



Using Reflective Practice for a more Humane Higher Education

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Presentation Outline

- Background
- Theoretical framework
- Methodology
- Discussion
- Concluding Remarks



Background

- 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 → learning objectives
- Experts in disciplines and highly knowledgeable in teaching of disciplines → Scholarly Teaching

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

Critical areas /cycles (Rodgers, 2002)

- Presence
- Description
- Analysis
- Experimentation

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

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

- 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

- 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

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

- 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.

- 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



Q & A

