

GTA Training



By Andrew Davies

SESSION 1

While we are waiting:

Make sure you have booked yourself in on the sheet.

Make sure you have a copy of the handout.

Aims and objectives



To explore and gain a better understanding of:

- Reflective practise
- Self evaluation
- Keeping a PPP
- Learning styles

Introduction



To teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, address misconceptions and accommodate different learning styles.

This kind of understanding provides a foundation for pedagogical content knowledge, and that enables teachers to make learning accessible to others.

(Shulman, 1987)

Reflective Practise



- **Memories** (page 3)

You cannot reflect on learning experiences that you cannot remember. Teachers need to be aware of how learning happens for them if they are to help their students learn (Minton, 2003).

Task 1a

Task 1b

Task 1c

Task 1d

Task 1e

Reflective Practise



- **Keep a Diary on learning experiences**

What did it feel like, what you observed, how did it look for others, and what you intend to do after you have thought about it.

- **Look**

What the diary is for is more important than how it looks. It must make sense to you when you come back to it.

Reflective Practise



- **Format**

It is part of your PPP, but it is personal to you. It can be cards, recordings, Word processed or note book.

- **Dates**

Dates are important to monitor changes in the way you perceive things, so that you can see how your ideas develop with experience.

- **Task 2** (page 6)

Task 2



Try to recall an occasion when you were aware of having learned something – You may have said “*Oh, now I see*” as the proverbial penny dropped. Perhaps you realised why someone was behaving oddly, or found out what that button was on the TV remote. You may have discovered something about yourself, an ability you did not know you had.

The Reflective Practitioner: Schon



Donald Schon

It is important to reflect on what you are doing, as part of the learning process.

(page 7)

The Reflective Practitioner: Schon & Kolb



Donald Schon

It is important to reflect on what you are doing, as part of the learning process.

(page 7)

Reflective Observation is the second stage in the Kolb learning cycle.

Kolb

Kolb developed a theory of experiential learning that can give us a useful model by which to develop our practice. This is called The Kolb Cycle, The Learning Cycle or The Experiential Learning Cycle.

(page 8)

How?



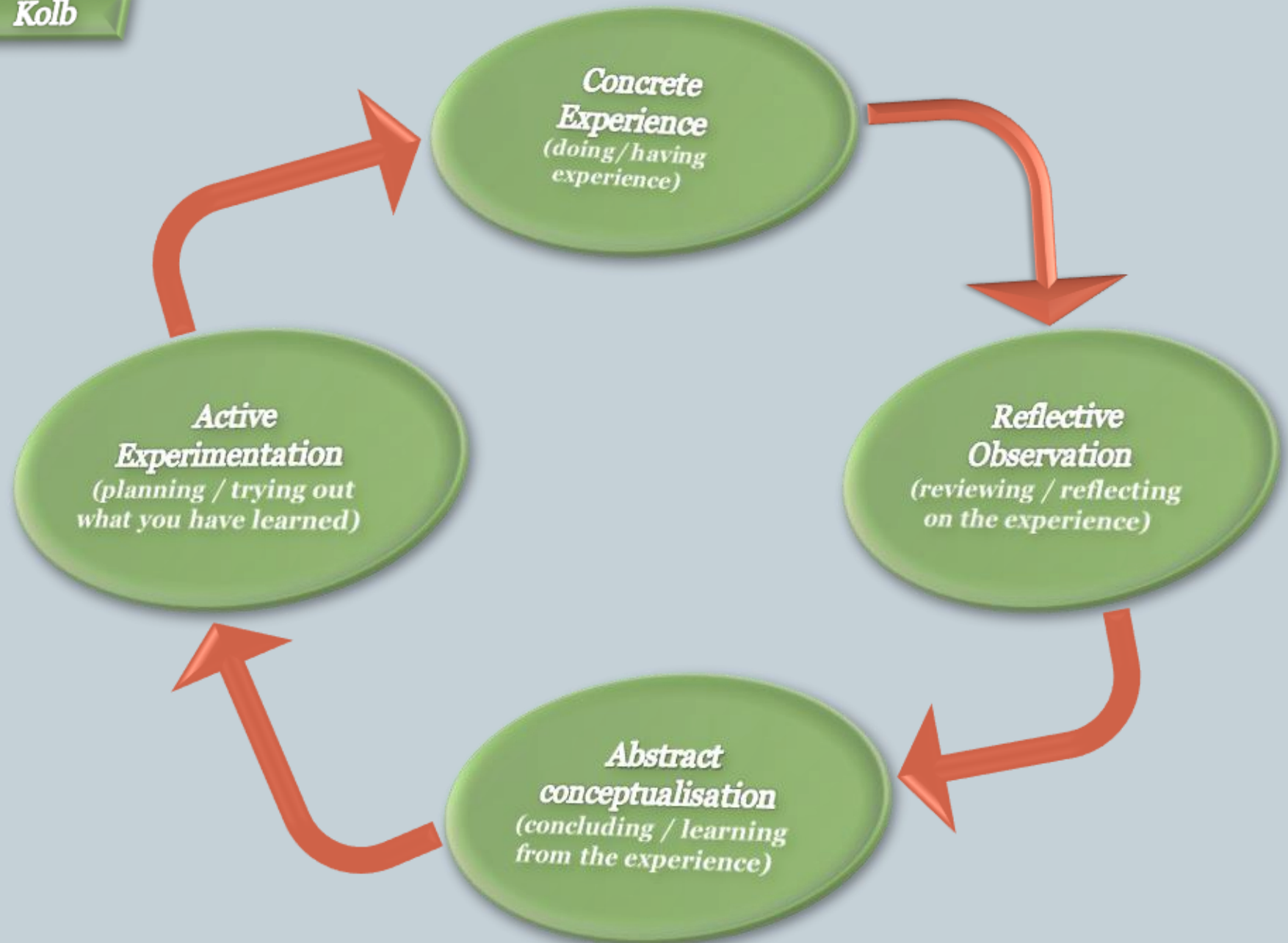
These can be achieved through a process of reflection.

According to Boud, Cohen and Walker:

“Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning.”—(1985:19)

Kolb's learning cycle provides a useful descriptive models of the adult learning process.

Kolb



Learning Styles



In exploring how reflective practice can support and aid learning it is important to look at how we learn. The following points have been made about the process of learning:

- Learning is individual.
- Learning is contextual.
- Learning is relational.

learning styles indicators



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The VAK learning styles model provides a very easy and quick reference inventory by which to assess people's preferred learning styles, and then most importantly, to design learning methods and experiences that match people's preferences:

VAK: visual-auditory-kinaesthetic learning styles



- **A = Visual**
- **B = Auditory**
- **C = Kinaesthetic**

Task 3



What type of learner are you?

What type of learner is your partner?

What about the others on your table?

Task 4



Time	Activity	Resources	Where does this fit in the VAK and Kolb's cycle

Learning/reflection log for PPP

What have I learned?			What am I going to do about it?	
Experiences/Actions What were the main experiences for me or the main things that I did since the last checkpoint.	Reflection How did I feel during these experiences?	Learning What did I learn about myself or about other people	Goals What do I want to do about this? What ideas would I like to test out? What skills do I want to develop?	Planning What can I do to help me achieve goals?

Recap



- 1. Know who you are teaching**
- 2. What they already know**
- 3. Their preferred method of learning**
- 4. Keep a reflective diary**
- 5. Reflect, reflect, reflect**