




Teacher Reflection

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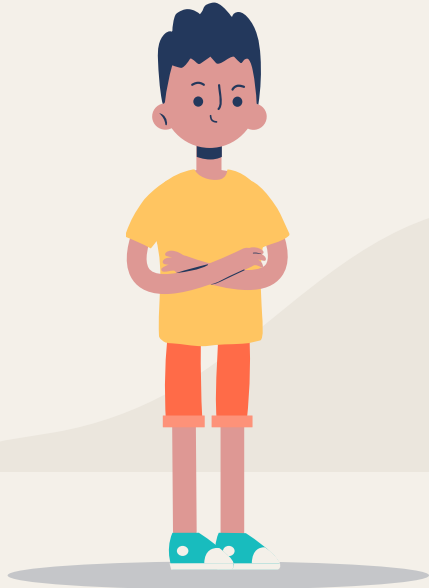
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01
**Game-Based
Approaches &
Teacher Reflection**

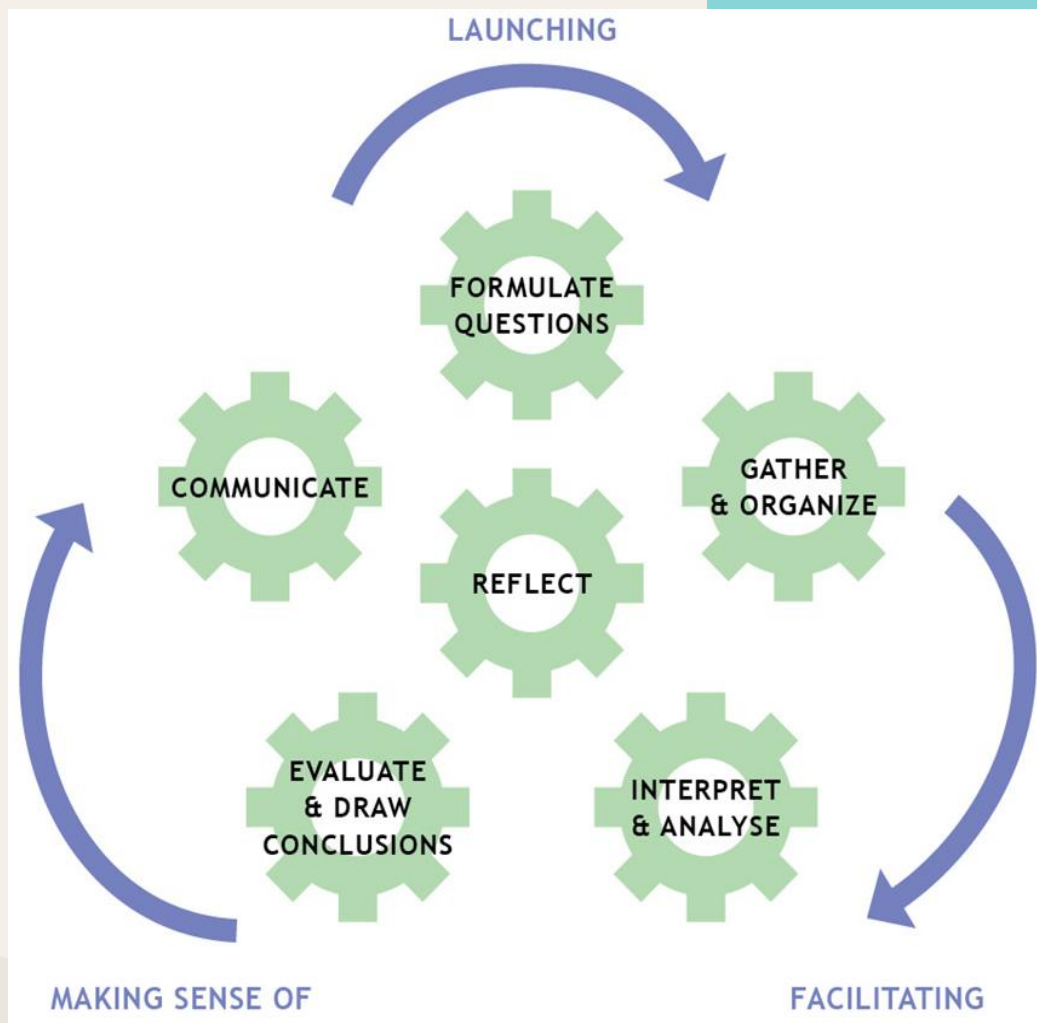




GBAs entail a human-centered way of practice, which incorporates the teacher's thoughtful and compassionate action to step back, observe, and emphasize questioning for empathy, co-creation, and iteration through players' cooperation and interaction .

—**Reflection has a significant role**

Central to the success of Game – Based Instructional approaches



How much & What Type of Reflection?



Context



Learners



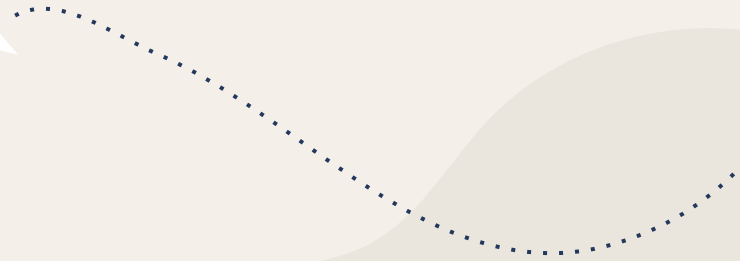
Outcome



**Teacher
Attributes**

02

What is Reflection?

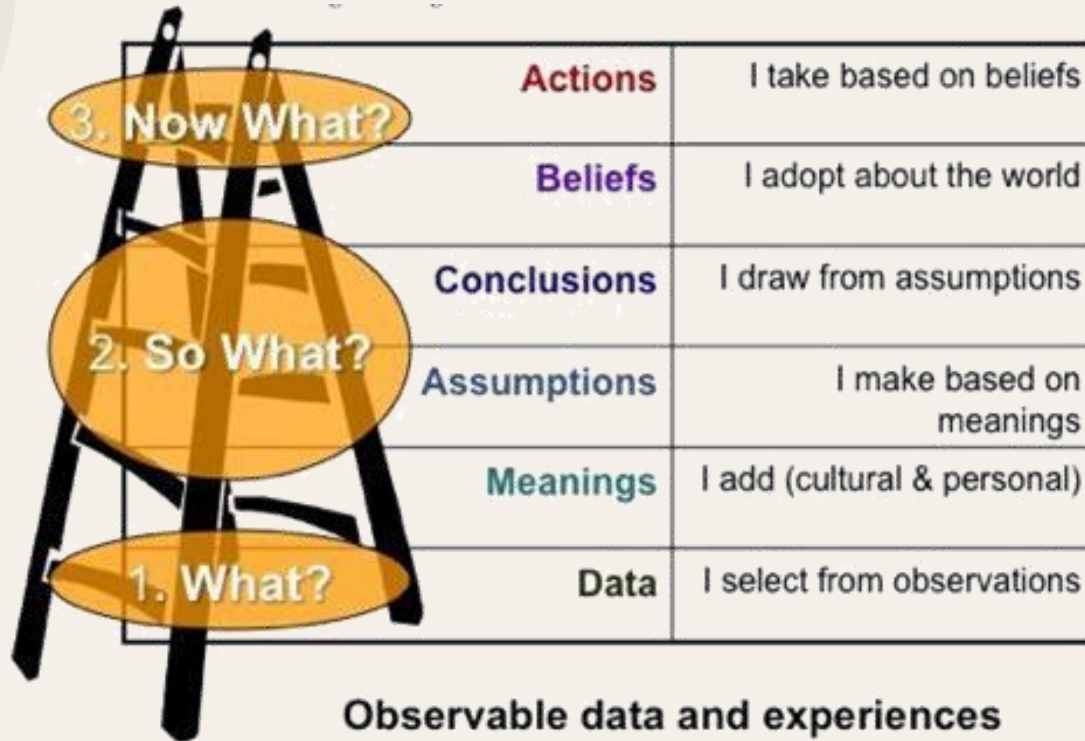


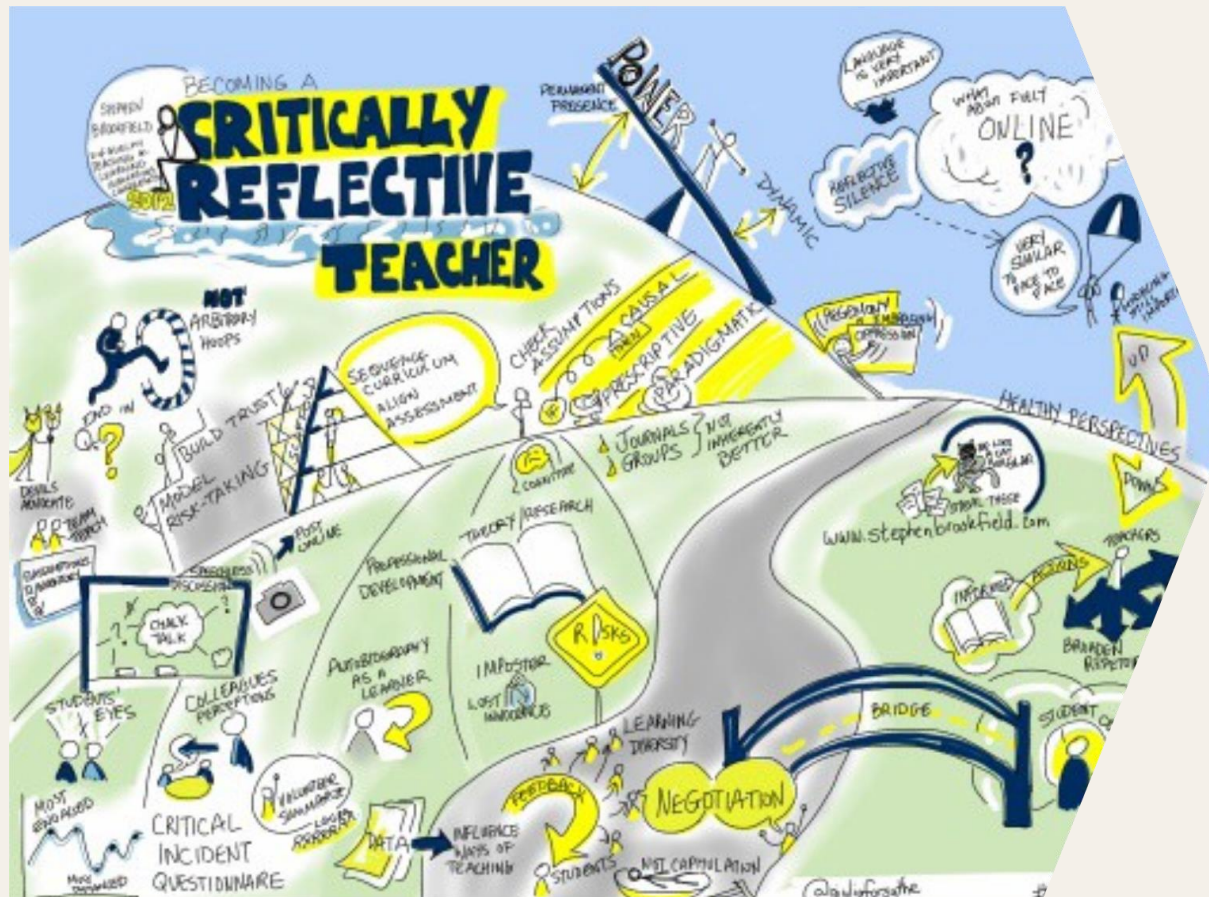
In Depth

A deep-thinking process of determining what one actually knows compared to what they believe or doubt.

An 'augmented form of higher-order thinking' which goes beyond self-introspection to a commitment of questioning the taken-for-granted beliefs

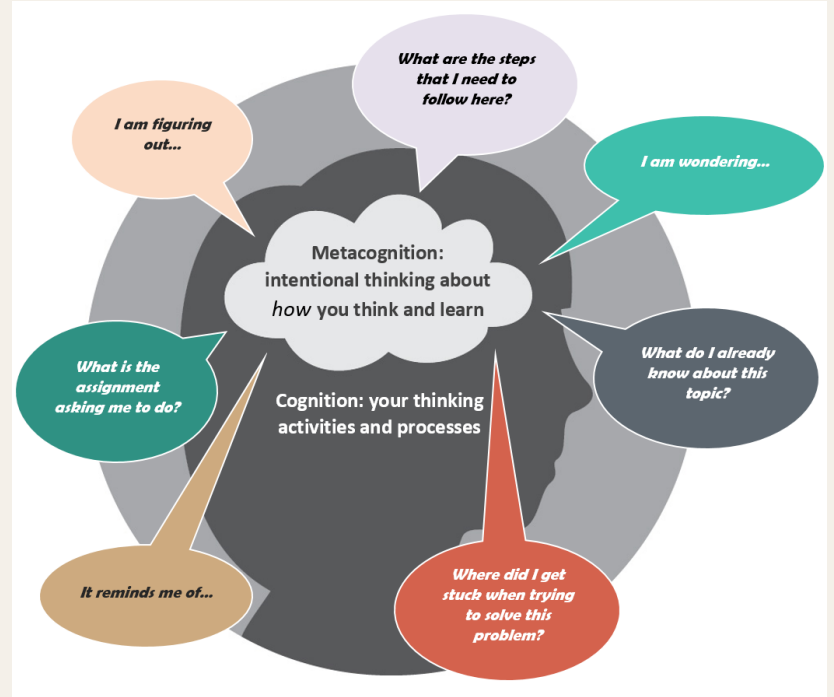






(Meta)Cognition to (Meta)Reflection

- **Thinking about thinking**
- Knowledge about when & how **to use particular strategies** for learning or problem solving.



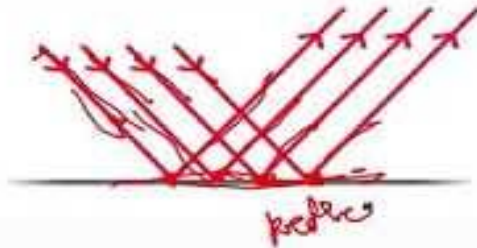
(Meta)reflection



Types of Reflection

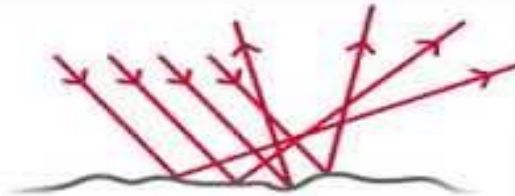
Regular Reflection

- When a parallel beam of light falls on a smooth and highly polished surface, then the reflected beam is also parallel and directed in a fixed direction. Such reflection of light is called regular reflection.
- Search lights and automobiles headlights are the examples of regular reflection of light.



Diffused Reflection

- When a parallel beam of light falls on a rough surface, then the reflected light is not parallel but spread over a wide area. Such reflection of light is called irregular or diffused reflection.
- Light reflected from the wooden table, newspaper etc., is the example of diffused reflection of light.



Teacher Attributes for Metaconition



Self-awareness



determination



insight & spontaneity



Metacognition = thinking about thinking

(Darling-Hammond, 2009; Hargreaves, 2000)



Ways of training reflection for metacognition



Description
What happened?

Feelings
What were you thinking
and feeling?

Evaluation
What was good and bad
about the experience?

Analysis
What sense can you
make of the situation?

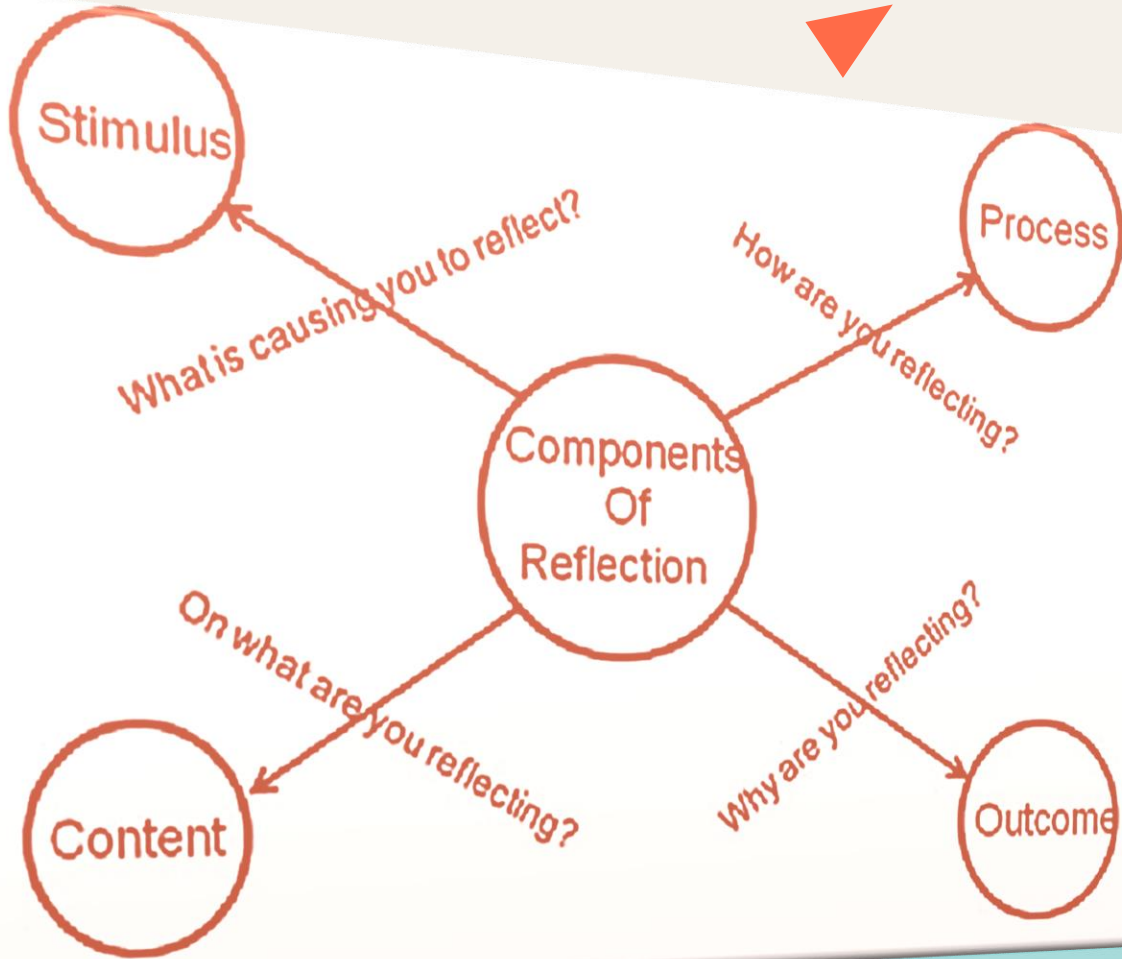
Action Plan
If it arose again,
what would you do?

Conclusion
What else could you
have done?



The diagram illustrates the Gibbs Model for Reflection as a continuous cycle of six stages. At the center is an orange circle containing a white silhouette of a human head in profile, facing left, with three interlocking puzzle pieces inside it. Surrounding this central icon are six text boxes, each representing a stage of the model. The stages are connected by black arrows that form a clockwise loop: a curved arrow from Description to Feelings, a straight arrow from Feelings to Evaluation, a curved arrow from Evaluation to Analysis, a curved arrow from Analysis to Conclusion, a straight arrow from Conclusion to Action Plan, and a curved arrow from Action Plan back to Description.

Gibbs Model for Reflection





About what

With whom





03

The anatomy of teacher reflection

Anatomy of Reflection



**Reflection
ON**

**Reflection
WITH**

**Reflection
FROM**

**Reflection
IN**

(Wacherhausen, 2009)

WHY WE SHOULD STOP TEACHING CONTENT AND START TEACHING CHILDREN

by Terry Heick



What are people for, and how can schools help?



What is the relationship between a good school and 'good work' and 'living well'?



What's worth knowing, how is that different for every person, and how might schools reconceive themselves in response?



What is the relationship between 'school' and social justice?



How does a connected planet change the kinds of things a person needs to understand?

Reflection On

- ❑ Start by *reflecting on* topics that are typical/central in your field

☺ Anatomical Parts

Teaching

Coaching

☺ Questions for reflection

Is teaching with GBAs educational?



Reflection With

- ❑ Continue with *reflecting with* concepts inherent in the philosophy of your teaching



😊 Anatomical Parts

Beliefs

Orientation

😊 Questions for reflection

- What are the benefits of using questioning as an instructional strategy?*
- What kind of constraints do I use in my games and why?*

Reflection From

- ❑ Recognize how you *reflect from the perspective(s) of* your class, gender, race and culture

☺ **Anatomical Parts**

Interest

Motivation

☺ **Questions for reflection**

-Why do I invest in students' personal responsibility?

-Am I equally concerned about all my players' skillfulness?



Reflection In

- ❑ Conclude with *reflecting in* different settings



😊 Anatomical Part

Context

😊 Questions for reflection

-Whose voices are included in the contexts where I usually reflect?

-How easy is for reflection to take place in/outside of my daily circumstances?



04

Practical Ideas



Nine Dimensions of Reflective Practice

Strategies to use in your practice

1. Study your teaching for personal improvement
Reflect regularly

2. Evaluate your teaching using Research
Action research

3. Link theory with practice
Use the literature

4. Question your personal theories and beliefs
Critical analysis

5. Consider alternative perspectives and possibilities
Learning conversations

6. Try out new strategies and ideas
Innovation

7. Maximise the learning potential of students
Inclusive practices

8. Enhance the quality of your teaching
Effective practice

9. Continue to improve your teaching
Professional learning

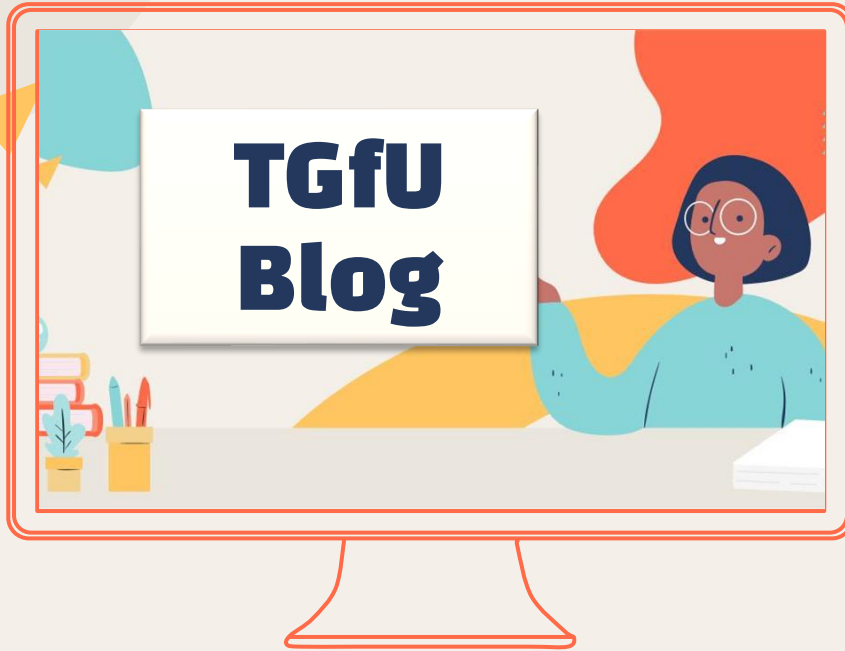




10 WAYS TO BE A MORE REFLECTIVE TEACHER

1. Record yourself teaching
2. Share that video with your PLN
3. Invite colleagues to observe your class
4. Ask the students for feedback
5. Ask yourself daily, "How did it go and how do you know?"
6. Keep a minimalist blog or journal
7. Be honest with--but not critical of--yourself
8. Surround yourself with enthusiasm
9. Look for what's working
10. Diversify your metrics

Social Media



<https://padlet.com/aspasiadania/g6uyvspl72n1909x>

Thanks!



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