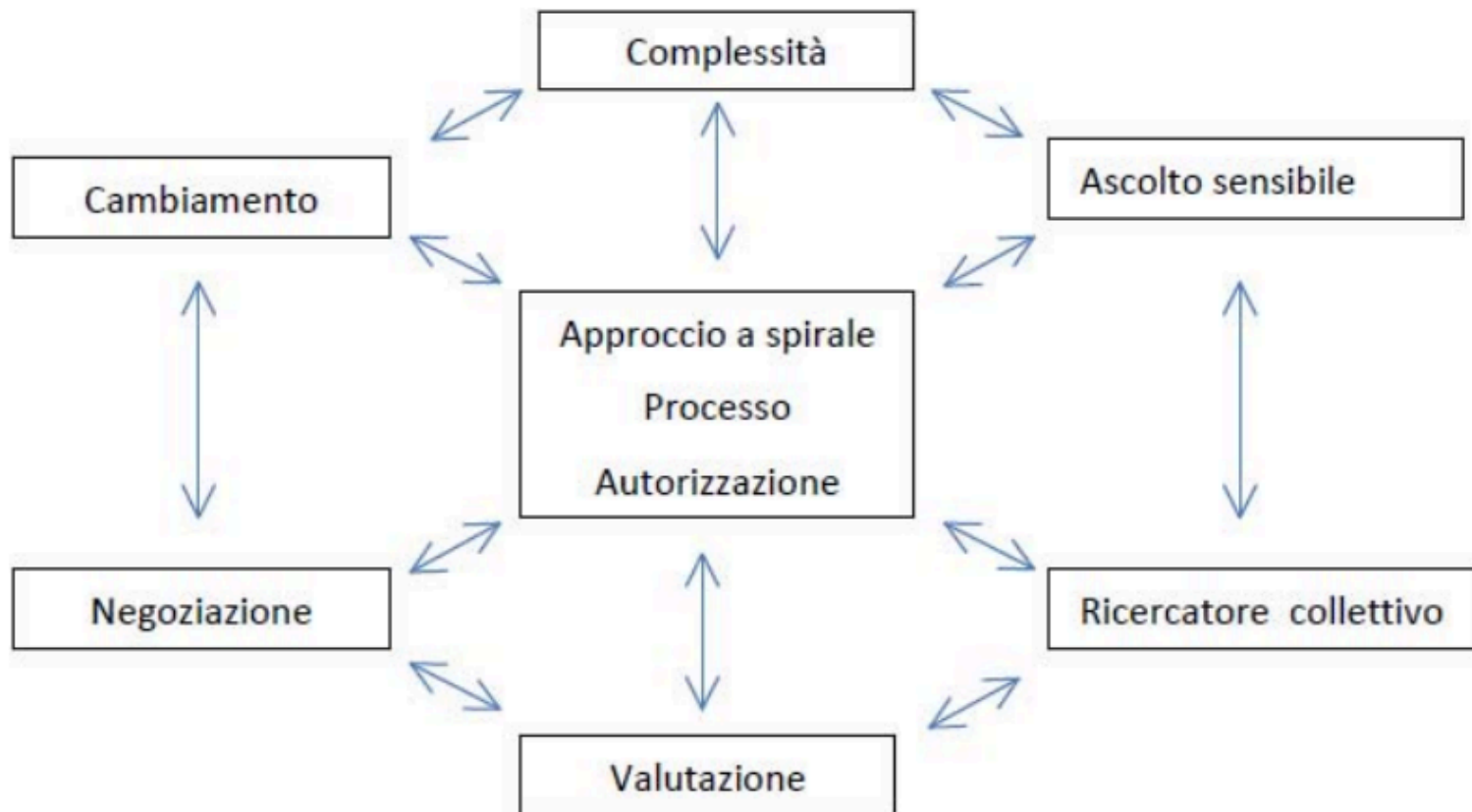


Fig. 3. Le nozioni chiave della ricerca-azione (tratto da Barbier, 2007, 68)

Documentazione

- i Diari per registrare fatti, aneddoti, impressioni, frammenti di realtà da riprendere in fase di analisi del percorso
- i Profili (di lezioni, dello sviluppo di un soggetto) che permettono di guardare all'evoluzione di una situazione o di un soggetto nel tempo
- le analisi di documenti prodotti all'interno della scuola possono fornire informazioni preziose per comprendere il problema e le potenzialità di intervento
- la documentazione fotografica o filmica per attivare il confronto e la ricerca tra insegnanti ed esperti

Values and principles of Reflective Practice

- **Trust** in the process of our practice and reflection upon it
- **Self-respect** for our beliefs, actions, feelings, values, identity
- **Responsibility** for all our actions
- **Generosity** and **genuineness**: giving energy, time and commitment to personal and professional development
- **Positive regard and empathy**: being respectful and willing to explore others' perspectives

Narrative is the form humans use to make sense of events and relationships



From a critical incident to a narrative telling about the incident

ENQUIRY

MEMOIR

LOG/JOURNAL

STORIES



Actions, thoughts, feelings, assumptions, prejudices and engagement also through others' points of view

Come costruire un processo di riflessione
dal racconto di un evento, di una storia?



Narrative & Story Writing

PERSONAL REVIEW 4.1: Reflection Processes

In this 'Personal Review' section, I want you to think about the way that you normally reflect on your teaching (what is sometimes called reflection-on-action). Tick or fill in your response as appropriate.

1. Do you ever reflect on your teaching?
 - a) Yes _____
 - b) No _____

2. When do you actually do this:
 - a) immediately after the lesson? _____
 - b) when you go home? _____
 - c) at some other time? _____ When? _____

3. Is this:
 - a) a private activity? _____
or
 - b) do you share your thoughts/feelings with anyone else? _____
Who? _____

4. How long does this process last, roughly? _____

5. Do you have any systematic way of reviewing your lessons (e.g. a checklist)? _____
If yes, describe it. _____

6. Would you say that the time you spend in this way is:
 - a) productive? _____
 - b) unproductive? _____

Action Research for Language Teachers,
CUP, p. 55

2. What do I typically do to track student progress?

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence

- Teacher helps students track their individual progress on the learning goal.
- Teacher assigns scores using a scale or rubric that depicts student status relative to the learning goal.
- Teacher uses formal and informal means to assign scores to students.
- Teacher charts the progress of the entire class on the learning goal.

Student Evidence

- When asked, students can describe their status relative to the learning goal using the scale or rubric.
- Students systematically update their status on the learning goal.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Tracking student progress	I adapt and create new strategies for unique student needs and situations.	I facilitate tracking of student progress using a formative approach to assessment, and I monitor the extent to which students understand their level of performance.	I facilitate tracking of student progress using a formative approach to assessment, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

4. What do I typically do to establish and maintain classroom rules and procedures?

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

Teacher Evidence

- Teacher involves students in designing classroom routines.
- Teacher uses classroom meetings to review and process rules and procedures.
- Teacher reminds students of rules and procedures.
- Teacher asks students to restate or explain rules and procedures.
- Teacher provides cues or signals when a rule or procedure should be used.

Student Evidence

- Students follow clear routines during class.
- When asked, students can describe established rules and procedures.
- When asked, students describe the classroom as an orderly place.
- Students recognize cues and signals from the teacher.
- Students regulate their own behavior.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Establishing and maintaining classroom rules and procedures	I adapt and create new strategies for unique student needs and situations.	I establish and review expectations regarding rules and procedures, and I monitor the extent to which students understand the rules and procedures.	I establish and review expectations regarding rules and procedures, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

Design Question: What will I do to engage students?

24. What do I typically do to notice when students are not engaged?

The teacher scans the room, making note of when students are not engaged and taking overt action.

Teacher Evidence

- Teacher notices when specific students or groups of students are not engaged.
- Teacher notices when the energy level in the room is low.
- Teacher takes action to re-engage students.

Student Evidence

- Students appear aware of the fact that the teacher is taking note of their level of engagement.
- Students try to increase their level of engagement when prompted.
- When asked, students explain that the teacher expects high levels of engagement.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Noticing when students are not engaged	I adapt and create new strategies for unique student needs and situations.	I scan the room, making note of when students are not engaged and taking action, and I monitor the extent to which students re-engage.	I scan the room, making note of when students are not engaged and taking action, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

28. What do I typically do to maintain a lively pace?

The teacher uses pacing techniques to maintain students' engagement.

Teacher Evidence

- Teacher employs crisp transitions from one activity to another.
- Teacher alters pace appropriately (speeds up or slows down).

Student Evidence

- Students quickly adapt to transitions and re-engage when a new activity begins.
- When asked about the pace of the class, students describe it as neither too fast nor too slow.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Maintaining a lively pace	I adapt and create new strategies for unique student needs and situations.	I use pacing techniques to maintain students' engagement, and I monitor the extent to which these techniques keep students engaged.	I use pacing techniques to maintain students' engagement, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

The One-Minute Paper

(at the beginning or at the end)

The Muddiest Point

(what's the most confusing idea?)

Letter to Successors

(how to survive and flourish in that class)

Clickers

(their vote regarding the accuracy of a series of statements)

The Critical Incident Questionnaire

(an insight into what's working and what's misfiring)

Final remarks

- Che cosa ho imparato da questo approccio?
- Quanto di queste strategie e tecniche penso di poter utilizzare per la mia professionalità e per gli studenti?

References

- Brookfield S. D. (2017) *Becoming a critical reflective teacher*, Jossey-Bass.
- Crouch D. and Cambourne B. (2020) *How the Conditions of Learning Guide Teaching Decisions*, New York, Richard C. Owen Publishers.
- Elliot J., Giordan A., Scurati C. (1993) *La ricerca-azione. Metodiche, strumenti, casi*, Bollati Boringhieri, Torino.
- Gibbs G. (1988) *Learning by Doing: A Guide to Teaching and Learning Methods*, Further Education Unit, Oxford Polytechnic, Oxford.
- Gravells A. (2017) *Principles & Practices of Teaching & Training*, SAGE, Learning Matters Ltd.
- Hargreaves J. and Page L. (2013), *Reflective practice*, CUP.
- Losito B. - Pozzo G. (2005) *La ricerca azione. Una strategia per il cambiamento nella scuola*, Carocci.
- Kolb D. (1984) *Experiential Learning – Experience as the Source of Learning and Development*, Prentice Hall.
- https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development
- Marzano R. J. (2012) *Becoming a Reflective Teacher*, The Classroom Strategies Series.
- Montalbetti K. (2005) *La pratica riflessiva come ricerca educativa dell'insegnante*, V&P.
- Richards J. C., Lockhart C. (1996) *Reflective Teaching in Second-Language Classroom*, CUP.
- Richards J. C., Farrel T.S.C. (2005) *Professional Development for Language Teachers*, CUP.
- Schön D. A. (1983) *The Reflective Practitioner. How Professionals think in action*, New York: Basic Books.
- Wallace M. J. (1991) *Training Foreign Language Teachers*, CUP.
- Wallace M. J. (1998) *Action Research for Language Teachers*, CUP.