**CURRICULUM CONTENT DOCUMENT**

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| **Course name**: Inquiry-Based Reflective Practice AND LIFELONG LEARNING (1.4.1) |
| **Core area of learning:** TVET studies and its foundations (Disciplinary learning)  **Associated learning area** (How does it link to other areas of the programme as a whole?):   * NB This course is experiential, and has strong links to the *Work Integrated Learning* and *Teaching Practice* components, under the frame of Practical Learning (page 9 of the Policy on Professional Qualifications for TVET lecturers). Lecturers may decide to teach and assess this course on its own; or they may choose to integrate the course fully into the teaching practice or workplace-based learning component and use the suggested assessment below as part of the assessment for those components. * The best way for students (TVET college lecturers) to benefit from their Practical Learning component is through *reflecting* on their teaching practice during their study years in order to improve their practice. * It also relates closely to the Situational Learning courses in this series. * This course also has strong links with the *Vocational Pedagogy* course in the sense that it provides students with the tools to reflect on the practice of vocational pedagogy, and with the *Thinking constructively about vocational education and training* and *Being a TVET Lecturer* courses insofar as it will help the lecturer to form his/her own personal philosophy of education. |
| **Key questions** (that the course raises, or sets out to answer):   * What is the point of inquiry into one’s own practice in teaching? * What skills and knowledge are required in order to be a reflective practitioner? * What are the approaches and methods relevant to reflective practice? * How can this course open the minds of student lecturers to the bigger picture of research? |
| **Outcomes**:  When you have completed this course, you should be able to demonstrate:   * an understanding of why it is important to reflect on your teaching, and on the learning that you hope will result from that teaching, as well as a focus on improving your practice * knowledge of a variety of practice-based self-inquiry tools and methods * an ability to use your reflection and/or inquiry in planning and preparing for teaching in your particular context * some observation and self-critical skills, such as keeping a journal and writing reflective notes to yourself, and re-planning * that you have become a more goal-oriented lecturer and reflective practitioner. |
| **Main topics and *some* of the sub-topics** (dealt with together in this CCD):  **Please note that the points below (and others indicated by the other sections of this CCD, but not mentioned here) need to be “filled out” by knowledgeable content writers, using plain text and diagrams, to enable the materials developers to design materials, resources and activities.**   * Introduction:   + What is “reflective practice” in teaching and learning, and why is it important?   + What is the relevance of reflection, self-inquiry and research into one’s own teaching and learning? * Reflection and reflective practice:   + Reflection *in* action; reflection *on* action; reflection *for* action * Developing a teaching philosophy:   + A guide to help you reflect on whether your actions reflect your ideals. * Equipping student lecturers for reflective practice: tools and techniques to guide reflection   + What are the relevant questions to ask in reflective practice? (questioning skills)   + Different levels of thinking, e.g. low order to high order thinking, e.g. problem-solving, analytical skills, problem-*posing*, synthesising information, critiquing, critical questioning, reflexive thinking (i.e. about oneself and one’s own actions)   + D.A.T.A. process (a four-step reflection process, made up of **d**escription, **a**nalysis, **t**heorising and **a**ction)   + Guided reflection protocol   + The importance of writing down one’s reflection – a reflective journal   + From description to reflection and action in journal writing: descriptive/re-telling mode, reflective mode, theory mode, action mode, further reflection mode, further action mode, collaborative mode. * From reflection on action to action research   + The action research cycle   + Data gathering   + Getting a perspective on one’s practice   + Validity and reliability in research   + Reflection and action research with the goal of improvement and social change. |
| **Summative assessment** (detailed assessment grid to be provided):   * Select a definable challenge, or cluster of related challenges, that you are experiencing in your routine teaching, formal teaching practice, or in work-integrated learning. * Maintain a series of reflective journal entries dealing with this, making use of the essential entry structures you have learnt, involving description/re-telling, reflection, theorising, further action, further reflection, further action, collaborative comment. * Make sure that you start early enough to complete a reasonable number of entries, at least two cycles of action-and-reflection and one peer comment before the due submission date. * The lecturer/tutor will add one comment for you to respond to with your final (submitted) response before you submit the complete series of entries as your summative assessment task. |
| **Breadth and Depth**:   * This course will not attempt to include everything pertaining to academic research, e.g. it will not focus on the abstract notions of epistemology, ontology or methodology etc.; it will be selective in approach, focusing mainly on the practical aspects of reflective practice * This course will support the Practical Learning component in the sense that it will enable students to reflect on their own teaching practice and workplace-based learning, and will involve writing a reflective report on those activities, whether the course is taught and assessed on its own or integrated fully into the teaching practice or workplace-based learning components. |
| **Suggested weighting within a full programme** (Possible number of credits out of 120)  6 credits (60 notional hours). |
| **Knowledge and Practice standards**: (Based on the SACE Professional Teaching Standards, 2018: <https://www.sace.org.za/assets/documents/uploads/sace_65860-2017-10-13-SACE%20Professional%20Teaching%20Standards%20LR.%202.pdf>  What all lecturers need to know and be able to do in order to teach the course proficiently, providing learners with knowledge-rich learning opportunities?)  Students should have :   * a basic understanding of reflection in and on action, and of action research concepts and process.   Students should:   * be able to reflect on their own practices and classroom experiences, and use learner performances to think about ways to improve their teaching; * have developed observation skills, note-taking skills, reflective writing skills; * have developed some proficiency in analytical thinking, problem-solving, and critical thinking. |
| **Videos and/or animations:** (Two videos) Look for a good OER video on reflective practice (3-4 minutes), and one on practitioner action research (6 mins max) – there are many out there that are *not* particularly good. If some are found that are reasonably good but not quite right, or that leave out an important aspect or element, they could be used as models for the creation of our own. |
| **General notes on the course materials** (in no particular order)   1. The Advanced Diploma TVT (Adv Dip TVT) courses should be designed as resource-based. However, the resources should not simply be seen as “add-ons” or “extras”. Two ways in which they can be introduced to students:    * Embed hypertext links to resources (readings, official documents, videos) in passages of text.    * Include self-assessment or reflection tools in the course in which students’ responses to a small number of limited-choice questions activate the presentation of links to particular selections of resources suitable to the individual students’ needs or interests. These selections do not need to be completely different, tailor-made selections, and may overlap to a considerable extent, but where the number of available or easily-produced OERs allows some degree of personalization, this technique should be employed (once or twice in a course). 2. The text-based and graphic resources should be downloadable and in a printable format. However, the resources should not be in pdf format, as this would not allow for re-mixing or any form of adaptation; in other words, they will automatically be equivalent to a “No derivatives” licence. Where audio or video resources are really crucial to completion of the course, consider, respectively, summarised transcripts or simplified comic-like representations of the video using screen-grabs and subtitles or captions. 3. Videos should not be either simply “talking heads + monologue”, or video representations of what is essentially a powerpoint presentation. Videos should focus on subjects such as processes, real-life situations, in-location interviews or focus groups. 4. Standardised signposting is to be used throughout courses, so that the look and feel of Adv Dip TVT materials will all be instantly recognizable. 5. The DHET and EU logos should appear on the lower left and right corners respectively of the opening screen of all videos and animations created for the project. 6. Chat rooms (synchronous) and discussion forums (asynchronous) play an important role in the Adv Dip TVT courses, especially as many of the students *are themselves lecturers with a lot of experience*, even if they have lacked professional qualifications as TVET lecturers. 7. The learning outcomes, and possibly the key questions, need to be introduced in a way that locates them as central to the course. All learning activities and assessments, as well as the resources, need to be visibly linked/aligned to the LOs. |

**Other resources:**

**Text-based course** *Becoming a reflective practitioner*

[**http://www.open.edu/openlearn/education/learning-teach-becoming-reflective-practitioner/content-section-0?active-tab=content-tab**](http://www.open.edu/openlearn/education/learning-teach-becoming-reflective-practitioner/content-section-0?active-tab=content-tab)