

# Teaching VET educators for their different roles and challenges as innovators in Europe.

2nd meeting  
“Civic engagement”  
26. November 2020

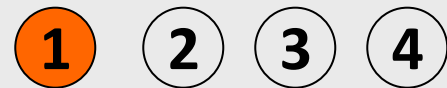
## Reflective teaching for educational practice. Teacher education (pre and primary school) and Social education in UVEG: 2016-2020.

D. Palomares Montero & F. Marhuenda Fluixá

# INDEX

- ① **INTRODUCTION**
- ② **REFLECTIVE THINKING AND NARRATIVE METHODS**
- ③ **THE CASE OF TEACHER EDUCATION (pre and primary school) AND SOCIAL EDUCATION at UVEG**
- ④ **DEBATING REFLECTIVE THINKING AND CIVIC ENGAGEMENT**

# INTRODUCTION



- Active pedagogy from early 20th century.
- Experiential learning theory (Dewey, 1933; Kolb, 1984)
  - Experience must be reflected
- Teaching-learning processes at university:
  - Reflective thinking AND
  - Narrative-biographical methodology.
- Fostering cognitive dissonance:
  - cognition, emotions and action.

# REFLECTIVE THINKING



- Deliberate, conscious, systematic use of our mental resources
- Problem solving and decision making
- Activating reflective thinking :
  - Analysis and selective synthesis;
  - Collecting and comparing cases;
  - Deliberate construction of data
- Engagement in new experiences without prejudice
- Giving meaning to experience in relation to ourself, others, and contextual conditions
- Planning future experience for personal and social benefit

# REFLECTIVE THINKING



- Levels of Reflective Thinking (Leung & Kember, 2003):
  - Routines: *mechanical and automatic activity that is carried out with little conscious thought.*
  - Comprehension: *it involves learning and reading, but these actions are not related to other situations.*
  - Reflection: *active, persistent and careful consideration of any assumption or belief founded in our consciousness.*
  - Critical thinking: *it lies being more aware of why we perceive things, how we feel, act and do.*
- *Enhancing academic achievement*

# NARRATIVE METHODS



- Narrative and human perception
  - contextual construction of meaning
  - validity of multiple perspectives
  - subjectivity.
- The narrative builds identity
  - education
  - understanding
  - decision-making
  - knowledge transfer processes
- In-depth understanding of what happens, why it happens and to whom
- Identity, meanings and practical knowledge

# CASE DESCRIPTION



## TEACHER EDUCATION (pre and primary school) AND SOCIAL EDUCATION AT UNIVERSITY OF VALENCIA.

DEGREE	SUBJECT	NUMBER OF STUDENT PER YEAR				
		2016-17	2017-18	2018-19	2019-20	2020-21
Teacher Education	Organisation & management of schools	90	94	94	93	100
Social Education	Introduction to didactics and organisation	--	--	49	167	150

# CASE DESCRIPTION



## TEACHER EDUCATION (pre and primary school) AND SOCIAL EDUCATION AT UNIVERSITY OF VALENCIA.

Table. Activities and implementation of reflective thinking seminar.

IMPLEMENTATION	BEFORE THE SEMINAR			SEMINAR	EVALUATION
	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
WHAT	Tutoring with the seminar coordinating team.	Coordinating team carries out a script of questions following previous instructions and answers them. Teacher supervises the process.	Students reflect, in writing, following the script.	Seminar coordinated by a group of students.	Peer evaluation of the individual story for its improvement
FOR WHAT	Ensure that the seminar coordinating team understands the meaning of the task.	Agree on the question template for the individual writing exercise. Train the coordinating group of the seminar.	Promote reflective thinking through narrative methodology and train in the curriculum	Facilitate self-regulation of learning. Promote the relationship between curricular and experiential content. Reflectively delve into the curriculum.	Reflect on the learning process from peer evaluation.
WHO	Coordinating team (4-5 students) and teacher	Coordinating team (4-5 students) and teacher	Whole group	Whole group	Coordinating team (4-5 students)



# CASE DESCRIPTION



## TEACHER EDUCATION (pre and primary school) AND SOCIAL EDUCATION AT UNIVERSITY OF VALENCIA.

We repeat this process after each unit of the syllabus.

### Example of script of questions

### Levels of Reflective Thinking

- **What does topic say** about ... (summary and main ideas of content) → Routines
- **What does the topic tell you**, what do you think you have learned, what ideas have come to you, have they caught your attention? Justify why. Can you link any previous learning from your personal experience? → Comprehension
- **What do you have to say on the subject?** What doubts has it generated, reservations or contradictions has it raised? Justify or explain them. → Reflection
- **Personal assessment.** How do you think you have developed your learning process on the subject? What would you improve or change? → Critical thinking

# CASE DESCRIPTION



Table. Rubric to assess reflective thinking seminar (1/2).

Dimension	Level	1 (0-4)	2 (5-6)	3 (7-8)	4 (9-10)
REFLECTIVE THOUGHT IN ...  The learning/ competence development / the knowledge construction	UNDERSTANDING AND AWARENESS	(0-2) No knowledge of terminology is used. (3-4) Terminology is misused. It cannot be properly understood.  Not aware of lack of knowledge	Doubts and insecurities are shown when the terminology is used. Even so, his/her degree of mastery is sufficient to communicate the basic ideas of his/her proposals to others.  It is aware of its limitations and seeks to overcome them	Know and use terminology appropriately. He/she can fluently communicate his/her proposals.  He/she is aware of having achieved the requested objectives	Know and use terminology appropriately. He/she incorporates new elements into the speech that have not been worked on in class, but that are relevant.  He/she is aware of having gone beyond the requested objectives
	PRACTICE AND REFLEXION	(0-2) The speech does not show elements of the reflective process: no questions or queries are asked about the ideas at stake. (3-4) The questions posed do not show a "dialogue" with the previous knowledge.  They strictly refer to new learning content. Cognitive dissonance is not evident	The discourse shows reflection: the ideas are related to their own beliefs, previous knowledge, skills or to their own professional and personal experience.  No attempt is made to resolve cognitive dissonance	The speech shows reflection and argumentation: all the ideas at stake (new or own) can be questioned and they are justified and / or valued from their own beliefs and previous knowledge.  Reflection seeks to resolve cognitive dissonance	The speech shows reflection, argumentation and the consequences of the reflective process carried out: alternative action proposals (and evidence of ethical implications).  Reflection seems to have resolved cognitive dissonance
	OVERCOMING AND TRANSFER	(0-2) There is no evidence of an internalization, as a result of reflection, of the contents of the task. (3-4) A willingness to reformulate is perceived, but there is no action plan or it is a plan that is not based on personal reflection.  <i>There is no improvement as a result of reflection</i>	There is evidence of a reformulation of the contents of the task that has been based solely on the reflection on personal experience carried out in the classroom context.  <i>Overcoming is limited to being an academic exercise</i>	The reformulation of the contents of the task is evidenced by mediation (argumentation and analysis) literature, others and by personal or professional experience.  <i>Improvement incorporates personal or professional elements</i>	A capacity to transfer the contents of the task to other real situations is evidenced (problem solving, decision making, personal transformation)  <i>There is improvement and transfer capacity is evidenced</i>

# CASE DESCRIPTION



Table. Rubric to assess reflective thinking seminar (2/2).

Dimension	Level	1 (0-4)	2 (5-6)	3 (7-8)	4 (9-10)
REFLECTIVE THOUGHT IN ...	AWARENESS OF THE LEARNING AND SELF-REGULATION PROCESS	<p>(0-2) There is no evidence of learning, or of the process carried out.</p> <p>(3-4) There are no signs of awareness of the learning carried out (although there is evidence of it).</p> <p><i>There is no metacognition</i></p>	<p>The learning process carried out is superficially described: speech focused only on the required tasks. There is awareness of what objectives have been achieved.</p> <p><i>Non-regulatory metacognition</i></p>	<p>The learning process is experientially described: there is evidence of the strategies, the difficulties and the results. A self-regulatory process is evident.</p> <p><i>Regulatory metacognition not successful</i></p>	<p>The phases of the learning process and the strategies followed are described and reflexively analyzed. A successful self-regulatory process is evidenced.</p> <p><i>Successful regulatory metacognition</i></p>

# DEBATING reflective teaching



1 Reflective thinking offers students to know and use the terminology appropriately.

2 It allows students to understand and become aware of their learning process, to build a conscious speech, to overcome their own cognitive limitations and to go beyond the objectives requested

3 It increases the possibilities of facing cognitive dissonances by allowing argumentation and evaluation of one's own beliefs and previous knowledge, going beyond the contents studied and approaching other contexts and spaces.

4 It has allowed achieving a self-regulated learning process, reflectively analyzing the phases of the learning process itself.

Training in the use of cognitive processes of reflective thinking could be positive to allow students for developing critical and practical professional criteria and position

# **Teaching VET educators for their different roles and challenges as innovators in Europe.**

2nd meeting  
“Civic engagement”  
26. November 2020

**Reflective teaching for educational practice.  
Teacher education (pre and primary school)  
and Social education in Valencia: 2016-2020.**

D. Palomares Montero & F. Marhuenda Fluixá