

EDU 406

Assignment 1 June 2022

By Flourish learning

Critical Thinking and Reflective Practices (EDU406)

Assignment 1 (Spring 2022)

Total Marks: 20

Topics: 01 - 72

Instructions:

- Late assignments will not be accepted.
- If the file is corrupt or problematic, it will be marked zero.
- **Plagiarism will never be tolerated. Plagiarism occurs when a student uses work done by someone else as if it was his or her own; however, taking the ideas from different sources and expressing them in your own words will be encouraged.**
- No assignment will be accepted via e-mail.
- The solution file should be in Word document format; the font color should be preferably black and font size should be 12 Times New Roman.

Assignment Questions Total marks = 20

Rubric.

1. Explanation of 3 stage reflective model of Greenway: 6 marks
Discussion on practicality of 3 stage reflective model of Greenway for Novice teacher: 4 marks
2. Difference in academic and reflective writing: 5 marks
Help of reflective writing in effective teaching: 5 marks

Question1:

Explain in detail the 3-stage reflective model of Greenway? Also, as a prospective teacher, what do you think that how practical is it for the novice teachers?(6+4=10 marks)

Answer:**Basic introduction of this model:**

In 1995, Greenaway presented the DO – REVIEW - PLAN model. Prior to this 1995 article, Roger Greenaway had released three articles published between 1992-1993 in the Journal of Adventure Education and Outdoor Leadership about reviewing outdoor experiences.

The first article was titled Doing Reviewing. This was an interesting read with one quote being “One of the main purposes of reviewing is to keep in touch with what participants are thinking and feeling, and that may not happen to correspond with a pre-planned reviewing sequence”.

Greenaway’s idea here was that reviewing was a way for the educator to find out what the participants gain from the outdoor adventure in this example and review whether this was what was planned. In education the teacher will participate in a certain situation to get the student to experience a certain activity, or viewpoint. Reviewing was essentially to ensure that the student was experiencing what was planned, and if not, the review would then allow for changes to be implemented.

In this early work Greenaway mentioned that unexpected outcomes could be experienced. In the Doing Reviewing article an example was mentioned whereby a participant who performed exceptionally well with the overnight solo challenge had actually had prior experience in this given that they had spent much of the previous week sleeping out in a bus shelter because of personal issues. This was not revealed until the review, but by having the review it allowed the leaders to identify that this was unexpected and allowed the leaders to learn from this experience.

Advantages of using Greenway’s model:

There are benefits to this model.

- ❖ one benefit is it's very simple easy to apply model.
- ❖ And because it's focused entirely in action. It's grounded in teacher’s everyday experience and that gives it a lot of value gives it a lot of meaning for the teacher.
- ❖ And because it's a very simple model it's also very quick to do it's not at all time consuming and for especially for the beginning teacher it has a lot of benefits over the more complex models. Because it's much easier to understand and apply.
- ❖ And what we're what we're actually looking at with this model therefore is something which can be practiced in schools very quickly very easily.

How this model is helpful for novice teachers:

The 1995 model is easy to remember being DO-REVIEW-PLAN. It is a singular closed-loop model which focuses on a specific event.

Though Greenaway's 1995 model novice teachers can focus on prior planning before doing which is applicable to situations in education. For instance, in education this could be used for routine assessments or meeting whereby a review must be considered each time which in turn will then influence the prior planning before the next situation. For instance after the initial review of an assessment it may be concluded that there was insufficient communication between teachers, in turn creating a recommendation from the review which can be implemented, meaning that a team meeting would be planned in prior to the next assessment. The above is useful this is how.

Question 2:

How reflective writing is different from academic writing? Also, discuss in detail that how it can help teachers in effective teaching?(5+5=10 marks)

Academic Writing

Learning theories are often found in books or journal articles that are read by other academics. These books, articles, and journals can be written in an unfamiliar academic style of writing with particular "rules," and this can sometimes be offputting at first. The rules include using referencing to say where the information in the article comes from. Other rules can be less obvious, but they often include the need to avoid personal comments. For example, it would be seen as strange if an academic author were to say (in the middle of an article): "I don't think I have explained that very well. It was because I was worried about my pet hamster." This would be seen as being outside the usual style of academic writing for two reasons:

Personal issues and concerns are supposed to be separate from academic thinking, which is supposed to represent a sifting and filtering of the relevant information in a balanced and unbiased way.

It would be unusual to own up to personal issues and then blame these for some problem with the writing.

Reflective Writing

The difference between academic writing and reflective writing can be summed up by thinking about "I." When you are asked to use an academic approach, it is likely that using "I" in your writing will be less appropriate. However, it is acceptable to use "I" when you engage in personal reflection. Indeed, it is almost impossible to reflect without using "I."

You may think that whether or not you use "I" is only a small point. By itself, that would be true, but there are some wider effects. Using "I" gives your writing a very personal "voice." It also is likely to suggest that you are focusing on your own thoughts, feelings, or actions. For example, you might write: "I felt confident about asking Joanna for feedback." By contrast, academic writing aims to develop a more detached view of what is being discussed. So you might write: "This assignment considers different ideas about learning." To put it simply, if you use "I" in this context, it can make it harder to sound "academic"

How reflective writing can be useful for teachers:

He then explains one of the major functions of reflection for the teacher:

- ❖ Through reflective writing teachers can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice, and can make new sense of the situations of uncertainty or uniqueness which he may allow himself to experience.
- ❖ As writers, students have less tacit understanding of how to construct texts generally and much less tacit understanding of how to construct texts in their new content disciplines.
- ❖ The first major contribution of reflective writing for students as writers is that such work allows student writers to examine their tacit understandings to see where and how those might be elaborated for the complex or uncertain rhetorical contexts they write within.
- ❖ Many teachers of writing have found that students who reflect about their writing processes and decisions are able and careful critics of their own work. They often see exactly those shortcomings that a target reader will identify. Students can, then, anticipate the responses that teachers give to the text, often in productive ways if the reflective writing occurs before final submission of a writing assignment.
- ❖ Teachers who assign reflective writing, however, are not solely concerned with having students consider their writing processes and rhetorical decisions. Many teachers across the curriculum strongly believe in the value of reflecting on one's knowledge and practices, particularly in clinical, professional, and classroom settings.

To sum up responses to the question, then, reflective writing benefits students because it

- Helps students identify their tacit knowledge as well as gaps in that knowledge
- Brings to the surface rhetorical and writing process decisions that can focus subsequent revision or learning
- Encourages growth as a working professional

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