

Document name: Applying critical and reflective thinking in academic and professional contexts | Education perspective – classroom practice

Document date: 2016

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## Example tutor comments on student teacher 1 reflection

*Eric.Addae-Kyeremeh*

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## Example tutor comments on student teacher 1 reflection

I was very relaxed going into this lesson because it was a topic I really loved teaching. The lesson got to a really good start with all pupils being on time and settling well. As part of my preparation, I ensured they all had packs for the two activities for the lesson. I spent the first ten minutes discussing key challenges in population growth around the world and citing particular examples from Asia and Africa. I then introduced the lesson on the 'impact of population growth on housing in the UK'.

**The starter activity:** Students found the starter activity very interesting because it required individual responses by placing their answer in a box. I was surprised at the engagement; perhaps because nobody could see what others had written.

**Main task:** This was slightly challenging because I expected students to be able to form groups by themselves with limited direction from me. My intervention meant that John and Alice had to be in a group that was not their initial preference. Although group 2 formed much more easily (without my intervention) they were the slowest in producing the outputs required. For me this was a time to reflect on the diversity of groups as I needed to ensure that pupils who had not grasped the basics didn't end up working in a group that didn't engage them.

**The plenary:** Groups 3 and 4 worked really hard to deliver the required outputs. James (group 3) and Donna (group 4) were particularly good at moving the team forward by concentrating on the required outputs. They demonstrated leadership qualities but also their ability in mathematics helped in calculating the population density on the worksheet and also interpreting the infographic.

**Pupil learning:** All pupils, except for Kevin, met the learning outcomes and were able to describe the main factors that affect population change and the need to build more homes. Kevin had some difficulty in interpreting the graph in the learning pack.

### Things to change for the next lesson:

- Develop a strategy for getting the groups working quicker.
- Consider group size and make-up to ensure all can get on.
- Make sure Kevin has an opportunity to catch up before we continue next week. Perhaps the classroom assistant should spend 30 minutes with Kevin to go through the graph.

## Tutor comments

**Overview.** This is descriptive and I would expect you to expand this part with a more detailed description of the context when you come to writing up your reflective essay.

**The starter activity and pupil learning.** There is an attempt to analyse the starter activity but this doesn't go far enough. Perhaps, finding out from the pupils why they found this starter activity interesting can help you make informed judgement about why it worked.

**The main task and plenary.** There is evidence of careful thought about what went on during the main task and this is a good starting point for critical analysis. The next thing will be to relate this experience to what is known about children's learning in groups and active participation in learning. Perhaps constructivist ideas will be helpful here, so I suggest reading about theorists such as Bruner, Piaget, Vygotsky, Dewey or, more recently, Duckworth, etc. If you are already familiar with these and other authors, do think about how their work relates to your practice by identifying key aspects in their work that has influenced you. Remember, although they are all described as 'constructivists' in the literature, they do come at it from different perspectives. You should also draw on recent publications relevant to your experience and consider any similarities and contrasting viewpoints.

**Things to change for the next lesson.** A good feature of reflective practice is looking at ways in which one's practice can be enhanced for the future and it is clear you have thought about this, well done.