

Thinking for Learning - Planning & Reflection

Sheet # 2

Background information

Name xxxxxx

Organisation **Elmwood College**

Position/Role xxxxxx

Teaching and learning aims

Target Group 3RD Year School Group

Course content objective

Induction session. Outline of course programme, identification of areas of study, types of activities, assessment types, shared expectations, shared identification of standards and completion of enrolment and guidance forms.

Main aspect is intro to key areas of learning through with use of video examples from sport and practical session of fitness testing and training.

Students' '4 Capacities: Attributes & Capabilities' focus

Successful Learners:

Make reasoned evaluations.

Confident individuals:

Relate to others and manage themselves. Be self aware.

Your own personal / teaching development goal for this session

To try and establish a positive environment where learners feel able to make comments about the process and feel they have an element of control within the framework of the curriculum they will work through. To try and engage students in identifying aspects of their inter-action / behaviour that leads to them having a more productive, meaningful and enjoyable time. To identify those capable of making realistic / accurate judgements or evaluations about their engagement in learning activities.

Lesson / Session plan

Date

16th June

Observed ?

N

Chosen
Thinking for
Learning
Strategy

Success Rubric

1. Launching

*Connect to
previous
learning
& Challenge*

Learners are asked to reflect on positive learning experiences and sessions they found meaningful. They are encouraged to think about how they felt in these sessions and to try and remember how they contributed to the session being meaningful for them. In groups of 3 they then try to identify the aspects of their performance that they think contributed to it being successful and note key points in the "Gold" column of the rubric. They then consider a session where they had a less meaningful experience and try to identify these in the "Bronze" column. Finally they consider factors that could go in a "Silver" column.

2. Students
working
together

Co-construction

Students take part in the activities of the planned session. Tasks involve recording others scores, listening to instructions and completing tasks independently. Some tasks closely supervised others with limited supervision.

3. Students
reflecting

*Metacognition
& Transfer*

Learners reflect on the "success rubric" and review the aspects they identified as facilitating meaningful and positive sessions. They then try and make a judgement on where they think their performance would fit into the rubric. They are encouraged to justify their judgement and whether it was consistent in all tasks. They are challenged to identify what activities (and why) they perhaps were less successful. Explore the implications of their interaction and contribution on future sessions.

Reflections on the session

How did it go?

It had some success. Students were able to understand rationale of the activity and, some with help from peers, were able to identify meaningful attributes for the rubric.

What was
Positive,

Negative,
Interesting?

Some positive aspects, as well as being able to identify key attributes leading to more meaningful sessions and distracters, were some accurate evaluation on performance and identification of what they did well and what aspects were less productive.

Negative was the inability of a few to accurately reflect their performance or to single out only an activity they performed well in. This is interesting as it highlights the need to foster a willingness to be honest about performance and develop evaluation skills.

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

They learnt they could identify factors which led to a more meaningful session. They could identify behaviours in others that were unhelpful in creating positive, meaningful session but didn't like to associate these behaviours with themselves.

Some felt that it was useful as it made them aware of some behaviours or actions that were unhelpful and therefore did not match with the shared expectations of the group and the college. Others struggled to link the context of the activity with future sessions and implications for success.

What did you
learn?

That there is a right mix of ability in terms of self-awareness and understanding in the group. Some were focussed in all tasks, some worked only when there was obvious supervision. Some were very aware of how they performed (positive or negative) and some graded as "Gold" as that was how they wanted to be perceived irrespective of their actual contribution.

What will you
try/change next
time?

Highlights the need to plan activities to develop self-awareness and the effective of positive/negative contributions on individual and groups progress and success.

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

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