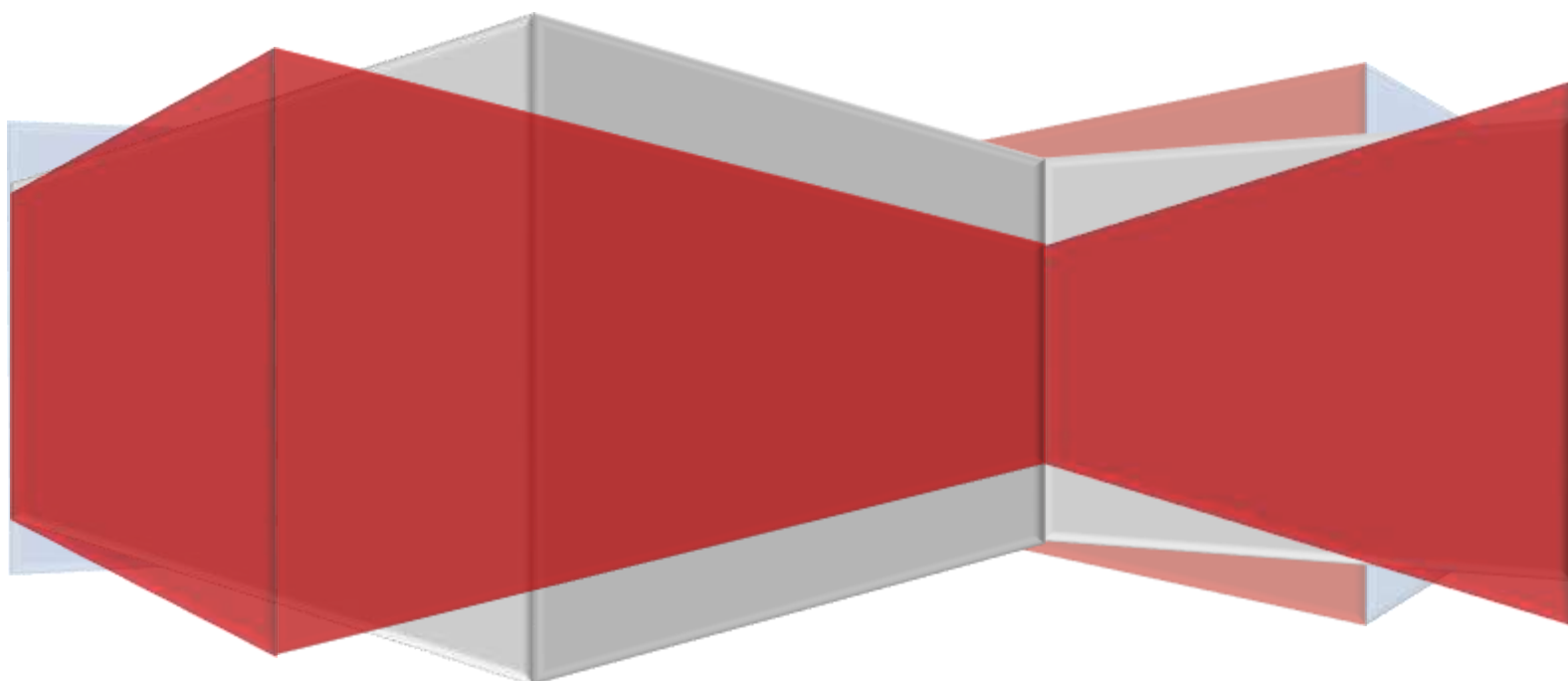


Cultivate school entrepreneurial mind-set through holistic approach targeting teachers and pupils



Competence Title: 3.5 Learning through experience

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4	Competence definition
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7-29	<p>Reflection theory and techniques (definition, Kolb's Reflective Cycle, reflection in the classroom, traditional reflection strategies, thinking routines such as 3-2-1 bridge, two-sided notebooks, self-check technique)</p> <p>Reflection has become an integral part of teacher education, yet its elusive boundaries make it difficult to define and teach it. Examining the various facets of reflection with respect to teaching clarifies the concept, making it more accessible to pre-service teachers learning to reflect on their practice.</p> <p>Reflection is a practice that empower pupils as learners and thinkers. It also allows them to build skills in critical thinking that they can apply when they are problem-solving and learning on their own. Reflection provides the same power through the action of articulating thoughts. Moreover, reflection is closely related with the learning experience.</p> <p>Thinking Routines and other traditional strategies such as writing in journals, reporting orally in front of the class, or writing an essay describing the experience, are simple but powerful classroom tools. Some of these tools can be:</p> <ul style="list-style-type: none"> • The 3-2-1 bridge: Each pupil shares 3 thoughts, 2 questions, and 1 analogy about a topic of study. After engaging in a learning experience (that may include additional learning content and/or new ideas), pupils share another set of "3, 2, 1." • Two-sided (interactive) notebooks: This method values both the inputs and outputs of pupils' learning experiences. Pupils record content/notes on one side (input) and process the content on the other side (output). <p>Pupils need to understand the purpose of each side, what kinds of things can go in each section, and that there is not one "right" way to share their thinking.</p>

	<ul style="list-style-type: none"> • Self-Assessment can be conducted in many forms such as: <ul style="list-style-type: none"> ➤ Self -assessment grades ➤ rubrics ➤ surveys ➤ checklists ➤ fill-in the blanks ➤ writing prompts ➤ sharing verbally <p>Pupil self-evaluations can be beneficial at various points in the learning process. They provide valuable insights to help shape future efforts of both pupils and educators.</p> <p>You can find more information below:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  REFLECTIVE SKILLS-GAP BETWEEN </div> <div style="text-align: center;">  REFLECTIVE PRACTICE.pdf </div> <div style="text-align: center;">  Self-study and reflection!.pdf </div> <div style="text-align: center;">  Reflectivity & pedagogical moments </div> </div>
30-42	<p>Opportunities for learning (perceiving learning opportunities, benefits of finding learning opportunities, benefits of learning outside the classroom, civic and social education)</p> <p>There are teaching opportunities in every environment and situation: not only in classroom but also outside the classroom. Learning outside the classroom has an infinite number of manifestations that underline the necessity of actively involving pupils to the learning procedure.</p> <p>In order to perceive opportunities for learning, pupils should set goals, monitor and evaluate their own academic development, so that they can manage their own motivation towards learning. The benefits for pupils when they can realize and seize opportunities for learning include:</p> <ul style="list-style-type: none"> • Improving their learning performance • Increasing motivation and confidence • Increasing chances to be creative and intellectually creative • Increasing opportunities for completing differentiated tasks

	<p>You can find more information below:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  Reflection and teaching.pdf </div> <div style="text-align: center;">  Feedback Specificity, Real-world-learning- Learning Opportunities-in-sust </div> <div style="text-align: center;">  teaching points & </div> <div style="text-align: center;">  learning opportunities </div> </div>
43-52	<p>Supporting reflection during the different stages of learning (questions to support pupils' reflection)</p> <p>Teachers should encourage pupils to think about the significant learning on the past week and on what they can take from the class activities to use in their life outside the class.</p> <p>Pupils before learning may have prior knowledge, preference, assumptions, biases, feelings about a topic/subject. As teachers, this knowledge would help us understand the pathway pupils use throughout their learning process, empathize more on their feelings, thoughts and ideas. Pupils while learning will provide their thoughts and ideas on "how" they're learning, which informs "how" teachers teach. Teachers become learners and try to navigate, change, iterate teaching techniques and strategies to best help the pupils. Moreover, with regard to pupils, reflection allows them become familiar with how they learn, what they are comfortable with, and what they would change in the process of their learning. As far as pupils' reflection after learning is concerned, they tend to "analyze" what they learned and "why" it was important to learn. Reflecting on the significance of what they learned is vital in helping them see the relevance in lessons.</p> <p>In conclusion, pupils synthesize their learning through the reflective procedure. The aim is to be able to take what they learned and apply it elsewhere.</p> <p>Pupils are advised to take the prior reflection on the relevance of the lesson and try to make sense of it to be applied in different scenarios. Teachers can use pupils' reflections in order to:</p> <ul style="list-style-type: none"> • provide feedback for pupils • use them for peer feedback • use them to understand and inform teaching strategies and pedagogy in the classroom (pupil evaluating teacher)

	<ul style="list-style-type: none"> • start class discussions, community posts, chats as a class, etc. <p>You can find more information below:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  experimentally learning.pdf </div> <div style="text-align: center;">  Learning mathematics - letting Learn and Assessment </div> <div style="text-align: center;">  Learning How to Pupil commentary on assessment for learning </div> <div style="text-align: center;">  Pupil commentary on assessment for learning </div> </div>
53-81	<p>Supporting pupils to evaluate and adjust learning processes and goals (personal learning goals, setting goals process, setting SMART goals, uses of assessment, assessment for learning, assessment as learning, assessment of learning)</p> <p>Setting individual goals is a circular process that requires 4 steps:</p> <ul style="list-style-type: none"> • Developing goals and targets • Reporting on goals and targets • Identifying strategies to achieve goals and targets • Monitoring goals and targets <p>Pupils need to understand themselves as learners in order to understand their needs, set their goals and manage their learning processes. Pupils also need to understand their own approach to studying. A deep approach to studying involves transformation. This approach is about understanding ideas for yourself, applying knowledge to new situations and using novel examples to explain a concept, and learning more than is required for unit completion.</p> <p>The process of developing, monitoring and reporting on individual learning goals and processes involves conversations about learning between the pupil and the teacher. Conversations should be carried out in a spirit of openness and cooperation and should allow for pupil diversity. Conversations about learning encourage pupils to think about their own learning and thinking processes and challenge them to articulate the way they have gone about learning, what their next steps might be and how they are going to proceed with those next steps, how they are going to know they have achieved success, what they need more help with to understand and how they might achieve a better understanding.</p> <p>Pupils should be able to store, retrieve and edit individual learning goals and targets.</p>

	<p>These processes should be secure and ensure the privacy of the individual pupil in communicating their individual learning goals and targets to the teacher/s. In order for pupils to successfully evaluate and adjust learning, they must be able to engage in self-evaluation of their learning goals and progress. This can be fostered by:</p> <ul style="list-style-type: none"> • regularly consulting with the advising instructor, • seeking feedback <p>For pupils to support this self-evaluation process, they should engage in reflection of their achievements and setting SMART goals (Specific, Measurable, Achievable, Time – bound)</p> <p>You can find more information below:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  Goals and Self-Determination </div> <div style="text-align: center;">  Setting, Elaborating, and Reflecting on Per- </div> <div style="text-align: center;">  Learning Goals and Self-Evaluation.pdf </div> <div style="text-align: center;">  test1_1988_Ames_goals.pdf </div> </div>
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