Enhancing Reflective Practice in Teaching and Learning at Fudan University

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Center for Faculty Development, Fudan University

April, 13, 2018
1. Faculty Development
2. Reflective Practice T&L
3. Reflecting for Reflective
Programs for Faculty Development

Autumn: New faculties (orientation, concepts, instruction design and skills)

Spring: Backbone faculties (topic-centered workshops)

<table>
<thead>
<tr>
<th>Time</th>
<th>Program</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013, Spring</td>
<td>1st, B</td>
<td>40</td>
</tr>
<tr>
<td>2013, Autumn</td>
<td>2nd, New</td>
<td>35</td>
</tr>
<tr>
<td>2014, Spring</td>
<td>3rd, B</td>
<td>44</td>
</tr>
<tr>
<td>2014, Autumn</td>
<td>4th, New</td>
<td>41</td>
</tr>
<tr>
<td>2015, Spring</td>
<td>5th, B</td>
<td>48</td>
</tr>
<tr>
<td>2015, Autumn</td>
<td>6th, New</td>
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<td>2016, Spring</td>
<td>7th, B</td>
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<tr>
<td>2016, Autumn</td>
<td>8th, New</td>
<td>54</td>
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<td>2017, Spring</td>
<td>9th, B</td>
<td>37</td>
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<tr>
<td>2017, Autumn</td>
<td>10th, New</td>
<td>73</td>
</tr>
<tr>
<td>2018, Spring</td>
<td>11th, B</td>
<td>57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Innovating teaching and transforming learning</td>
</tr>
<tr>
<td>3rd</td>
<td>Reflection on effective teaching and learning</td>
</tr>
<tr>
<td>5th</td>
<td>Outcome-based teaching and learning design</td>
</tr>
<tr>
<td>7th</td>
<td>Blended learning: theory and practice</td>
</tr>
<tr>
<td>9th</td>
<td>Facilitating Deep Learning through design</td>
</tr>
<tr>
<td>11th</td>
<td>Significant learning course design</td>
</tr>
</tbody>
</table>
Noll. Significant Learning

Dee Fink. Creating Significant Learning Experience
<table>
<thead>
<tr>
<th>学习目标与成果 Learning Outcomes</th>
<th>学习评估 Learning Assessments</th>
<th>学习活动 Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>学习目标：将学生分为小组，制定学习计划，制定学习活动。</td>
<td>学习评估：完成学习计划，小组讨论，提交学习报告。</td>
<td>学习活动：小组讨论，完成学习计划。</td>
</tr>
</tbody>
</table>

**以学为中心课程设计 三栏表**

**自我反思报告**

通过本章的学习，完成以下学习与训练，撰写一篇课程报告。要求如下：

1. 请在本章学习中观察到的学习行为与能力（是否有助于促进学习行为提升的）。
2. 如何应用到后的教学设计？重点难点部分如何走？（含具体例子）。
3. 我如何将此案例转换到自己的教学中？（如何改变流程？已有，何与相关？）。
4. 自己产生了什么问题？（需针对性解决某些问题观察，讨论？）。
5. 学习 500 字左右。

<table>
<thead>
<tr>
<th>学习目标</th>
<th>学习行为</th>
<th>学习活动</th>
</tr>
</thead>
<tbody>
<tr>
<td>学习目标</td>
<td>学习计划</td>
<td>学习讨论</td>
</tr>
</tbody>
</table>

**自我反思**（建议分条逐条填写）：

1. 学习的收获与能力？

2. 如何应用到后的运用？

3. 如何检验改进的效果？

4. 新的假设与检验方法？（可写）
1 Faculty Development
2 Reflective Practice T&L
3 Reflecting for Reflective
4 = 2 + X

Grade one: Major Transferring

Advanced track

Honor Degree

Linked to the Graduate Cultivation System

Interdisciplinary

Second degree | second Major | Minor

Entrepreneurship
Duifen（PAD, 对分课堂）

Presentation
Highlighting and Guiding

Assimilation
Self-directed Learning

Discussion
Peer Learning

by Prof. ZHANG Xuexin in Fudan University
PAD in China and the world

Questions for self-directed learning

1. Enlighten me? (亮闪闪)
2. Help me? (帮帮我)
3. Test you! (考考你)

from 2014 autumn
hundreds of schools
top 10 Great change in education
710 peer-reviewed paper
17 books
In Africa and Thailand
Online courses and Blended learning

Shanghai SPOC

Globe MOOC

70 Online Courses

Fudan Campus
Blended learning

Face To Face

On-line

Learn with reflection
Classroom games with reflection
Walking museum with feedback
Role playing from a different perspective
Learning by doing experiments
Classroom Games: Example
Walking Museum: Research Plan

from Prof. Shen Yifei
Role playing and drama

- 2017年秋 社会性别研究
- 以社会性别视角
  经典故事
  也可以很前卫

「事」说新语 / 小话剧联演

剧目
- 美丽的丑小鸭
- 长恨歌
- 白雪公主再编
- 妖狐灭商记
- 海的女儿再编
- 孔雀东南飞新编
- 视：一个transgender 的死亡

时间 Time:
12月10日(周日) 18:30 – 21:45
地点 Place:
本超多功能厅
Learning by doing experiments

Making wine and detecting the secret

Yeasts under the Microscope
from Prof. Lv Hong
1. Faculty Development
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Some reflection about reflective

- Learn to teach; Learn how to learn
- Time consuming to change the traditional approach
- Faculty Development helps faculty reflect
  Models setting and faculty community
  Mid-term feedback from students
- Internal incentive and External system
Thank you for your attention!

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