thinking for learning

Thinking for Learning - Planning & Reflection

Sheet # 1

Background information

Name	***xxxxx***
Organisation	***Elmwood College***
Position/Role	Lecturer

Teaching and learning aims

Target Group	NC Golf Studies Analysis & Development of Performance
Course content objective	Introduce varying methods of analysing individual performance and to develop a programme of work focussing on identified weaknesses.
Students' '4 Capacities: Attributes & Capabilities' focus	Successful Learners: Through student led evaluations of their own golf game, new thinking and ideas/approaches to progress their performance is key. Helping learners understand where their performance is right now and how it could be improved will hopefully motivate them and inspire a new motivation for learning. Effective Contributors: Solving problems and self-reliance / discipline is necessary to plan, develop and carryout a five week development programme focussed on performance.
Your own personal / teaching development	To expose learners to a variety of analysis tools available to use in helping them with their own development. Relate these tools in modern day professional golf citing examples of some analysis done by a professional golfer on their own game. Draw up using knowledge mapping strategy to show

goal for this session	students a real life completed example.

Lesson / Session plan

Date	16th March 2010	**Observed ?**	N

Chosen Thinking for Learning Strategy	Knowledge Mapping
1. Launching *Connect to previous learning & Challenge*	Placing the words performance analysis in the middle, and tutor providing three main categories (below), students to come up with as many sub groups relating to each category to highlight understanding. Main categories previously discussed in class being: 1. Video analysis 2. Statistics of rounds played / fairways hot, putts per round etc 3. Skills tests
2. Students working together *Co-construction*	Students to work in groups and colour code different sub sections / images and symbols. Communicating with peers in their groups, they were to come up with as many sub groups as they could for the set categories above, no matter how irrelevant they thought they might be.
3. Students reflecting *Metacognition & Transfer*	Students to present findings/ideas. Compare and contrast different responses and sub groups.

Reflections on the session

How did it go? What was Positive, Negative, Interesting?	This proved to be a positive and worthwhile activity for this subject. Students felt it gave them the opportunity to highlight their own knowledge of the subject while also helping them recall new knowledge gained from the session. Interestingly enough, there were no irrelevant sub groups created which was one of the concerns of the groups initially.
What did the students learn? What had they to say about the learning process?	They felt they retained information and were able to recall it as they fully engaged in the activity. For NC students, this was the first time the majority had come across knowledge mapping of any kind, so there was a certain amount of intrigue within the session. Students asked if they could do more of this type of activity of different subjects.
What did you learn? What will you try/change next time?	I was taken aback at how well the students engaged in the activity. Once the task was set and groups were decided, the students led the activity from there on in. It sparked some productive debate in regards to the different responses; individuals knowledge and experience came through and was shared while also allowing some gaps in knowledge to be more easily understood.

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

www,thinkingforlearning.com