

RESULT PATH



Purpose

The purpose of this activity is to evaluate a process as well as to reflect on the results of the action plan regarding outcome, learning effects as well as benefit of others from what has been learned. The model aims to support deepening professional knowledge and refine skills by reflecting collectively about the outcomes of actions (reflection on action). The model enables members of the S-PLC to consider their actions and the results. Furthermore, how to proceed and what to change.

Preparation



Material

S-PLC (6-10 students)
data about the outcome of the planned actions



Room

circle



Duration

about 45-60 minutes



Target group

student teachers, student teachers in internship, students



Setting

S-PLCs in seminar or internship



Application

middle / end of the S-PLC work

Description of the Activity

The result path is a tool that can structure and target reflection on results of actions, and should determine the next move.

First: Did the actions lead to improvement or not?

- If there was an improvement, follow path 1 or 2 (visible in the model structure) which then leads to the questions to reflect on.
- If there wasn't any improvement, follow path 3 or 4.

The point is to use data when inquiring about the outcomes, so that the reflection is based on what you know (and not what you think).

Some groups do not even know if their actions have led to improvement. If they do not, the leader of the S-PLC needs to engage the S-PLC in looking back, to consider evidence of the outcomes of the actions and the process itself. The collaborative inquiry circle is an important part of building a genuine S-PLC. Questions like

- What was the outcome?
- What did we learn?
- How could others benefit from this learning?

can function as support during the reflection process.

Additional Information



Alternative

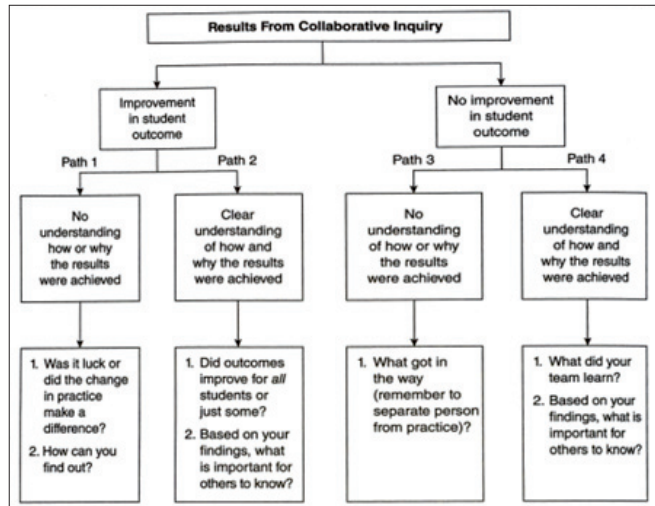
This result path can be framed within other methods like the Think-Pair-Share method.



Learn more

Donohoo, J., & Velasco, M. (2016). *The transformative power of collaborative inquiry: Realizing change in schools and classrooms*. Corwin Press.

Model Structure



Donohoo, J., & Velasco, M. (2016). *The transformative power of collaborative inquiry: Realizing change in schools and classrooms* (p. 64). Corwin Press.