

Reflective Teaching

Creating a positive learning environment

Edmund Dudley

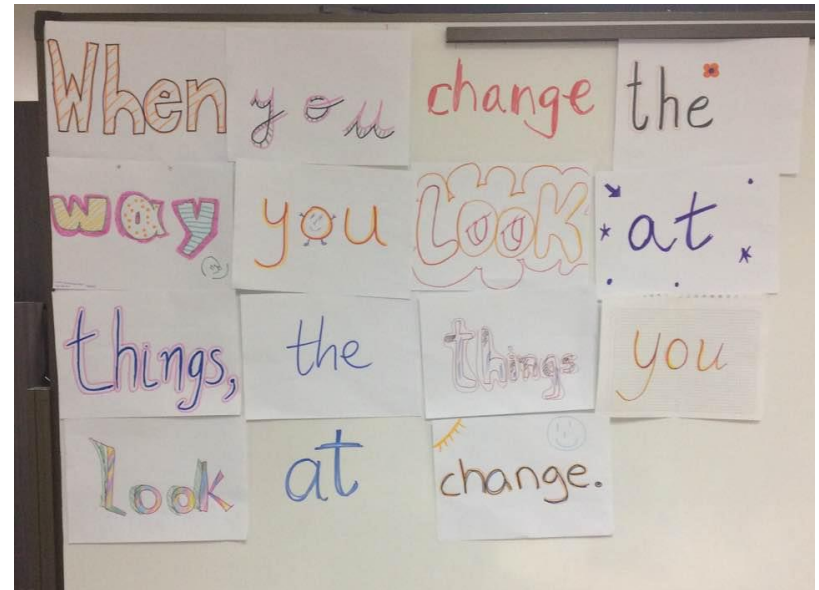
Ibagué, 25 May 2018



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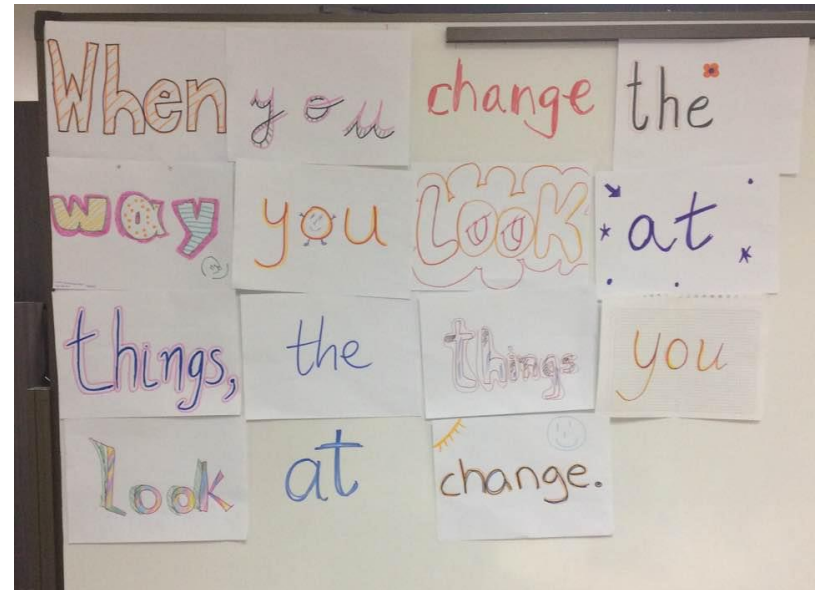
- The reflective practitioner
- Beyond language: hard skills and soft skills
- Mindsets
- Ideas to try out



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- **The reflective practitioner**
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The Reflective Practitioner

Donald Schön (1983)

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-
- Reflection-in action
 - in-the-moment awareness
 - ability to change course mid-lesson
 - requires the ability to ‘see yourself from above’
 - Reflection-on-action
 - after-the-storm reflection
 - aims at changing future lessons
 - can be individual or collaborative

Reflection-on-action

- Teaching journal
- Peer observation
- Action research

<https://bit.ly/2CO7mhi>



Here we go again!

The *Groundhog Day* factor

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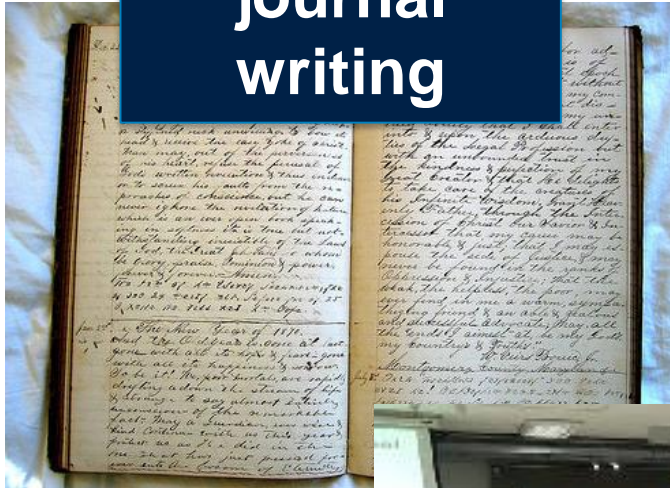


learning from experience

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journal
writing



peer
collaboration



professional
development

In order to learn, we need to reflect

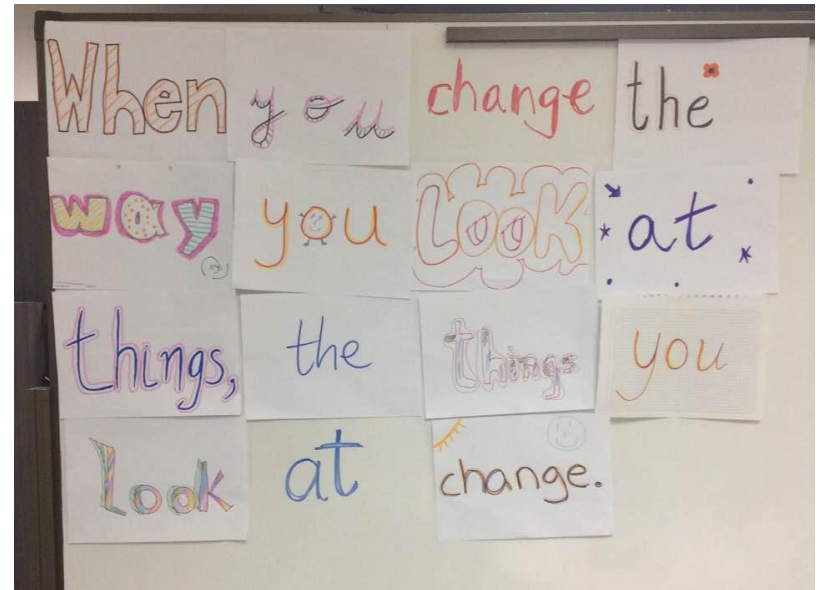
There is a difference between *twenty years' experience* and *one year's experience repeated twenty times...*



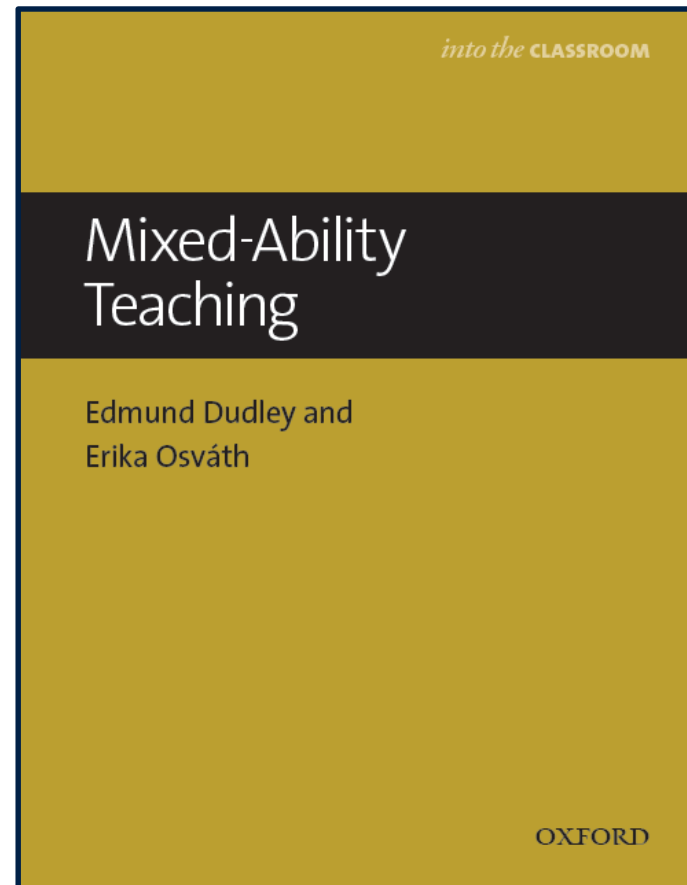
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“It makes sense to think of the classroom as a miniature version of the world outside, in which success depends not only on gaining knowledge, but also on having social skills, values, and life skills.”



Do you recognise this person?

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Chris Langan

What makes Chris Langan extraordinary?

Talk to your partner.

Complete the sentence below:

Chris Langan has one of the highest IQs in the world.



Christopher Langan

From Wikipedia, the free encyclopedia

Christopher Michael Langan (born March 25, 1952) is an American whose IQ was reportedly believed to be "between 190 and 210".^[1]

Christopher Langan

Born

March 25, 1952 (age 65)

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

The limitations of talent and ability

In addition to *IQ*, we also need **soft skills**:

- Emotional intelligence (*EQ*)
- Social skills
- Life skills
- Non-cognitive skills
(curiosity, determination, courage...)



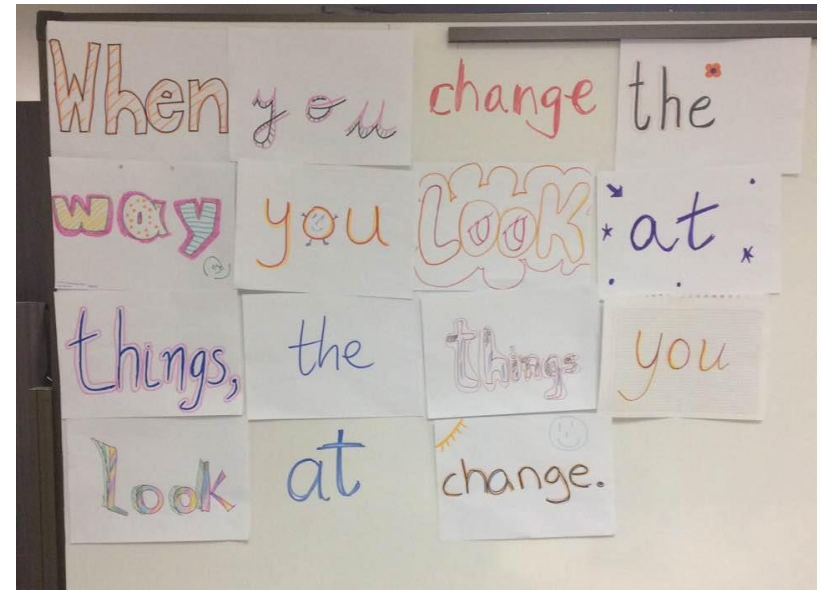
Strong student or weak student?



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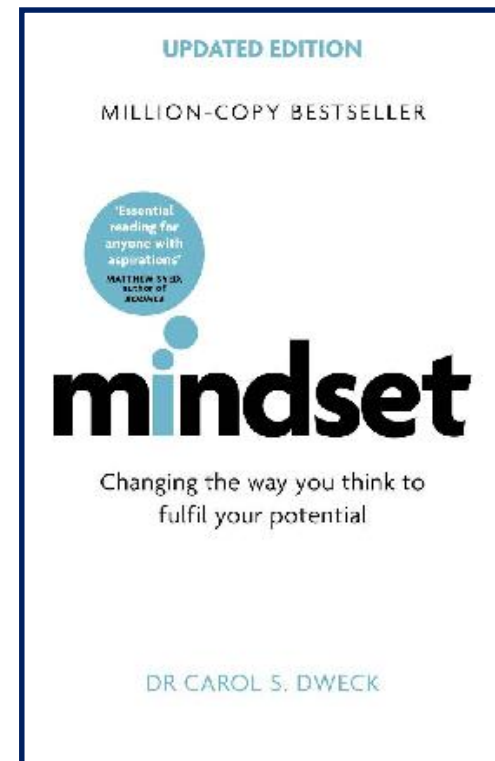
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Mindsets

- Fixed mindset
- Growth mindset

Dr Carol S. Dweck *Mindset*



Fixed mindset

- Success is a result of talent

Growth mindset

- Success is a result of hard work

Fixed mindset

- Success is a result of talent
- Success and failure are *identities*

Growth mindset

- Success is a result of hard work
- Success and failure are *provisional outcomes*

Fixed mindset

- Success is a result of talent
- Success and failure are *identities*
- “You either have it or you don’t”

Growth mindset

- Success is a result of hard work
- Success and failure are *provisional outcomes*
- “Everyone can improve over time”

Fixed mindset

- Success is a result of talent
- Success and failure are *identities*
- “You either have it or you don’t”
- Tendency to avoid challenges

Growth mindset

- Success is a result of hard work
- Success and failure are *provisional outcomes*
- “Everyone can improve over time”
- See challenges as learning opportunities

The wrong kind of praise

“After seven experiments with hundreds of children, we had some of the clearest findings I’ve ever seen:

Praising children’s **intelligence** harms their motivation and it harms their performance.” Dweck

The wrong kind of praise

The value of difficult learning



speed



perfection

“Speed and perfection are the enemy of difficult learning.”

Dweck

The right kind of praise

Process feedback

- praise effort, not intelligence

“I can see that you have *worked* really *hard* at this – great *job!*”

- accept setbacks as strategic opportunities

“Everyone *works* in a different way. Let’s *keep trying* to find a way that *works for you.*”

→ be positive; be truthful

Promoting a growth mindset

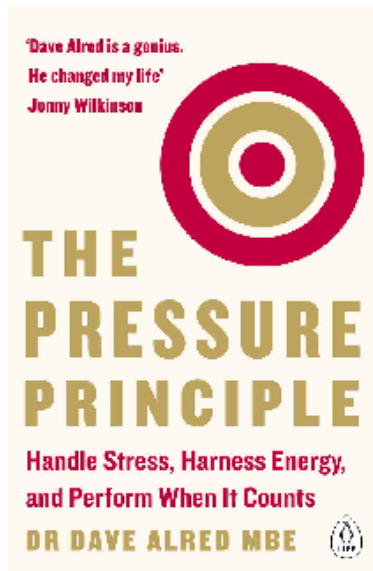
The role of honest feedback

“When people believe their basic qualities can be developed, failures may still hurt, but failures don’t define them.” Dweck

- set appropriate challenges
- praise students for effort and attitude
- be specific
- use the language of *work*, not talent
- make use of the *power of yet*

Communicate positively

The problem with motivational team talks...




Communicate positively

In the classroom

Instead of telling students what they mustn't do...

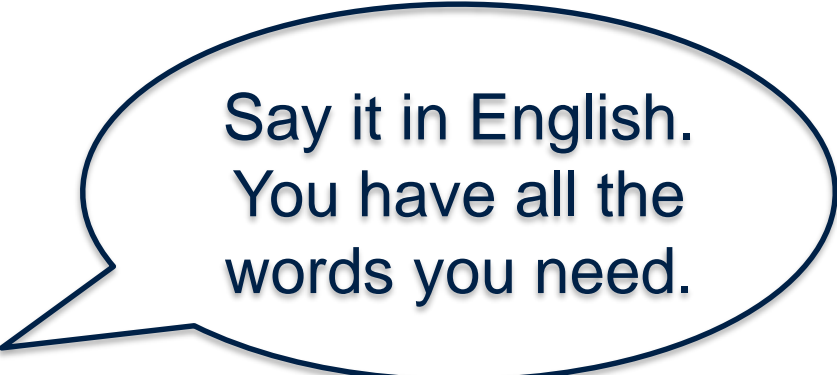


No speaking
L1!




No stupid
mistakes on
the test!

...tell them what you would like them to do, and why/how they can accomplish it.



Say it in English.
You have all the
words you need.



Take your time.
Check your work
carefully when
you're done.

Become a novice learner

Weaknesses can either make you feel ashamed, or they can inspire you to grow and develop.

Become an elementary-level learner at something:

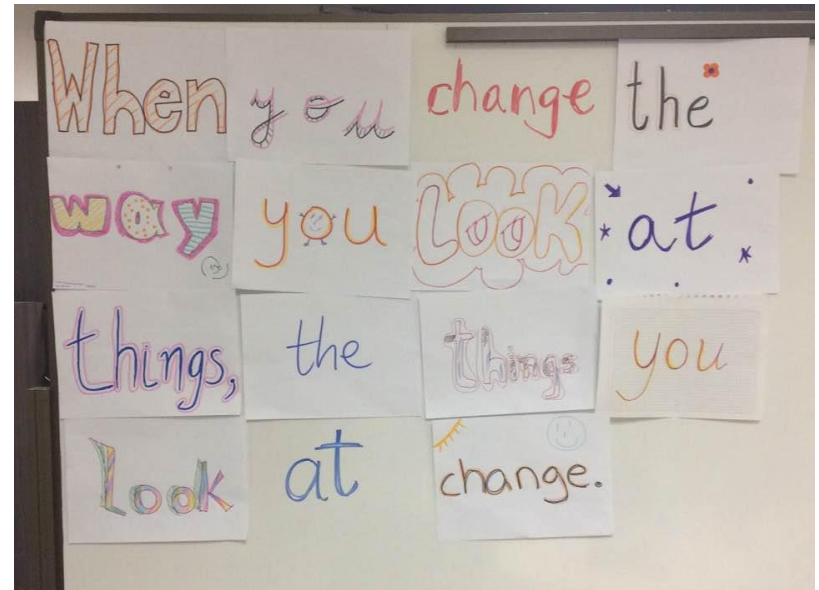
QUESTION WORDS	
Where?	Waar?
When?	Wanneer?
Why?	Waarom?
What?	Wat?
Who?	Wie?
How?	Hoe?
How much/many?	Hoeveel?
Is/are there?	Is/Zijn er?



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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

Mediated dialogue:

A: Asks questions in English

B: Answers the questions in Spanish

C: Interpreter

Topic:

What makes the lesson a 'positive experience'?

A second look at the picture



Speak, pass, or nominate

Giving students options

6 ACTIVATE Complete the sentences about sports for you. Then talk about your answers with a partner.

- 1 I'm / I'm not good at ____.
- 2 I don't take part in ____ competitions because ____.
- 3 I like / don't like watching ____ on TV.
- 4 I can / can't beat my friend at ____.
- 5 I like / don't like playing team games because ____.
- 6 I enjoy / don't enjoy running a race.

I'm good at tennis and football. What about you?

SPEAK

= I'm happy to answer

PASS

= No thanks. Please ask someone else

NOMINATE

= My friend here has a great answer... ;)

Speak, pass, nominate

Some observations

- The majority of students choose to speak
- Students who pass have a sense of relief...
- ...which often leads to renewed confidence
- Nominated students can pass!
- Students appreciate being given options

Open-ended prompts

Scale of 1-5

- Where do you think this is?
- How sure are you (1-5)?

1: We have no idea. Let's say...

2: Our guess is that it's...

3: It looks a bit like... / It might be...

4: We're pretty sure it's...

5: That's definitely...



Montreal





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Predict the answers:

1. There is a lot of _____ in Montreal in the winter.
2. There are _____ between important buildings in the city.
3. _____ people use the system every day.

Underground Montreal

The people of Montreal like being different. In other big Canadian cities, like Toronto and Vancouver, the first

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hotels,

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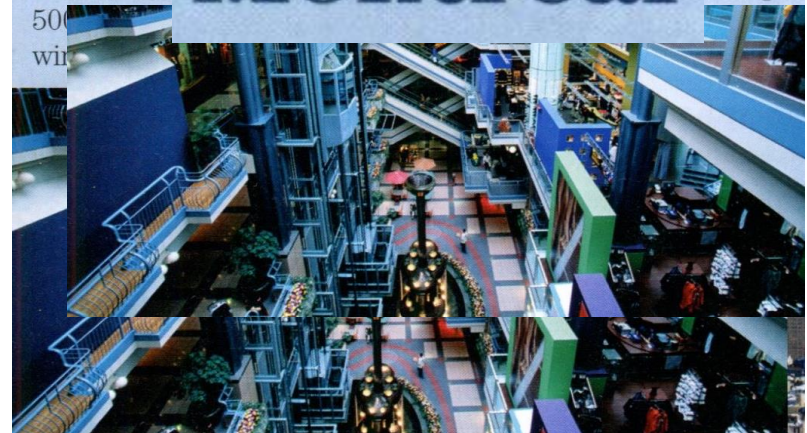


Montreal

2,000

ven

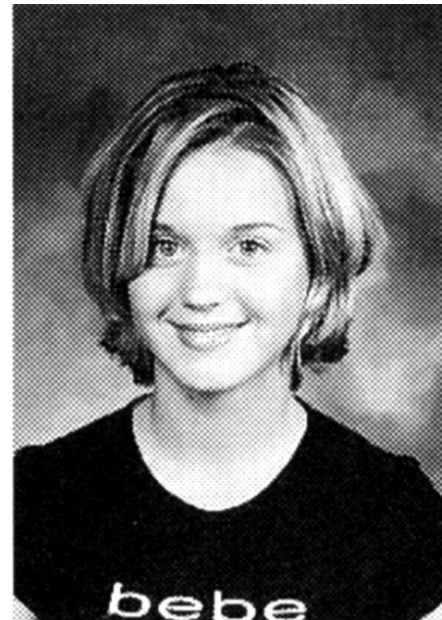
ildings.



Use a scale of 1-5

Can you identify the famous person?

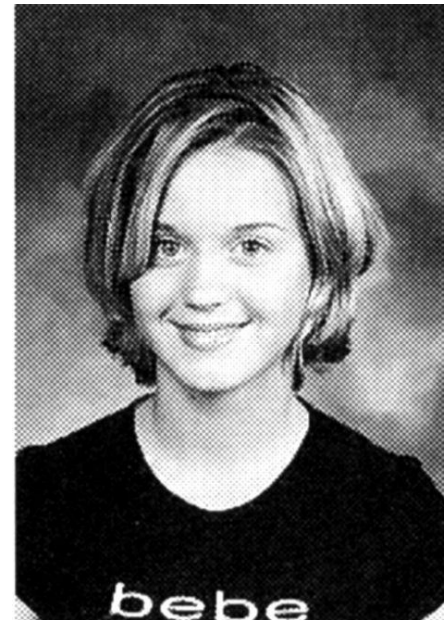
1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



Use a scale of 1-5

Can you identify the famous person?

1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



Katy Perry

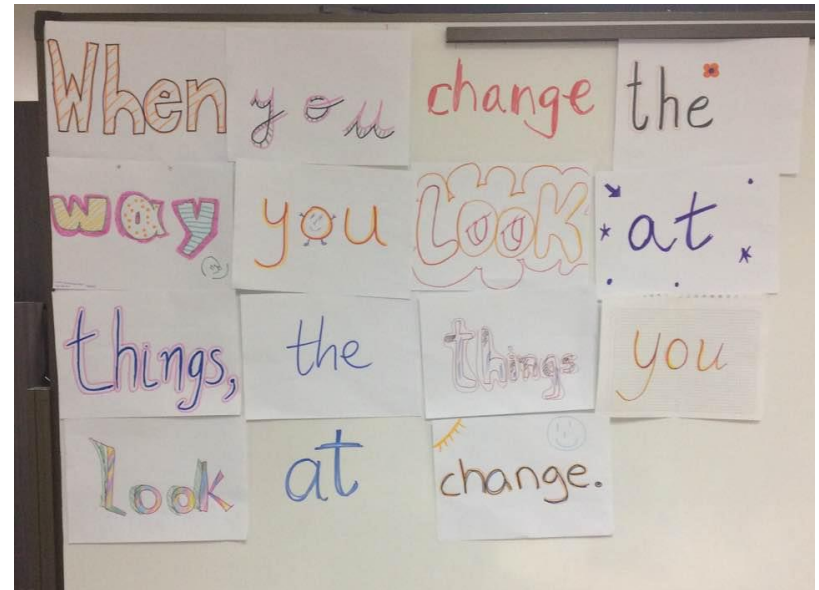
First to leave / Last to leave



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Slides here: legyened.edublogs.org



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