

Programme
New Directions in Reflective Practice Conference

Wednesday 14th May 2014

Room MB 246 a & b

9:30 – 10.00	Registration & refreshments
10.00 – 11.00	<p>Keynote speech: Professor Thomas S.C. Farrell, Brock University, Canada <i>Reflective Practice: What Does It Really Mean?</i></p> <p>Building on the theme from the 2013 symposium at the University of Limerick on the meaning of reflective practice, this talk examines the meaning of reflective practice for language teachers in the post-method years. Focusing on the work of John Dewey and Donald Schön, I examine the usefulness of reflective practice as a pragmatic tool for the professional development of teachers regardless of their level of experience. Specifically I explore how teachers can make use of Dewey’s ideas on reflective inquiry and Schön’s ideas of reflection-in-action as well as reflection-on-action and reflection-for-action. I outline examples of reflective practice from novice and experienced ESL teachers in Canada.</p>
11.00 – 11.30	<i>Break</i>
11.30 – 12.00	<p>Dr Nur Kurtoglu-Hooton, Aston University, Birmingham, UK</p> <p style="text-align: center;"><i>The Reflective and the Reflexive Individual</i></p> <p>In this session I will explore and exemplify, through my research data, how, as a teacher educator, I created opportunities for teachers on various teacher education programmes to critically reflect on their teaching experiences. I will show how those opportunities in turn allowed them, and me, to become more reflexive individuals.</p>
12.00 – 12.30	<p>Dr Sue Wharton and Sarah Banks, University of Warwick, UK</p> <p style="text-align: center;"><i>Investigating Reflection in an Extra-curricular University Award</i></p> <p>In an effort to improve graduate employability, UK universities are increasingly promoting ‘added value’ awards through which students can gain formal recognition for activities and achievements outside their degree courses. In order to qualify for such awards, students are typically asked to submit some sort of reflective portfolio or account; this is a context of writing which is comparatively under-researched.</p> <p>In this paper, we will report on our initial investigations into such an award at Warwick university. We will discuss the writing task required, and a workshop offered to students to help them manage it. We will also</p>

	share observations drawn from a small corpus of student writing. We will conclude with a discussion of how the concept of reflection appears to be constructed through this particular award process.
12:30 – 13:15	<i>Lunch</i>
13.15 – 14.00	<p>Professor Steve Walsh, Newcastle University, UK & Dr Steve Mann, University of Warwick, UK</p> <p><i>A Dialogic and Collaborative Approach for Reflective Practice</i></p> <p>In this presentation, we summarise the discussion in our recent paper (Mann and Walsh 2013) which argues that reflective practice (RP) is often seen as an institutional requirement rather than an aid to professional development. We make the case for a regeneration of reflective practice and argue that if RP is to ‘work’, there is a need for a more dialogic and collaborative approach, which requires appropriate tools, a metalanguage and preferably dialogue with another professional. Tools need to be sufficiently flexible so that they can be tailored to specific contexts and facilitate the kind of detailed, up-close, ‘ecological’ (c.f. van Lier, 2000) professional understanding that RP was originally designed to foster.</p>
14.00 – 14:45	<p>Dr Jane Spiro, Oxford-Brookes University, Oxford, UK</p> <p><i>Seeing Reflection in the Round: Learning Goals Lost in Translation</i></p> <p>This paper explores the notion of 'reflection' widely evident in the rhetoric of effective learning within United Kingdom Higher Education institutions. The paper considers how this learning goal is perceived by domestic and international students. The study draws on the experience of international student teachers embarking on a programme of professional study with an explicit component of reflective development. It explores their understanding of reflection prior to this taught component, and again after it has been completed, and traces their changing perception of what reflection actually means and what it can contribute to their practice. Whilst this study is specific to a particular student group, the research invites us to consider how far perceptions change as an outcome of higher education study. The study also causes us to review our assumptions about students from domestic and international backgrounds, and consider what is, or is not, valued in their experience of higher education.</p>
14.45 – 15.15	<i>Break</i>
15.15 – 16.00	<p>Dr Fiona Farr & Dr Elaine Riordan, University of Limerick, Republic of Ireland</p> <p><i>Heads and Tails in Professional Encounters: Teacher Education Talk as a Window on Reflective Practices</i></p>

	<p>During the course of their education studies, student teachers have reason, and often obligation, to engage with other professionals and peers as they are initiated into their new-found community of practice (CoP) (Lave and Wenger, 1991). Under models of social constructivism (Vygotsky, 1978) and progressive education, this engagement has been increasingly conducted through the mode of spoken language in various contexts: written, face-to-face, and more recently, computer mediated communication (Arnold and Ducate, 2006, Hanson-Smith, 2006). It takes place during various interactional encounters, within different participation frameworks, all of which have high pragmatic demands. This paper examines and compares the use of pragmatic heads and tails (such as <i>well, so, and, right, hi, ok</i>, and question tags) in a Teacher Education Talk (TET) Corpus, which consists of spoken and on-line language data from MA in ELT (English Language Teaching) students interacting with each other, with a peer mentor, and with lecturers/supervisors during activities designed to promote reflective practice. Factors such as speaker relationship, mode of communication (face to face vs on-line) and task orientation are investigated in this paper to help understand their influence on the use of pragmatic markers at the beginning and end of speaker turns, and what this can tell us about the reflective practices within this community of teachers and tutors.</p>
16:00	Close



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