

Title: **What helps and what hinders reflective teaching?
Discussing results from a collaborative Erasmus+
project**

Presenter: **Agnes Simon, Gabriela Pleschová**
Masaryk University, University of Economics in Bratislava

Session Learning Outcomes

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

- Critically evaluate one research method for assessing reflectiveness at higher education teachers
- Identify and discuss factors that may support/inhibit reflectiveness at higher education teachers
- Draw conclusions for their own professional practice

Session Outline

This session is based on a work as part of a collaborative Erasmus+ project entitled *Extending and reinforcing good practice in teacher development*, in which SEDA is a key partner in charge of dissemination of project outcomes. While facilitating the session we will build upon the findings from assessing reflectiveness of participants of a SEDA-accredited development course for teachers from two partner universities in Eastern Europe. Participants of this course were PhD students transitioning into professional roles as early career teachers. They initially started to develop reflection on practice individually with guidance from individual coaches, but later (after graduating from the course) they were helped to disseminate their reflections through the publication of [an online book](#). In this way, participant teachers were able to make their first - and significant - contributions to the wider body of scholarship of learning and teaching despite being at such an early stage in their career as HE educators.

To find out how and to what extent the course impacted participants' ability to critically reflect on their own teaching and student learning we used a large data set that comprised a) participant assignments (84), including reflective papers later revised to become book chapters (11), b) personal interviews (30) and c) pre course and post course surveys. We categorised participant reflection into four levels using a previously developed assessment grid (see Pleschová and McAlpine 2016) and carried out comparative pre and post analysis of participants' attitudes to and capacity for reflection on practice. This workshop will present our findings and offer colleagues the opportunity to explore further key factors that contribute to enhanced reflection on professional practice.

Session Activities and Approximate Timings

1. Presenting the outcomes from our study of reflectiveness of the participants of a teacher development program to workshop attendees (15 min)
2. Working in pairs or small groups: identifying and exploring the factors that stimulate/inhibit reflection at higher education teachers (15 min)
3. Plenary discussion: groups report back on the outcomes of their discussions (10 min)
4. Conclusions: contributions to the scholarship of educational development and implications for the educational development practice (5 minutes)

References

- Pleschová, Gabriela and Agnes Simon, eds. (2018) Early career academics' reflections on learning to teach in Central Europe. ISBN: 978-1-902435-63-3, SEDA: <https://www.seda.ac.uk/Early-career-academics-reflections-on-learning-to-teach-in-Central-Europe>
- Pleschová, Gabriela (2018) Using reflective journals to improve learning through reflection and conceptual change. *European Political Science*, 1-20
<https://doi.org/10.1057/s41304-018-0184-5>
- Pleschová, Gabriela and McAlpine, Lynn (2016) Helping teachers to focus on learning and reflect on their teaching: What role does teaching context play? *Studies in Educational Evaluation* 48 (2016) 1–9.
- Simon, Agnes (2018) Teaching and learning about foreign policy decision-making via board-gaming and reflections, *European Political Science*, DOI: 10.1057/s41304-018-0185-4
- Pleschová, Gabriela and Agnes Simon (work in progress) Exploring the factors underpinning the reflectiveness of university teachers and change of teaching practice.