

Thinking for Learning - Planning & Reflection

Sheet #

1

Background information

Name

xxxxxx

Organisation

Elmwood College

Position/Role

Lecturer – Golf & Sport

Teaching and learning aims

Target Group

HND Sports Coaching with Development of Sport Event Management in Sport
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Course content objective

Introduce project management in relation to managing a sports event. Decision making / planning and preparing and delivering a sports event.

Students' '4 Capacities: Attributes & Capabilities' focus

Effective contributors: Through the creation of a committee for the event, the goal here is to encourage working as part of a team and working in partnership with peers. Communicating in different ways. Confident individuals: Relate to others in the group and listen to opinions / ideas for the event.

Your own personal / teaching development goal for this

To try and create an environment where the concept of working in a team towards a common goal, in the form of a student led committee with clear roles and responsibilities, encourages more respectful/creative communication inclusive of peer contributions. Through tutor observation of an initial meeting, reflect on whether this was achieved with the learners and evaluate.

session

Lesson / Session plan

Date 8th March 2010

Observed ? N

Chosen
Thinking for
Learning
Strategy

Sounds Like: Observation

1. Launching
*Connect to
previous
learning
& Challenge*

Following a discussion on what constitutes an effective meeting, the classroom is set up in a boardroom layout. The task for the first meeting is to discuss ideas for a class event, open to all in the college, along with feasibility.

2. Students
working
together
Co-construction

One student to observe along with tutor, using the 'selected focus of observation' sheet and noting down how effective the group are at carrying out an effective meeting, where everyone has the opportunity to speak and decisions made. Observer focussing on:

- Did group member's talk over one another?
- How were ideas received from members?
- Were all group members engaged in the meeting?

3. Students
reflecting
*Metacognition
& Transfer*

Student observer to feed back observation to the group. Did the meeting go the way you wanted it to? Did the meeting go the way you thought it would? Was there evidence from the meeting in line with the previously agreed principles of effective meetings? How would the learners in the group rank the meeting? Were there aspects of the meeting that went well / not so well?

Reflections on the session

How did it go?

What was
Positive,
Negative,
Interesting?

Very interesting and positive. Learners found that when they knew they were being observed with a set criteria, they acted differently. They felt they listened more to others ideas and opinions and were more respectful of one another. The previous week when there was no observation, the students found the meeting broke down with few if any action points being taken forward. No real negative feedback from this activity.

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

They learned that an effective meeting encompasses many aspects and that there are more ideas / views than their own. They liked having one of their peers observe and informally assess them, rather than the subject tutor.

What did you
learn?

What will you
try/change next
time?

They enjoyed the activity however; it became prudent after the first meeting that a time limit should be made. Future meetings will last for a maximum of 30 minutes to aid with focus and concentration. Each week a different student will take on the roll of observer.

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

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