

Module: Reflective Practice *by AME*

Code: EDU2052

20 credits at level HE5

Description and Purpose of Module

This module introduces the concept of systematic and critical reflection. Students will explore their roles in their own workplace by reflecting on specific significant instances that provide opportunities for learning what, when, and why they do things, and how they affect themselves and those around them. Students will learn about models of reflective practice and use some of these models to help them to critically reflect upon significant incidents from their experiences of working as teaching assistants.

Module content will be appropriate to students in their work setting. They will be supported by their tutors who will help them identify appropriate methodology in order to achieve the module outcomes. They will apply academic knowledge and recognise its relevance to their own workplace setting, apply an evaluative approach to their work practices that enable them to reflect on examples of best practice, and engage in reflective analysis to enhance their own performance within an organisational setting.

Indicative Syllabus Content

Theories and concepts of reflection and reflective practice (e.g. reflection in action and reflection on action); work-based reflective practice and analysis; the role of reflective practice; recording experiences and reflections; reflective journal; analysing dialogue for reflection and analysis; constructing and discussing hypothetical significant incidents in order to practice reflective skills; continuous improvement of practice through reflection and review; stages and methods of conducting a literature search.

Learning, Teaching and Assessment

A blended learning approach will be adopted. You will attend face-to-face sessions and engage in online discussions, debates and group activities to explore the key concepts, ideas, and events and will have access to on-line resources.

For your assessment, you will write a report that draws on your reflective practice journal. The report will provide a summative account that links your practice to relevant theories and literature. This assessment will help you to reflect on, and analyse situations, so that you can learn from your experiences.

Learning Outcomes and Assessment Criteria

	Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
1.	Review action plans and achievements (through reflecting on your journal entries and discussing the action plans, arising from your reflection, in tutorials) and select appropriate significant incidents upon which to base your reflection and further study.	1.1 select a range of appropriate incidents for analysis and further study based on the analysis of your journal entries 1.2 agree the focus of your study with your tutor justifying why the area of study is important for your professional development
2.	Compare your own practice with examples of good practice from the literature	2.1 Undertake a literature review on a selected topic to assist in explaining and justifying how you dealt with the incidents
3.	Understand theories of reflective practice and select and use an appropriate model to assist in your reflection of the significant incidents	3.1 Choose and describe an appropriate model of reflection to aid your reflection on your selected incidents, justifying your choice 3.2 Use an appropriate model of reflection to analyse your significant incidents
4.	Evaluate the impact of reflection on your work as a teaching assistant	4.1 Evaluate how you dealt with the selected incidents 4.2 Describe how you could improve your practice based on your research and reflections.

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	CW
Description	A report that draws on a reflective practice journal. The report will provide a summative account that links your practice to relevant theories and literature. 3000 words
%age	100
Final Assessment	Y
Learning Outcomes	1,2,3,4

Prerequisite Module(s)

There are no prerequisites for this module.

Barred Combinations

No restrictions apply.

Indicative Reading

Dana, N.F. & Yendol-Hoppey, D. (2008) The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry. London: Corwin Press
Ghaye, A & Ghaye, K. (2004) Teaching and Learning Through Critical Reflective Practice. London: David Fulton Publishers Ltd.
Hunt, C. (2003) Becoming a Reflective Practitioner. London, Routledge Falmer
Morgan, J. (2007) How to become a successful Teaching Assistant. London: Continuum.
Moon, J. (2000) Reflection in learning and professional development - theory and practice. London: Routledge Falmer
Moon, J. (2006) Learning Journals: A handbook for reflective practice and professional development, 2nd edition. London: Routledge.
Moon J. A (2004) A Handbook of Reflective and Experiential Learning: Theory and Practice. London. Routledge Falmer
Tyrer, T., Gunn, S., Lee, C., Parker, M, Pittman, M & Townsend, M (2004) A Toolkit for the Effective Teaching Assistant. London, Paul Chapman Publishing
Watkinson, A. (2005) Professional Values and Practice. London: David Fulton Publishers

Module Type:	STAN
Module Length:	1
Host Subject Group:	Education
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Activity Log

User Name	Date Accessed	Action
mn2	08/04/2010 14:09:48	added
mn2	20/04/2010 16:06:25	Ammended
Admin	06/07/2010 10:25:23	Validated
mn2	10/07/2010 17:41:29	Ammended
Admin	19/07/2010 13:33:45	Revalidated
Admin	06/09/2010 11:03:15	Ammended
Admin	06/09/2010 11:03:52	Revalidated

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