thinking for learning

Thinking for Learning - Planning & Reflection

Sheet # 1

Background information

Name	***xxxxx***

Organisation	***Elmwood College***

Position/Role	xxxx

Teaching and learning aims

Target Group	HND Professional Golf

Course content objective	Introduce and explore concept of performance profiling of sports performers (Golf). Analyse factors influencing performance and make judgements on most important factors.

Students' '4 Capacities: Attributes & Capabilities' focus	Successful Learners: Learn independently and as part of a group, make reasoned evaluations. Link & apply different kinds of learning in new situations. Effective Contributors: Apply critical thinking in new contexts.

Your own personal / teaching development goal for this session	To try and create an environment to introduce the concept of performance profiling that encourages students to be able to justify their response beyond the simple "its an important component" answer. Then to reflect on the approach on whether I was able to generate a more in depth response that may suggest better understanding from students. Identify aspects of tasks that were meaningful for students and how effect I integrating a thinking for learning strategy/task.

Lesson / Session plan

Date	4th May 2010	Observed ?	N

Chosen Thinking for Learning Strategy

Knowledge Mapping

1. Launching

Connect to previous learning & Challenge

Set context by viewing video of Alain Robin from Ch4 Daredevils series. From their understanding of key factors they should start to identify (list) key aspects / components that led to a successful climbing performance.

Once underpinning knowledge is identified as accurate the task should be re-focussed to the performance of an elite golfer. Place "Elite Golf Performance" at the centre of the landscape.

2. Students working together

Co-construction

Students should work independently at first, then share their thinking with a partner. They should read back and explain their reasoning.

Reflect on categories and highlight similarities/common themes.

3. Students reflecting

Metacognition & Transfer

Question on emerging themes. How did they connect the ideas? Prompt with 4 categories: Technical; Tactical; Physical; Psychological if required. Students to then classify into the categories if not already done so. Does this help? Are there aspects that don't fit into the categories? What gaps are there in knowledge of performance? Can they apply this to their own performance? Have they thought of their own performance in these terms? Can they rank out of 10 their own performance as golfers against some of the emerging themes?

Reflections on the session

How did it go?

What was Positive, Negative, Interesting?

Positive: amount of discussion that was relevant and insightful between pairs and then group discussion. Students engaged fully in process and seemed to enjoy the activity

Negative: perhaps too big a topic leading discussion to wander away at tangents sometimes.

Interesting how some categorised into 4 headings they were prompted with and how similarities between distinct attributes were drawn.

| What did the students learn? What had they to say about the learning process? | They learnt they had more knowledge on performance aspects than perhaps they had realised. That elite performance is reliant on many factors and that what they consider important may not be seen as relevant by another performer.

They thought task allowed a lot of information to be spread out on a single side of paper and that it was a good way of collating information they have being able to look at it and group chunks of knowledge. They felt the climbing example helped but didn't draw much relevance from it. |
| --- | --- |
| What did you learn? What will you try/change next time? | They enjoyed the activity but became a bit overawed in terms of how all the different factors could be identified and considered in a coaching context. Learning how to contextualise and draw relevance to key factors would be logical progression.

Perhaps use after some knowledge of psychological factors has been gained and task students to interpret psychological profile of a performer. Reflect on use of climbing example as a starting point. |

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

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