

Title: Re-examining ways of assessing reflectiveness.
Lessons learnt from a collaborative Erasmus+ project

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Identify and critically assess existing models from literature that aim to evaluate reflectiveness at higher education teachers and students
- Examine the relationships between reflection and a shift from teaching centred to student centred teaching
- Explore the conditions under which reflection catalyses the above conceptual change
- Contribute towards the design of a model that can be effectively used for assessing reflectiveness of participants in educational development courses.

Session Outline

Reflective teaching is often believed to result in enhanced teaching and student learning, which is why increased reflectiveness is so often among the desired outcomes of educational development courses. Yet, consensus is lacking in the literature on how best to measure the reflectiveness of course participants. Few models exist which particularly relate to the field of educational development, for example those by McAlpine et al. (1999) and Kreber (2004). However, empirical studies are missing on how these models have been used to evaluate reflectiveness.

Building upon the existing literature on reflectiveness in higher education, this session will invite participants to review principal models to evaluate reflective teaching, including Bain et al. (2002), Mc. Alpine et al. (1999), Kreber (2004) and Grossman (2008). Because a number of published works suggest there is a link between reflection and conceptual change of teaching, the session will also focus on how reflection can stimulate change in course participants' professional identity and practice.

Key issues to be addressed during this session are:

- What are the data collection and research methods that may be used to evaluate reflectiveness? Which of them can be readily used to evaluate reflective teaching in higher education?

- How common is it for graduates of educational development courses to manifest a conceptual change in their perceptions of teaching and learning? Under which conditions can reflection facilitate this conceptual change?
- How can we design learning interventions to catalyse conceptual change of teaching and how can these be evaluated both for feedback and course evaluation purposes?

This session is based on work carried out as part of a collaborative Erasmus+ project entitled *Extending and reinforcing good practice in teacher development*, in which SEDA is a key partner. While facilitating the session we will utilize our experience from evaluating reflective teaching of participants of a new course developed as part of the project and from previous similar courses (Pleschová and McAlpine, 2016, Pleschová forth.). We will also appreciate receiving feedback from session participants to our research and practice.

Session Activities and Approximate Timings

Discussing with session participants their definitions of reflective teaching, coming to an agreement on a definition of reflective teaching that will be used during the session (15 min)

Work in 4-5 groups – each group will be provided with a different model from literature that has been used to measure reflectiveness and asked to carry out a SWOT analysis in the context of educational development (15 min)

Groups report back on the outcomes of their discussion (15 min)

Building upon the outcomes of that discussion we will jointly

a) identify attributes of a model that can effectively be used to evaluate reflectiveness at HE teachers (10 min)

b) describe relationships between reflection and conceptual change (10 min)

Collaborative work to synthesize a model to be used to evaluate reflectiveness of higher education teachers (15 min)

Conclusions (10 minutes)

References

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Grossman, Robert (2008). Structures for facilitating student reflection. *College Teaching*, 57:1, 15–22.

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McAlpine, Lynn, Weston, Cynthia, Beauchamp, J., Wiseman, C., Beauchamp, C. (1999) Building a metacognitive model of reflection. *Higher Education* 37: 105–131.

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