SELF-REFLECTION ON THE S-PLC PROCESS

Purpose

The purpose of the activity is to help students to reflect on the processes used during their S-PLC meetings, in order to identify what has been working for them and what has not been working.

Preparation

Material
handout for self-reflection with questions (see additional information),
whiteboard / blackboard for noting down points for re-considering

Room
individual work for reflection and then discussion about things to be shared and possibly changed

Duration
about 60 minutes

Target group
student teachers, student teachers in internship, students

Setting
seminar at university, internship groups

Application
middle / end of the S-PLC work

Description of the Activity

1. Students participating in the S-PLCs are given a handout with the following questions:
- What I have best succeeded working in the S-PLC (of which I am proud of) is…
  I think that, because…
- An idea from working in the S-PLC that I found fascinating / interesting / useful is…
  What I find fascinating in this idea is…
- An idea from working in the S-PLC that has troubled me / made me wonder is….
  The way I managed to solve my problem with this idea is…
- Something I learned working in the S-PLC and consider it a „lesson for a lifetime" is …..
  I think that, because…
- In future S-PLC groups, I would not like to change the following elements…..
  I think that, because…
- In future S-PLC groups, I would definitely like to change the following elements …..
  I think that, because…
- In future S-PLC groups, I would like the following (new) elements to be added:
  I think that, because…

2. Students are asked to provide answers to these questions (15-20´).

3. Then, a discussion follows that addresses any of the aspects that came up on each of the above 7 dimensions. The students discuss in the groups possible changes they want to perform within their S-PLC work.

4. After a couple of meetings the students reflect again, how well the changes have been applied in their S-PLC work.

Additional Information

Alternative
Impulses for reflection can be extended towards the (self-)reflection on roles the students take over in the S-PLC work.

Learn more
- Korthagen, F. A. J. (2014). Promoting core reflection in teacher education: Deepening professional-growth. In L. Orland-Barak & C. J. Craig (Eds), International Teacher Education: Promising pedagogies (Part A), (pp. 73-89). Bingley, UK: Emerald.
- Konradt, U., Otte, K.-P, Schippers, M. C. & Steenfatt, C. (2016). Reflexivity in Teams: A Review and New Perspectives. The Journal of Psychology, 150(2), 153-174.
- Kember, D., Leung, D. Y. P., Jones, A., Loke, A. Y., McKay, J., Sinclair, K., Tse, H., Webb, C., Yuet Wong, F. K., Wong, M. & Yeung, E. (2000). Development of a Questionnaire to Measure the Level of Reflective Thinking. Assessment & Evaluation in Higher Education, 25(4), 381-395.
- Otte, K.-P., Konradt, U., Garbers, Y. & Schippers, M. C. (2017). Development and validation of the REMINT: a reflection measure for individuals and teams. European Journal of Work and Organizational Psychology, 26(2), 299-313.