

Thinking for Learning - Planning & Reflection

Sheet #

Background information

Name

Organisation

Elmwood College

Position/Role

Lecturer

Teaching and learning aims

Target Group

Life Options

Course content
objective

ASDAN World of work

Student to identify work related jobs with in the local community

Students'
'4 Capacities:
Attributes &
Capabilities'
focus

Successful Learners:

Make reasoned evaluations.
I can work things out
I think about what I know

Confident individuals:
Relate to others and manage themselves. Be self aware.

I make careful choices

Your own
personal /
teaching
development
goal for this

To develop group work that all are contributing and participating in the tasks, decision making and communication within a supported setting /positive environment where learners feel able to make comments.
Promote communication and leadership skills

session

Lesson / Session plan

Date 11/5/11

Observed ?

Chosen
Thinking for
Learning
Strategy

3-5-7

1. Launching

*Connect to
previous
learning
& Challenge*

Students to all contribute and connect to the group discussion and then be able to make informed choices on what suggestions/ ideas should be kept or discarded and then presented to the class.

2. Students
working
together

Co-construction

Group work and discussion enhanced and embedding ideas and experiences with close staff supervision to ensue correct content. Time and freedom for the students to come up with their own thought and thought paths to the correct answers. Prompting and supporting of ideas by encouraging questioning within the groups

3. Students
reflecting

*Metacognition
& Transfer*

The students liked the fact that they were able to cut down ideas and discussed it as a group and were happy if one of their groups ideas were selected for the final draft.

Reflections on the session

How did it go?

What was

It was slow to start and needed a lot of staff intervention to keep the focus and chain of thought, but as the students grow in confidence the staff support was weaned off. Students engaged fully in process and seemed to enjoy the activity

Positive,
Negative,
Interesting?

Negative: not enough time allocated in the lesson for the extent of discussion it facilitated. Some students spoke more and I felt some others voices were not heard.

Interesting to see the elimination process for 12- 7- 5 and how each group did the elimination

What did the students learn?
What had they to say about the learning process?

They enjoyed the session and were a lot more confident in the thought of expressing ideas and opinions in the future. It also gave them a taste of leadership and reflection on opinions. They liked the format and said it was "easier to come up with the 12 original than deciding what to take off when it was time to reduce the list".

What did you learn?

That introducing new approaches may take some time to get going but with perseverance they can become invaluable and beneficial.

What will you try/change next time?

I would change the groups and have more groups with less people in them as some students had less contribution and may use Numbered heads and have the discussion moderated by myself by numbering the students and calling out the numbers at random to aid a more varied debate.

Please feel free to include resources, samples of work that you think we will find interesting, helpful or useful.

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