

**Title:** Encouraging reflective learning

**Time frame:** 1 hour

**Number of participants:** Ideally between 10 to 20 participants

**Learning outcomes:**

1. Having a clear understanding of what reflective learning is
2. Being aware of its importance and how it can make a difference in learning processes
3. Having a clear idea of how to implement it in language courses
4. Create an opportunity for participating teachers to share about their practical best practices in the implementation of reflective learning.

**Lesson structure:**

### Introduction

*Short introductory activity – for example, it can be reflection on a quotation, discussion of a question, or reaction to a thought-provoking statement.*



Slide 1

Start the session by welcoming the participants. Start displaying the associated PPT presentation. Then, as a facilitator, introduce yourself and ask each of the participants to introduce themselves. Show slide 2. It displays the topic of the session “Encouraging reflective learning”.

# Encouraging Reflective Learning



Implementing a reflective learning strategy in class

Slide 2

Then, slide 3 offers the table of contents of the session.

1	<b>Introduction</b> Reflective storytelling activity	<b>Teaching Content</b> Reflective learning and its application to speaking skills	2
3	<b>Sample Activities</b> Structuring lessons with reflective learning embedded	<b>Conclusion/Reflection</b> Reflection and further learning	4



Slide 3

Read slide 4 to kick-off the session and read the quote slide 5.

## Intro Activity: Reflective Storytelling

Get into pairs or small groups for this activity. In your groups, reflect on your own language learning journey, focusing on speaking skills. Reflect on:

- the challenges faced,
- strategies you used to overcome those challenges
- the outcomes you achieved

Try to give specific instances (stories) about what happened during that time.



Slide 4

## Reflective Storytelling Aims



- Encourage reflective thinking
- Stimulate organic, genuine discussion
- Give students insight about what works for them and what doesn't
- Give students clarity on their goals and how to achieve them
- Trigger emotional memories, thereby facilitating oral expression
- Promote critical thinking, problem-solving skills, and the integration of new knowledge with existing knowledge



### Slide 5

Ask the participants if they already know about this topic, and ask the one that does to raise a hand, so you will have an idea of their knowledge level.

## Content

*This section should provide theoretical knowledge about the session topic. Which content will you present and how will you present it?*

*As facilitator, you must have previously read the PowerPoint presentation.*

The 7th slide aims to explain that reflective learning is not only a self-assessment activity at the end of a learning session. It also can be done during the course, by encouraging activities during the learning process : for example group activity, mind mapping activity of what they know of the subject before getting into the theory ...

After having explained what reflective learning is, you can ask again the teachers participating in the session how many of them were already familiar with this approach, even though they didn't know the term. (They may have used it without having read about it)

"We do not learn from experience... We learn from reflecting on experience"  
- John Dewey

What does this quote mean to you?

### Slide 7

The 8th slide aims to raise awareness among the teachers of what reflective learning can bring to learners' learning processes.

## What is Reflective Learning?

- A process where students actively engage in self-assessment, introspection, and critical thinking to analyze their own learning experiences, actions, and outcomes in order to improve future performance.
- Involves consciously and systematically examining one's thoughts, emotions, and actions in relation to a learning situation or task.
- Involves evaluating one's own performance, identifying strengths and weaknesses, setting goals for improvement, and taking action based on feedback and self-assessment



Slide 8

The goal of the 9th slide is not to give practical tools on how to make learners do reflective learning, but just to show some questions whose answers can help in this process and give the teachers a more concrete idea of what reflective learning can be.

## Dewey's (1933) Theory on Reflective Learning



- Also known as experiential learning
- Emphasises engagement with experiences as a means of learning and growth
- Learning is not just a passive acquisition of knowledge, but an active process of meaning-making through reflection on one's experiences.
- How and in which context am I aiming to use what I have learned?
- How would I assess the difficulty of the material I am learning?

Slide 9

The 10th slide is designed to show the teachers the 3 steps they can follow to plan the course and encourage reflective learning (Planning, facilitating and assessing).

During the planning process professors should think about the type and the form of activity they want to implement and accordingly organise the classroom and the necessary equipment. During the facilitating process, professors can establish and maintain the momentum by specifying a time frame for each task to have a good logistic of the class.

The point of providing closure is to make a recap of what have just been made, with the teacher summarising the major points of a lesson, ask students to recall ideas, and answer final questions.



Experiencing



Acting

Reflecting

Through this process of reflection, learners construct meaning, develop insights, and generate new ideas. Finally, learners take action based on their reflections, by applying what they have learned in new situations and modifying their approaches accordingly.

Slide 10

These three steps will be further detailed in the next slides :

The 11th slide addresses the planning phase of team-learning activities which is an example of a good activity where students are invited to think and communicate with each other.

Some advice for the teachers to make the exercise work: The best thing is to create groups of 2, it will avoid passive people in the group and also it will make less noise than groups of 3 or 4.

Teachers can give them an activity too long for them to do it alone, so they can think twice about how they can do it and how they could share the tasks. In order to include everyone, it is

important to make people realise that the purpose of group work is precisely to bring out everyone's strengths. So everyone can take on whatever task they are most comfortable with. If

it's a job that requires a lot more work and creativity, then groups of 3 or 4 are recommended, more than 4 would risk excluding some who won't do much. The goal is for everyone to learn

without exclusion. The students can choose their pairs or groups, then the teacher can intervene if it is always the same people who work together, or if some are excluded, by asking the students to choose other people the following week.

The teacher must play a coordinating role and check that the work is progressing well and is well understood by all the groups by making rounds.

For additional information about learners productions (this topic is addressed in the slide) if there is any question for concept maps examples ([Concept Mapping Homepage / Using Concept Mapping / Walker TRC - Concept Mapping and Curriculum Design / Concept Mapping / SCORE Graphic Organizers / Mind Mapping FAQ / ETE Student Concept Mapping](#))



## Effects of Reflecting on Speaking Skills

**Experiential learning:** language learners should engage in speaking activities that mirror real-life situations, such as role-plays, discussions, debates, and presentations.

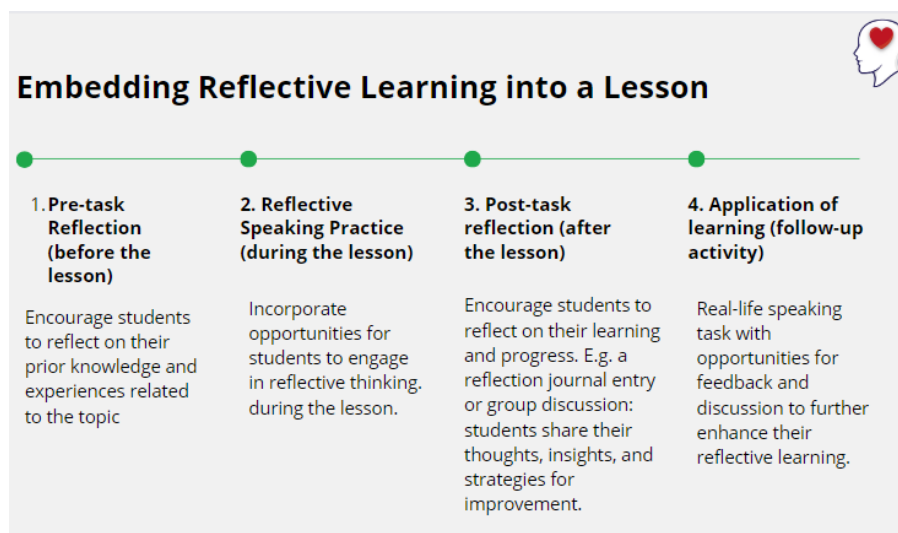
**Reflection on language experiences:** reflect on their language use, both during and after speaking activities, e.g. language choices, pronunciation, etc. and interactional skills during speaking activities

**Application of learning:** learners should have opportunities to apply what they have learned in new speaking situations.

**Active engagement and ownership of learning:** learners should actively participate in speaking activities, take ownership of their learning goals, and reflect on their progress.

Slide 11

The 12th slide is titled Knowledge Charts (Murphy, 1994). This slide is still a part of the planning process. The teacher can plan to ask questions at the end of the class to see what students already knew before the lesson, what they learned during the class and whether they want to learn more or how they can progress.



Slide 12

The 13th slide is about the final step of the planning phase. The teacher should check those points to be ready to facilitate an activity.

Here some examples to make the point of the slide clearer/ if there is any question:

- Consider what kind of final report formats you may want (written/ electronic/ performed/ debated)
- Arrange for many resources (books/ periodicals/ maps/ videotapes/ CD-ROMs)
- Choose appropriate assessment methods (evaluation forms/ checklists/ citations/ technological competence/ team participation/ team member/ contribution/ final project quality/ peer review)

The 15th slide aims to address the second phase for encouraging reflective learning in courses: the facilitating phase is a the process during the class

About the teamwork productions point, here are some examples :

- Art projects (wall chart / poster / mural / map)
- Video tapes (commercial / creative drama / editorial / documentary)
- Computer presentations ( PowerPoint / Astound / HyperCard / Web page)
- Team portfolios
- Writings (articles for newsletters or newspapers, radio and TV scripts)
- Oral presentations (debates / games / interviews / panel discussions / plays or skits / simulations / songs or raps)





- Divide learners into pairs or small groups and assign them roles in a specific scenario, such as "ordering food at a restaurant," "booking a hotel room," or "negotiating a business deal."
- Have learners engage in the role-play activity, using the target language to communicate and interact with their partners in the scenario.
- Encourage learners to reflect on their language use during the activity, paying attention to their language choices, pronunciation, fluency, and interactional skills.

## Role Play

During the Activity:  
Experiential Speaking  
Activity

### Slide 15

The 16th slide gives examples of online activities that teachers can program.

- The first example is suggesting an application with themed activities, vocabulary, listening, comprehension and grammar. There are plenty of free apps and sites to learn new languages that are pretty well done. They can find out if there are any special government sites or applications for schools or language learning or there is Duolingo which is free.
- They also can organise collective Kahoot, the teacher can create their own questionnaire and facilitate the session by reading the questions and encouraging the students.
- The final example is an online game, for example an escape game. They can search if there is not a government site of educational games that is offered for schools in their country or they can use a free access website.



## Self- Assessment and Goal Setting

After the Activity: Post-  
Reflection Activity

- Ask learners to reflect on their performance in the role-play activity and self-assess their speaking skills based on predetermined criteria, such as accuracy, fluency, pronunciation, and communication effectiveness.
- Have learners set specific goals for improving their speaking skills based on their self-assessment, such as "improving pronunciation," "increasing vocabulary," or "enhancing fluency."
- Provide opportunities for learners to discuss their self-assessment and goals with their partners or in small groups, using the target language to express their reflections and goals.

### Slide 16

The 17th slide encourages teachers to look for activities and tools to animate a conversation workshop. This type of class can be attended by different levels of learning. It encourages students to practise the language and learn new vocabulary and the second point is another type of activity where all the students can be involved also by being in movement.



- Assign learners a real-life speaking task, such as making a phone call, giving a presentation, or participating in a group discussion, that relates to the topic of the role-play activity.

- Have learners apply the insights and feedback from their reflections in the role-play activity to the real-life speaking task, using the target language to communicate and interact effectively.



- Encourage learners to reflect on their language use and progress in the real-life speaking task, and provide opportunities for feedback and discussion to further enhance their reflective learning.

## Role Play 2

Follow-up Activity:  
Application of Learning

Slide 17

The 18th slide shows how a teacher's theory on language teaching and learning is sustained by both reflective learning and reflective teaching. This process must regularly take place, based on observation on how the learner's teaching processes are doing.



## Conclusion

1. Reflect on the strategies discussed and set one specific and measurable goal for incorporating reflective learning into your own lessons.
2. Share your goal with a partner and listen to theirs. Provide feedback on how to achieve the goal.

Slide 18

## Sample activities

*Provide short, engaging activities to demonstrate how your concept can be applied and duplicated in the classroom*

The first activity aims to create an exchange opportunity between teachers to share various knowledge and practices. This can enable them to hear practical and concrete advice from others that can allow them to implement the reflective learning approach easier through their classes.

The second activity aims to make the teachers work on implementing a reflective learning approach in very concrete situations. They will have to develop a concept on how to organise a course and activities on the subject to actively involve the learners in the learning process, and enable them to reflect on what they are learning, assess their knowledge, understand how they can use them in practical situations... The activity is divided in 2 sections of 10mn each. You will have to split the participants in groups of 3/4/5 persons depending on how many they are. As this session previously explained, this size of group is adapted for working creatively and brainstorming together, and that is what they are supposed to do. In order to allow time for every



group to present their results after the 10 minutes of work in separate groups, you will have to moderate their speaking time, depending on the number of groups. At the end of this activity, you can ask the participants how they felt working on these concrete situations and ask them to assess the difficulty of this activity.

The third and last activity aims to put them at the position of a learner, which they are in the framework of this training session! They will experience a reflective learning exercise as they are asked to assess their acquired knowledge through the session. They will do this activity individually, and can take notes on the sheet of paper that is to find at page 3 of this current document. You can print it if the session is in face to face, or send the document per e-mail if the session is online. The debriefing and sharing of the results can be presented in the conclusion directly following this activity!

### **Conclusion**

*This should be a wrap-up activity, ideally some reflection questions to make the teachers think about what they have learned and how it applies to their own teaching.*

The participants can share the results of the previous activity during 5 minutes ! This will be the closure of the session.

### **Bibliography and resources for further learning**

*Here you should provide the sources where the information came from and, if applicable, resources for finding out more about the session's topic.*

<https://effectiviology.com/reflective-learning/>

<https://essentialsoflanguageteaching.net/professional-development/reflective-practice/>

<http://www.cotf.edu/ete/teacher/learnteam.html>

<https://blog.hubspot.fr/marketing/feedback-positif#:~:text=Qu'est%20ce%20qu',comp%C3%A9tences%20et%20dans%20son%20individualit%C3%A9.>

<https://scottberkun.com/2013/run-a-good-workshop/>

<https://teaching.london.edu/development/teaching-strategies/reflective-learning/>

#### **Notes for the facilitator:**

*These notes should address both online and face-to-face formats.*

#### **Printable materials:**

See the next page. It can be printed and distributed to all participants to receive feedback from the third and last activity.

## Reflect on your learner experience

Duration: 5 minutes

As you are currently learners, try to assess your understanding of reflective learners so far, and take 5mn to answer these questions for yourself:

- What have you understood from reflective learning ? What haven't you ?
  
  
  
  
  
  
  
  
  
  
- What do you still want to learn about it ?
  
  
  
  
  
  
  
  
  
  
- How are you aiming to use it in your classes ?
  
  
  
  
  
  
  
  
  
  
- How difficult do you think this will be ?

- What are the main reasons you think it is valuable?