

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

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HOW TO USE CRITICAL REFLECTION TO IMPROVE YOUR TEAM

OUTLINE OF WORKSHOP

WHAT?

HOW?

WHY?



HONEY & MUMFORD LEARNING STYLES

Style	Action	Say
Activist	Learn by doing. They don't want to hear what they should be doing, they want to dive in head-first and have a go.	<i>"Let's just give it a go and see what happens"</i> <i>"Can I try it out?"</i>
Pragmatist	Care about what works in the real world. They aren't interested in abstract concepts, they just want to know if it works.	<i>"How will it work in practice?"</i> <i>"I just don't see how this is relevant"</i>
Theorist	Like to understand how the new learning fits into their 'framework' and into previous theories. They are likely to be uncomfortable with things that don't fit with what they already know.	<i>"But how does this fit in with [x]?"</i> <i>"I'd just like to understand the principles behind this a bit more"</i>
Reflector	like to think about what they're learning. They want to understand things thoroughly before they try them out.	<i>"Let me just think about this for a moment"</i> <i>"Don't let's rush into anything"</i>



WHAT IS CRITICAL REFLECTION?

SUGGESTIONS.....



CRITICAL REFLECTION

CRITICAL REFLECTION IS AN EXTENSION OF “CRITICAL THINKING”

IT ASKS US TO THINK ABOUT OUR PRACTICE AND

THEN IT CHALLENGES US TO STEP-BACK AND EXAMINE OUR THINKING BY

ASKING PROBING QUESTIONS IT ASKS US TO NOT ONLY DELVE INTO THE PAST

AND LOOK AT THE PRESENT BUT

IMPORTANTLY IT ASKS US TO SPECULATE ABOUT THE FUTURE AND ACT.

CRITICAL REFLECTION

1. **RESULTS** IN LEARNING – THROUGH **CHANGING IDEAS** AND **YOUR UNDERSTANDING** OF THE SITUATION.
2. IS AN **ACTIVE PROCESS** OF LEARNING AND IS MORE THAN THINKING OR THOUGHTFUL ACTION.
3. INVOLVES **PROBLEMATISING TEACHING** BY RECOGNISING THAT PRACTICE IS NOT WITHOUT DILEMMAS AND ISSUES.
4. IS NOT A LINEAR PROCESS, BUT A **CYCLICAL** ONE WHERE REFLECTION LEADS TO THE **DEVELOPMENT OF NEW IDEAS** WHICH ARE THEN USED TO PLAN THE NEXT STAGES OF LEARNING.
5. ENCOURAGES LOOKING AT ISSUES FROM **DIFFERENT PERSPECTIVES**, WHICH HELPS YOU TO UNDERSTAND THE ISSUE AND **SCRUTINISE YOUR OWN VALUES, ASSUMPTIONS AND PERSPECTIVE**.

HOW TO REFLECT...



QUESTIONS TO ASK YOURSELF WHEN REFLECTING

What was significant and why?

What do I think & feel about that?
Why?
Is there a link with my actions/behaviour?

What am I learning?
What have I learnt – about myself, colleagues, the situation?

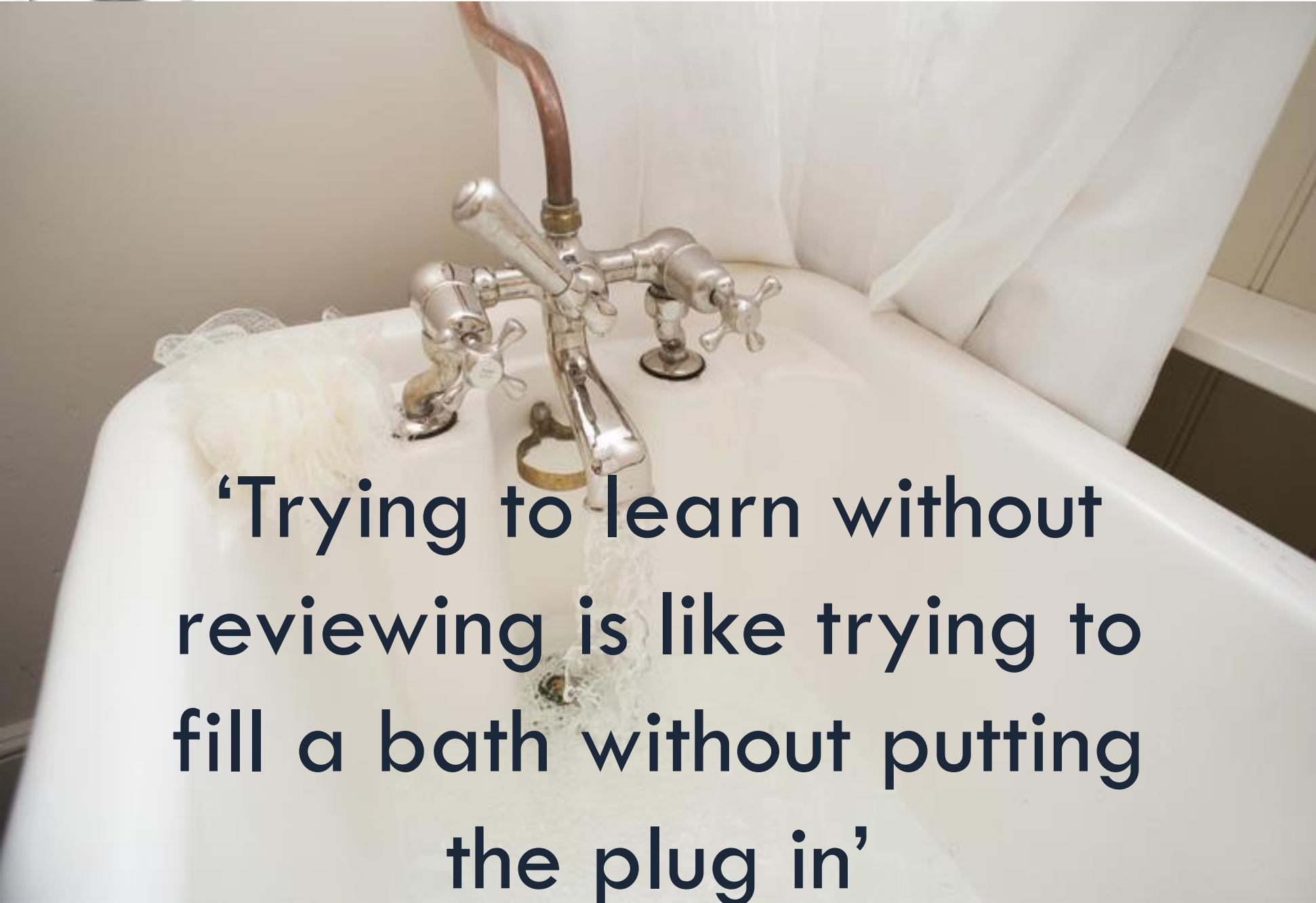
How will I apply this to my ongoing learning & practice?



WHY ENGAGE IN CRITICAL REFLECTION?

SUGGESTIONS.....





‘Trying to learn without reviewing is like trying to fill a bath without putting the plug in’

HONEY & MUMFORD LEARNING STYLES

Learning Style	Attributes	Activities
Activist	<ul style="list-style-type: none">• Activists are those people who learn by doing.• They need to get their hands dirty, to dive in with both feet first.• Have an open-minded approach to learning, involving themselves fully and without bias in new experiences.	<ul style="list-style-type: none">• brainstorming• problem solving• group discussion• puzzles• competitions• role-play
Theorist	<ul style="list-style-type: none">• These learners like to understand the theory behind the actions.• They need models, concepts and facts in order to engage in the learning process.• Prefer to analyse and synthesise, drawing new information into a systematic and logical 'theory'.	<ul style="list-style-type: none">• models• statistics• stories• quotes• background information• applying theories

HONEY & MUMFORD LEARNING STYLES

Learning Style	Attributes	Activities
Pragmatist	<ul style="list-style-type: none">• These people need to be able to see how to put the learning into practice in the real world.• Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives.• They are experimenters, trying out new ideas, theories and techniques to see if they work.	<ul style="list-style-type: none">• time to think about how to apply learning in reality• case studies• problem solving• discussion
Reflector	<ul style="list-style-type: none">• These people learn by observing and thinking about what happened.• They may avoid leaping in and prefer to watch from the sidelines.• Prefer to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion.	<ul style="list-style-type: none">• paired discussions• self analysis• questionnaires• personality questionnaires• time out• observing activities• feedback from others• coaching• interviews

REFERENCES

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- A Critical Reflection Framework
www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/mch/refpractice/reffram.pdf
- Honey & Mumford Learning Styles Questionnaire
[DOC\]HONEY AND MUMFORD LEARNING STYLES QUESTIONNAIRE](#)
- Information on Learning Styles and More....
<https://www.skillsyouneed.com/learn/learning-styles.html>
- Peer Observation and Reflection in the ELT Practicum – Richard R Day

THANK YOU FOR TAKING PART 😊



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