

# Reflective Teaching

Creating a positive learning environment

Edmund Dudley



# Here we go again!

The *Groundhog Day* factor

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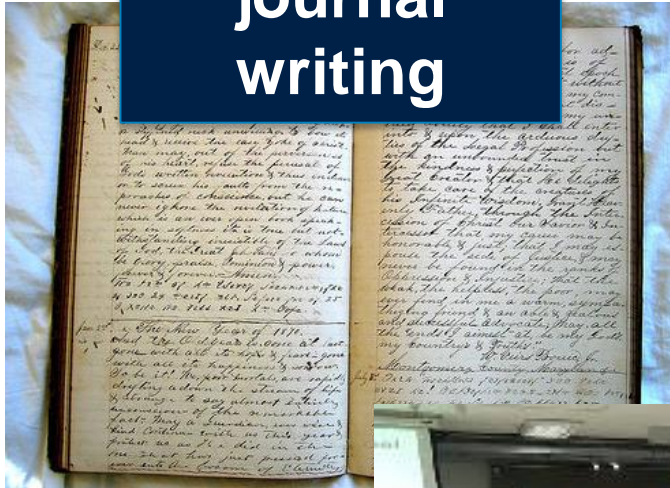


**learning from experience**

# Reflective Teaching

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journal  
writing



peer  
collaboration



professional  
development

# In order to learn, we need to reflect

There is a difference between *twenty years' experience* and *one year's experience repeated twenty times...*

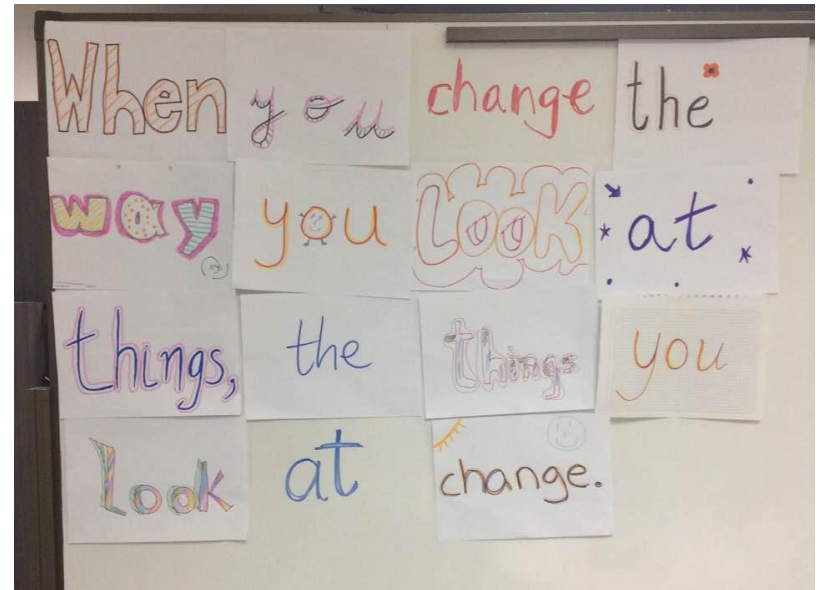




# Reflective Teaching

## Creating a positive learning environment

- Beyond language: motivation and validation
- Social skills, values and life skills
- Ideas to try out



# Who is he?



# IQ

- Average person IQ of 100
- Extremely smart person IQ of 130+
- Albert Einstein IQ of 160
- **Chris Langan      IQ of 200**



# What does he do?

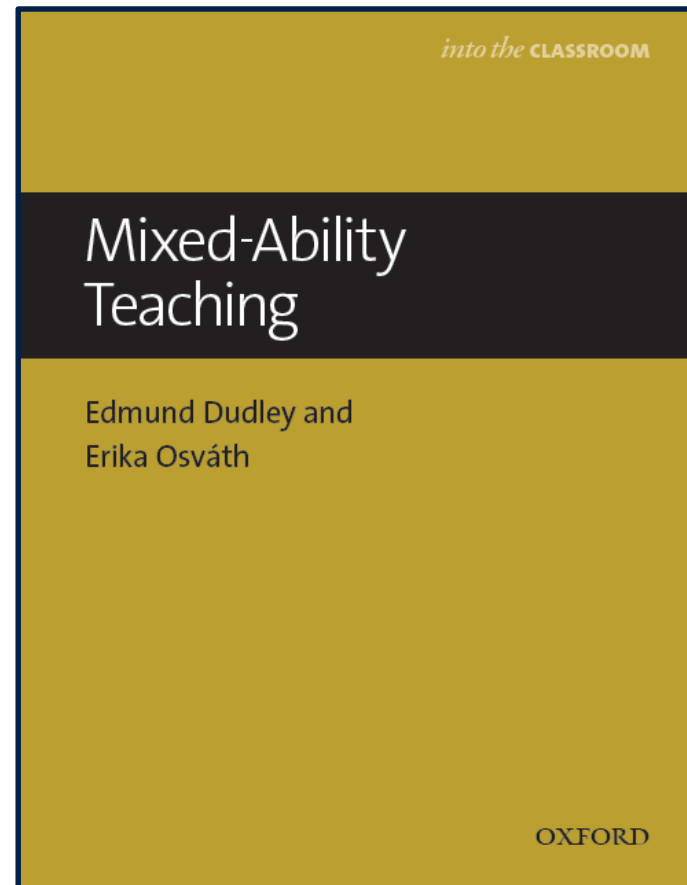


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- Construction
  - Farm-hand
  - Ranch-hand
  - Cowboy
  - Firefighter
  - Forest ranger
  - **Bouncer**
- Teacher
  - Lawyer
  - Astronomer
  - Army General
  - Economist
  - Professor
  - Physicist



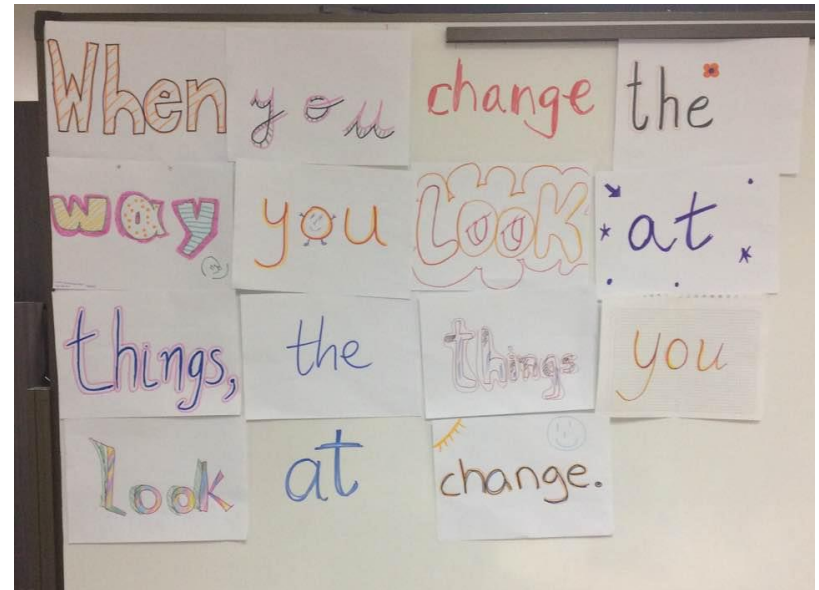
“It makes sense to think of the classroom as a miniature version of the world outside, in which success depends not only on gaining knowledge, but also on having social skills, values, and life skills.”



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- **Beyond language: motivation and validation**
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# Beyond language

## Motivation

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What do we mean by this?



In the classroom, motivated students...

# Beyond language

## Motivation

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Motivated students have...

- a reason to join in
- a goal to achieve
- something to look forward to
- a sense of enjoyment



# Beyond language

## Validation

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What do we mean by this?

Validated students have...



# Beyond language

## Validation

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Validated students have...

- a sense of security
- a feeling of importance
- a sense of achievement
- the experience of success

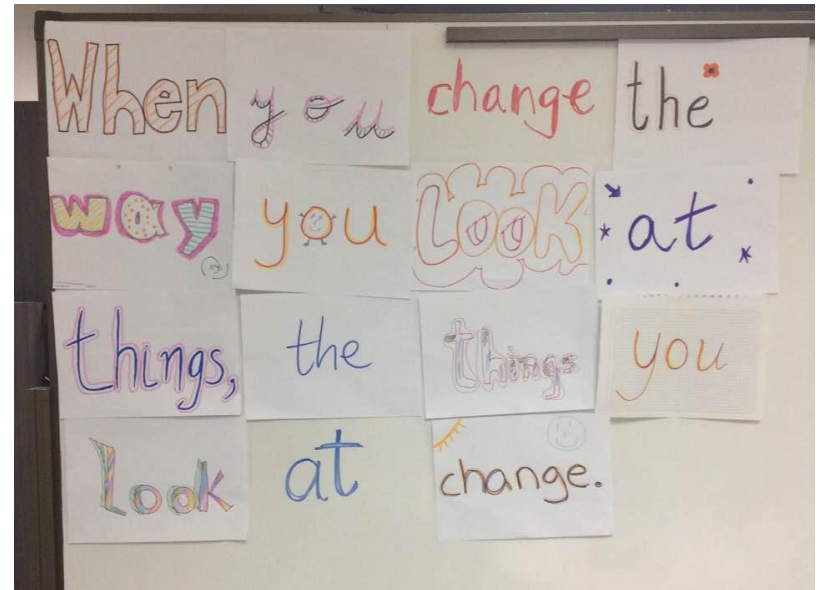




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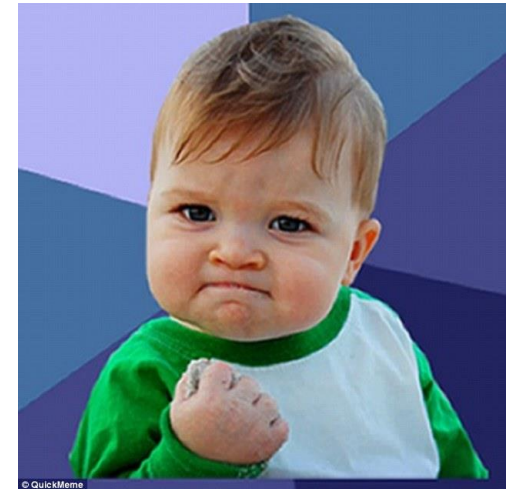
# A broader context for learning

“Students should never be allowed to fail at tasks until they have had a reasonable chance to succeed.”

J Raffini

“The only way true self-esteem is built is by making people successful.”

D Scheidecker and W Freeman



# Social skills

- turn-taking
- team work
- fair play
- respecting others' opinions
- willingness to compromise



→ reward attitudes as well as outcomes

# Values

- What makes someone a good person?
- What are the qualities of a good classmate?



→ Discuss, describe, assign - together

# Life skills

Thinking about:

- success outside school
- life challenges

Focusing on non-cognitive skills:

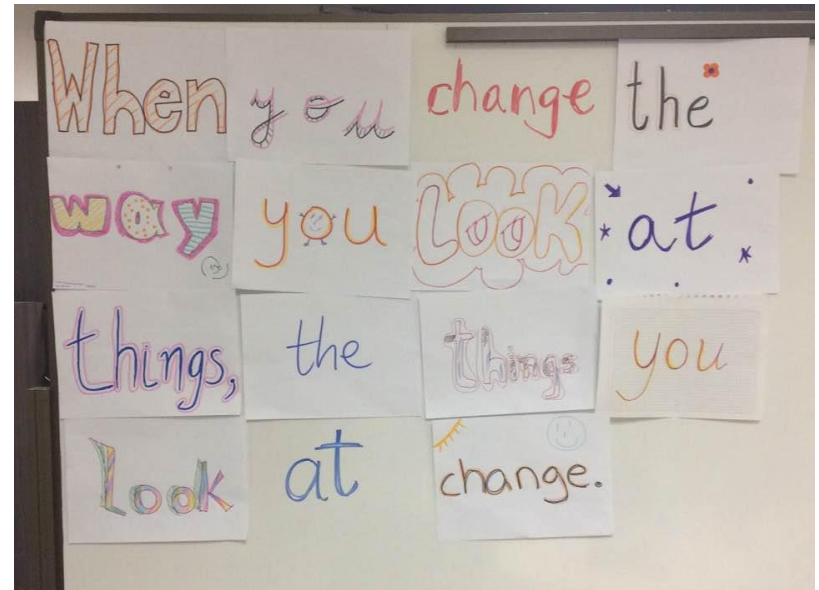
- not giving up
- being brave
- seeking advice
- getting help



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# Continuous motivation and validation



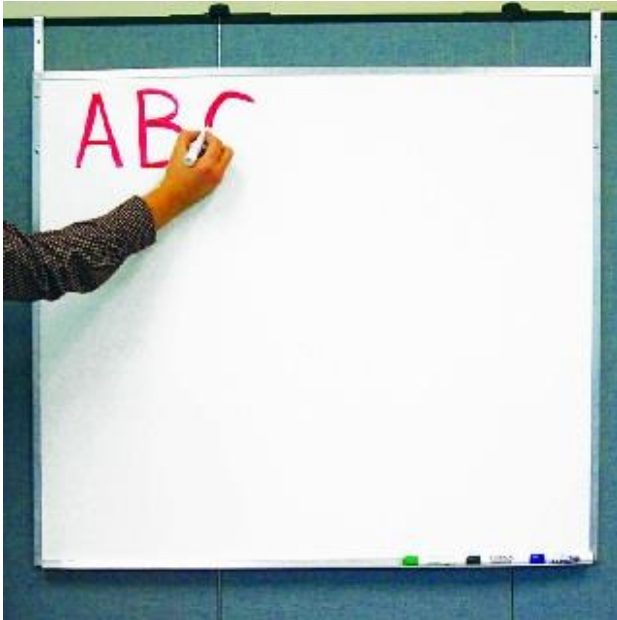
# Dice Master

Choose a student to be *Dice Master*

- Present the group with two options
- Ask the *Dice Master* to help
- Dice Master rolls:
  - 1,2 or 3 = Option A
  - 4,5 or 6 = Option B



# Rewards and incentives



# Subjective map

Where would you write these words on the map?

- football
- music
- love
- beauty
- food

Now explain your choices.



# English only - Any comments?



# Making space for L1

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## Mediated dialogue:

A: Asks questions in English

B: Answers the questions in Spanish

C: Interpreter

Topic:

*When do you use Spanish in the English class?*



# A second look at the picture

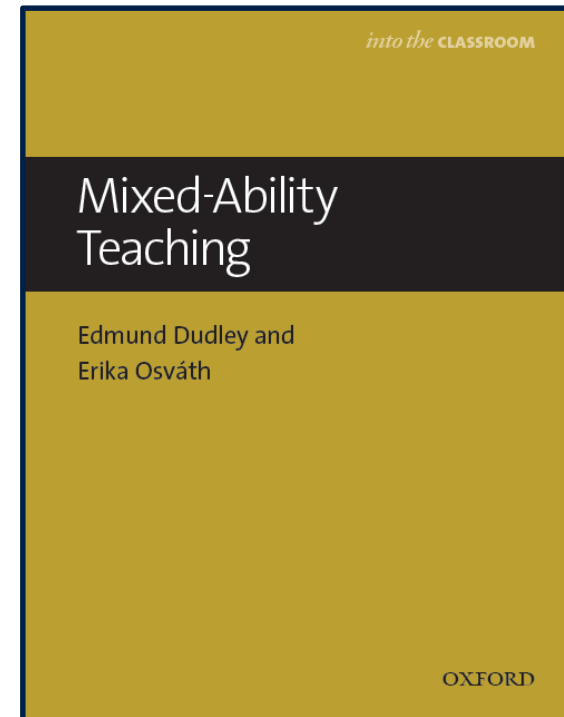


# First to leave / Last to leave



## In this session

- Beyond language: motivation and validation
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