DigKeyAttitudes DT

Digkey Attitudes Structure Template

General Skill

REFLECTION

Being able to critically reflect on the process and outcomes

1 PROPOSED TECHNICAL /THEORETICAL FRAMEWORKS

Reflection is a «*persistent, active and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends*» (Dewey, 1993).

In education, different practices of **Reflective teaching** aims to promote *Reflection* as «*a process where teachers think over their teaching practices, analyze how something was taught and how the practice might be improved or changed for better learning putcomes*» (Mathew et al., 2017)

2 KEY GENERAL COMPONENTS: KNOWLEDGE, ATTITUDES, SKILLS, VALUES ETC.

Reflection can be further categorized in **4 subgroups** (Ghaye, 2011):

1. Reflection-IN-action: Thinking about what your are doing while you are doing it in a given context or place *(improvisation).*
2. Reflection-ON-practice: Thinking after an event, focusing on what was significant.
3. Reflection-FOR-action: Planning to improve yourself and your teaching practice.
4. Reflection-WITH-action: Taking concrete steps to improve yourself and your teaching practice, alone or in group.

3 POSSIBLE KEY FACTORS/VARIABLES IN ONLINE TUTORING ENVIRONMENTS RELATED TO THE SKILL OF THE DIGITAL TUTOR IN VOCATIONAL TRAINING

1. In Virtual Learning Environments (VLEs), **interactions are limited** and this may reduce room for improvisation *(Reflection-IN-action)*;

2. Recordings give teachers the opportunity to reflect more in details on the outcomes of their teaching *(Reflection-ON-practice)*;

3. Teachers need to reflect more **on the kind of environment** they want to establish through the use of different digital/web tools *(Reflection-FOR-action);*

4. For *Reflection-WITH-action*, **higher technical skills** might be needed to deliver new teaching practices;

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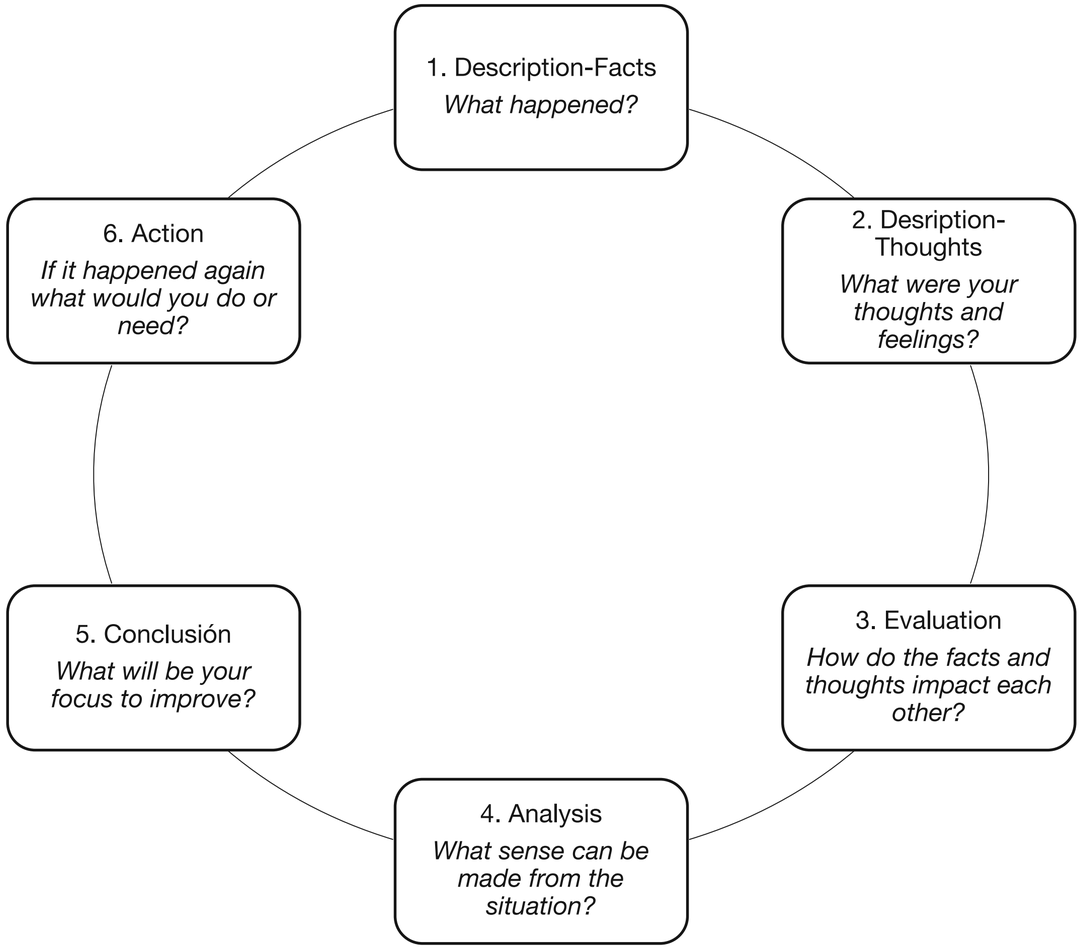
1 PROPOSED TECHNICAL /THEORETICAL FRAMEWORKS

Relaboration of Gibbs' cycle (1998)



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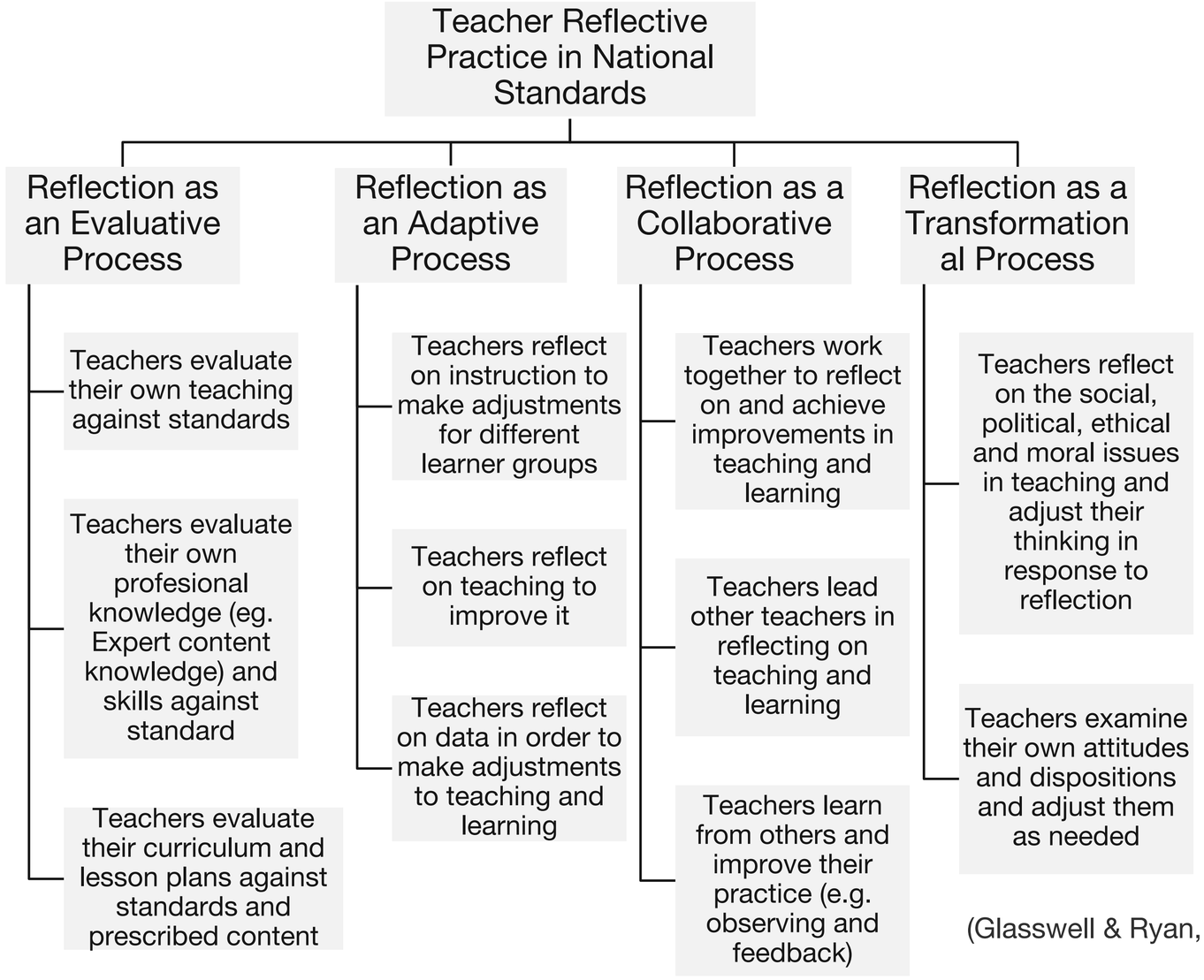
1 PROPOSED TECHNICAL /THEORETICAL FRAMEWORKS



(Glasswell & Ryan, 2017)

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2

KEY GENERAL COMPONENTS: KNOWLEDGE, ATTITUDES, SKILLS, VALUES ETC.

4 subgroups of reflection

KIND OF REFLECTION	MEANING
1. Reflection-IN-action	1. In a particular workplace; 2. Thinking on your feet, improvisation
2. Reflection-ON-practice	1. After the event; 2. On something significant
3. Reflection-FOR-action	1. For a reason or particular purpose; 2. Planning what you are going to do.
4. Reflection-WITH-action	1. Conscious future action; 2. Action alone or with others

(Ghaye, 2011; p.6)

10 action challenge

Challenge 1: Plan for Action	All Action needs to be guided by a plan
Challenge 2: Allocate for Action	Effective Action needs to be resourced appropriately
Challenge 3: Lead for Action	Action leading to improvement needs to be well led, because much depends upon the exercise of power, influence and persuasión
Challenge 4: Strengthen for Action	Who or what needs to be strengthened, if Action leading to improvement is to stand a chance?
Challenge 5: Mobilise for Action	Action needs enthusiasm and motivated people to initiate it and keep it going
Challenge 6: Clarift for Action	If you havent explained to staff why they need to act differently, they are unlikely to change what they are currently doing
Challenge 7: Cultivate for Action	Better, rather tan simply different, Action requires an understanding of each person´s gifts and talents
Challenge 8: Integrate for Action	Action for improvement often requires new and different ways of working to overcome functional barriers (´We do this, in this way here´) and cultural barriers (´This is why we do what we do, everyday, with those we work with´)
Challenge 9: Wire for Action	Some Action requires the support of modern (information) technologies – fast, accurate, useable, and well-managed information (knowledge) systems are required
Challenge 10: Re-energise for Action	Any Action takes energy; energy management and renewal are important to combat fatigue

Source: Redwood et al. (1999).

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REFLECTION

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