

Thinking for Learning - Planning & Reflection

Sheet # 2

Background information

Name XXXXXXXXXX

Organisation *Elmwood College*

Position/Role Part time Lecturer in Hairdressing

Teaching and learning aims

Target Group 2nd Year learners, all female, age 16-19yrs, from a mixture of social backgrounds

Course content objective

Entry to Wella Xposure competition Scottish Heat in South Lanarkshire College. 20 taking part from across Scotland.

Learner was selected from 1st stage (photographic entry of their complete look on model)

Each learner has to re-produce style on model including clothes and make-up within a set time and be judged. 5 selected to go to finals in London.

Students' '4 Capacities: Attributes & Capabilities' focus

Think creatively, be enthusiastic, be ambitious, be determined, show initiative, be respectful of others, and make informed choices and decisions.

Your own personal / teaching development goal for this session

I want to evaluate their learning and life experiences and reflect on how I and the College can improve the planning and support as the competition co-ordinator. I want to initiate a 'talkback' session where each learner is able to discuss their learning experience with others and share their positive, negative and pivotal points during their competition experience. I hope this will promote and encourage others to enter future competitions as some learners feel unworthy of putting themselves forward for this type of skill building practice.

Lesson / Session plan

Date 23/03/11

Observed ? No

Chosen Thinking for Learning Strategy

PINS – Evaluation Sheet

1. Launching

Connect to previous learning & Challenge

To use the evaluation sheet for each learner to reflect their individual competition experience and to instigate and record their personal challenges. To analyse their response and improve our support and strategy.

I had taken photographs during the competition day and printed them off. We will have a discussion about the day and talk about the whole experience and shared our individual thoughts. We will also ask ourselves 'what would we do differently?' if we had to do it all over again. This should inspire the learners to discuss their individual decisions and what they were happy with or uncertain of during their competition.

This evaluation sheet is different than the others they have previously written. being in a very small group will give them more time to reflect and discuss individually their learning experience, although they could still find it a little challenging to write down their personal reflection of an experience.

2. Students working together

Co-construction

Active for learners, meaningful, challenging, engaging, reflection on their skills and experience.

This is a very small group and so initially we will have a group discussion of the experience and each learner will present their experience individually to each other. They will then be able to work in pairs to discuss further their evaluation and express this through using the PINS sheet.

3. Students reflecting

Metacognition & Transfer

Learners should be able to recognise weaknesses and strengths and plan to improve on next performance.

By having the photographs at this session, the learners will have a visual aid which will help them remember the experience (the competition was 3 days previous) which will instigate their enthusiasm to reflect on their experience. But they could find it difficult in writing down their thoughts on paper as obviously we are in a practical vocation.

Initiate further support from college/myself

Reflections on the session

How did it go?

Assisted the learners in thinking about their experiences and gave them a method to record their thoughts to back-up the photographic evidence.

What was Positive, Negative, Interesting?

Learners needed prompting to fill out the 'so what?' column but if I used this method more often they would be more confident in doing this.

As this was a small group it was easier to have a controlled discussion about their experiences and also they opened up more which instigated personal reflection of their ability and skill. They listened to constructive feedback which enabled them to digest and reflect on their experience.

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

Learners show lack of understanding of why there is a need for them to write down their own feelings of an experience –introduction to new concept of thinking about their experiences. I feel that the age group of my learners is a contributing factor to them being sometimes disengaged from reflecting their views of experiences as they have left secondary education to escape the paper exercises. We discussed why this exercise made them think about their experiences and they did agree it made them slow down a little, rather than 'tick a box' and move on to the next item on their agenda. I feel this is a work in progress exercise

Some of the learners were nervous during the competition – we discussed and reflected why this was. 'So what?' column became influential in each learner planning their changes to preparation for next competition

What did you learn?

What will you try/change next time?

To record evaluation of competitions more and link with photographic evidence.

To encourage all competitors to use the PINS sheet to evaluate their experiences.

Share with other team members to improve our support

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

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