

# Reflexionar sobre el aprendizaje del DPC

## Introducción

En esta actividad de desarrollo docente, los participantes reflexionan sobre su propio desarrollo. Evalúan una serie de marcos para estructurar la reflexión. Al final de la sesión, eligen y prueban uno de los marcos.



Esta actividad se basa en materiales e ideas expuestos por Kevin Westbrook en su presentación “Una estrategia integral para el desarrollo profesional continuo” (“A comprehensive strategy for continuous professional development”).

**Referencia de duración del seminario web:** 06:57 – 08:09

**Duración:** de 40 a 60 minutos

**Objetivo:** Sensibilizar a los participantes sobre los beneficios de algunos marcos para reflexionar sobre su propio desarrollo.

## Preparation:

- Make copies of the three frameworks for reflection in the materials section.

## Procedure

- Ask the participants how important they think it is for students to reflect on what they are learning. Get the participants to rate the level of importance from 1 to 10 (i.e., 1 = Not important – 10 = very important)
- Get the participants to share their rationale and what they think are the benefits of reflection.
- Now ask the participants how they reflect on their own learning and development. Put them into groups to share and compare what they do.

- Ask if any of them use a specific structure or framework for their reflections, and ask them to share it.
- Next, give the participants the three frameworks for reflection from the materials section.
- Ask them to look at the three frameworks and decide which one they would find most useful.
- Ask them to discuss the frameworks in groups.
- When they have finished, ask them to use the framework to write a reflection on the session.

### Materials:

#### Three frameworks for reflection

##### **What? So what? What now?**

After you read, view or listen to something, make notes about:

- **What?** – What did you read/view/listen to?
- **So what?** – What did you learn from it that you didn't know before or that you will find useful?
- **What now?** – How will you use what you have learned, and how will it inform your teaching?

#### CARL

This model can be used in to guide your reflective process on experiences.

- **Context** - Briefly describe the context of your experience
- **Action** - Explain what actions you took
- **Results** - Explain what happened as a result of your actions
- **Learning** - Identify what you have learned

## The 5 Rs

This framework focuses on five core stages, each addressing one aspect of reflection.

- **Reporting** - Describing the context of the experience
- **Responding** - Describing your observations, feelings, thoughts about the experience
- **Relating** – Describing the connection to knowledge and skills you already have
- **Reasoning** – Thinking about the significant factors/theory to explain the experience
- **Reconstructing** – Describing how you plan to deal with future actions for a similar experience

## Additional resources

### How to include reflection in teacher training sessions and courses

In this talk, Sue Leather looks at how to include reflection in teacher training sessions and courses. This session briefly discusses the importance of reflection in training sessions and courses, reviews a simple reflection model for training, and offers participants a number of reflection activities that they can use in their training sessions and courses.

<https://www.teachingenglish.org.uk/article/sue-leather-how-include-reflection-teacher-training-sessions-and-courses>

### Reflective teaching: Exploring our own classroom practice

- Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. This article looks in more depth at how we can apply reflection within our classroom practice.

<https://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice>

### **Journeys of Reflective Practice**

- This free book demonstrates ten teacher educators' professional reflective journeys through action research. This non-academic research book, *Journeys of Reflective Practice*, is a compilation of the research findings and reflections from teacher educators who have effectively demonstrated their understanding of action research and classroom enquiry.

<https://www.teachingenglish.org.uk/article/journeys-reflective-practice>

### **Enhancing quality of reflection**

- In this webinar recording, Tran Thi Hieu Thuy and Nguyen Thi Kim Phuong look at how to facilitate teachers' engagement in practising reflective activities.

<https://www.teachingenglish.org.uk/article/tran-thi-hieu-thuy-and-nguyen-thi-kim-phuong-enhancing-quality-reflection>