Enhancing Reflective Practice in Teaching and Learning

Dr. Cecilia K Y Chan
Head of Professional Development
Associate Professor
Centre for the Enhancement of Teaching and Learning
The University of Hong Kong
Panel Members:

• Prof DENG Hui, Professor, College of Urban and Environmental Sciences, Peking University (CETL)
• Prof ZENG Yong, Deputy Director of the Office of Center for Faculty Development, Fudan University
• Prof LI Simin, Vice Dean, School of Mathematical Sciences, University of Science and Technology of China
• Prof QIAN Junmin, Professor, School of Materials Science and Engineering, Xi'an Jiao Tong University
How do you begin to think of the word below:

Focus on the word below and its spelling.

Floccinaucinihilipilification

1. What do you think it means?
2. How do you pronounce it?
3. Describe what strategies you would use to remember the spelling.

Discuss with your colleague beside you.
Your strategy – Floccinaucinihilipilification?

e.g. double ‘cin’ and the suffix ‘pilification’
break words into syllables
meaning – fication usually means???

Meaning:
the action or habit of estimating something as worthless.

Pronunciation:
flahk-si-naw-si-ni-hi-li-pi-li-fi-kay-shên
A Definition of Reflection - 反思

Reflection is a form of mental processing. When we reflect, we consider deeply something that we might not otherwise have given much thought to. This helps us to learn.

Typically we do this by asking ourselves questions about
• what we did,
• how we did it,
• and what we learnt from doing it.
Benefit of Reflection

The great benefit of including reflection in learning is that by understanding why students do something in a particular way and recognizing how they feel about it, they can spot where their strengths and weaknesses lie. This gives them the chance to build on their strengths and develop strategies to minimize their weaknesses.
Four Stages of Learning via Reflection (学习有四到)

You can only learn when you have reflection

- Knowing (superficial natural knowledge)
- Doing (procedural knowledge)
- Enlightenment (conditional reflection)
- Learning (output and practice.)
Chain of Mirrors – the Metacognitive Learning Process

1. **Rationale**
   - Why am I doing this?

2. **Self-Understanding**
   - My prior knowledge of myself

3. **Expectation**
   - What am I expecting to do/learn/achieve?

4. **Experience**
   - What have I done and contribute?

5. **Self and Peer Appraisal**
   - How did I really do from my eyes and others?

6. **Reflection**
   - How do I feel? What would I do differently next time?

7. **Learning**
   - What have I learnt?

---

Chan, CKY, 2016.
连锁之镜—后设认知学习的过程

学习意向
我为何在做这些事？

自我认识
凭过去的印象对自己的认识

学习期望
我期望自己做到、学到、成就些什么？

学习经验
我做了什么？有什么贡献？

自我评估
互相评估
在别人与自己的眼中，我做得怎样？

自我反思
我觉得自己做得怎样？下次我如何转变方式

学习过程
我具体学到什么？
Self and Peer Feedback/Appraisal

古有一句话：看人时反思自己。愈是看别人缺点的时候，愈应反思自己，看自己，以取长补短，使自己不犯与别人同样滑稽的错误。

There is an old saying: When you look at people, you reflect on yourself. The more you see the shortcomings of others, the more you should reflect on yourself. You learn from others’ strengths to compensate for your weaknesses. This would ensure you not to make the same mistake as others.
Speakers
Discussion
Challenges of Student Reflection in Class

Learning Outcomes

• What are the actual outcomes of reflection for higher education?

• Reflection is able to help our students to enhance their critical thinking, personal responsibility, resilience, adaptability, self-understanding and more. Are these the kind of learning we are hoping our students to achieve?
Challenges of Student Reflection in Class

Learning Activities

• What does reflection look like in the classroom?
• How deep should students reflect?
• What if students spend too much time on self-reflection and not enough time to act and experience?
• Have we provide proper training for teachers to introduce reflection in their classroom?
Challenges of Student Reflection in Class

Assessment and Providing Evidence
• How can we assess reflection? How can we provide evidence?
• Do our teachers have proper training to assess reflection?

Overall Questions
• How can we prepare our teachers on student reflection?
• What opportunities can we provide our students and teachers for reflection?
• Have our teachers receive the opportunities for their own reflection?
Challenges of Student Reflection in Class

Overall Questions

• Can teacher learn from student’s reflection in order to enhance students learning process? How?

• How can reflection deepen teacher-student relationships and others relationship?

• How can reflection help the student to improve their self-understanding?
“In a mirror is where we find our reflection of our appearances, but if we search deeper and ponder harder, in our heart and mind are where we find a reflection of our soul and our future.”

Chan, CKY