

Thinking for Learning - Planning & Reflection

Sheet #

Background information

Name

Organisation

Elmwood College

Position/Role

Part-Time Lecturer Beauty Therapy

Teaching and learning aims

Target Group

Level 3 Beauty Group, 18 females age range 17-50 from a mixture of different backgrounds.

Course content objective

Create mood boards for different decades and work as part of a team putting all ideas together to create a final catwalk show.

Students' '4 Capacities: Attributes & Capabilities' focus

Working as part of a team – everyone having different roles.

Show enthusiasm.

Problem solving.

Be inclusive.

Your own personal / teaching development goal for this session

Introduce 'parts and wholes' technique to develop an interesting way for students to think more about the topic and how to get more information than would originally be gained.

To plan ahead.

Lesson / Session plan

Date

Observed ?

Chosen
Thinking for
Learning
Strategy

'Parts and Wholes'

Helping students appreciate the fundamentals of prioritising and planning.

1. Launching

*Connect to
previous
learning
& Challenge*

Explain to students they are going to choose up to six characteristics and draw a person that encompasses all of the characteristics.

Providing more ideas and allows them to be more imaginative and diverse between groups.

2. Students
working
together

Co-construction

Students love this activity as it allows lots of ideas to flow and encourages creativity.

Discussion within small groups leading to a presentation before the rest of class incorporating information from mood boards (music/hair/fashion).

3. Students
reflecting

*Metacognition
& Transfer*

From the mood boards the students created unique ideas that they would never have thought of if they hadn't used these learning tools.

Working as part of a team gave the groups more confidence to be inventive and believe in their own ideas.

Reflections on the session

How did it go?

These sessions went really well with a feeling of euphoria from the class as a whole during and on completion.

What was
Positive,
Negative,
Interesting?

A positive aspect was the development of different relationships within the class that weren't apparent before.

The only downside was that some people didn't completely fulfil their roles.

Competition between the groups.

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

They learned to research, plan ahead, working as part of a team. Delegating roles and adapting to industry type situations.

They found it exhilarating and extremely worthwhile.

What did you learn?

Good planning and organisation assist in a profitable learning experience.

What will you try/change next time?

Keep encouraging all students to maintain involvement during the entire process and keep up interest until completion.

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

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