Using Reflective Practice for a more Humane Higher Education

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Presentation Outline

• Background

• Theoretical framework

• Methodology

• Discussion

• Concluding Remarks
Students want teachers with formative pedagogical practices - not information down loaders!

- Teaching for Learning
  - Reflective critique - useful in determining academic and developmental needs of both the students and lecturers
    - fostering a humane HE
    - conversations with students
    - analysis \(\rightarrow\) learning objectives

- Experts in disciplines and highly knowledgeable in teaching of disciplines \(\rightarrow\) Scholarly Teaching
Reflective Practice

Conscious Process
- Naming/describing observable behaviours and skills of learners
- Detailed articulation and discussion
- Ponder over the effects of actions

“I” or “we” driven perspective (Gerber 2005)

Limited reflection on practice – contributing factor to teaching challenges
Theory informing our study

Critical areas /cycles (Rodgers, 2002)

- Presence
- Description
- Experimentation
Methodology

- Participatory exploratory
  - Report on experiences as AD practitioners
  - Literature
  - Desktop research study
  - Reflections on daily encounters with students and academics
  - Reflections on 2012 symposium on teaching and learning
Discussion

Knowing the learner

• Reflective practice highly necessary – ‘insufficient’ information about the learner

• Areas for deriving academic proficiencies of learners

• Reflective practice → tool for gauging required learning

• Identify gaps in students’ understanding

Not a blanket approach for all courses
Challenges – lecturers and tutors

- Large classes (300+) – hindrance to interactive and student-focused learning paradigm
- Lecture method mostly and ppt. as visual aids
- Blackboard (Bb) LMS preferred tool for tracking student participation & learning
- Perceived students’ lack of commitment and expectation to be spoon-fed (Tutors)

Lack of introspection regarding delivery efficacies by some lecturers
Students’ perspectives

• Lack of alignment between lectures and tutorials
• More tutorial tasks, study groups, classroom tasks and limited quality instruction
• Too much reading from ppt. slides with limited further explanations
• Diversity of accents
• Misaligned assessment activities
Reflections from AD management perspective

Teaching portfolio – Self reflection
- Empowerment strategy
- Tool for transforming experience into meaning-filled theory (Rodgers, 2002)
- Reflective lenses:
  (a) self-assessment
  (b) literature
  (c) peer assessment
  (d) Others’ experiences

Reflective lenses minimise subjectivity - not be clouded by people’s prejudices
Identified challenges

- Inculcating the facilitation/teaching philosophy into student facilitators and new staff
- Development of teaching portfolios
- Summative assessment of portfolio of evidence process (by multiple trainers)

Rodgers’s 4 phase reflective cycle - effective tool for both novice and experienced lecturers to
- improve teaching practices whilst enhancing student learning.
- Slowing down → lecturers and students will think carefully about their behaviours and actions.
Conclusion

• Teaching in HE: Intellectual activity
• Conscious effort to know students
• Portfolio Development → Reflective Teaching

THESIS: Reflective practice is a major factor in teaching for learning humanely

• Scholarly approach to teaching and learning
• Expand platforms for sharing codes of good practice

Meaningful Teaching and Learning