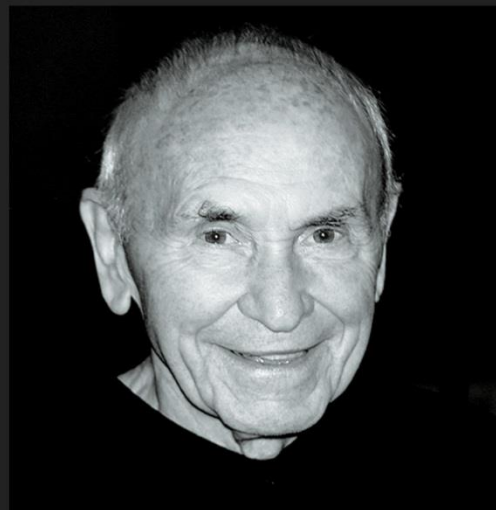
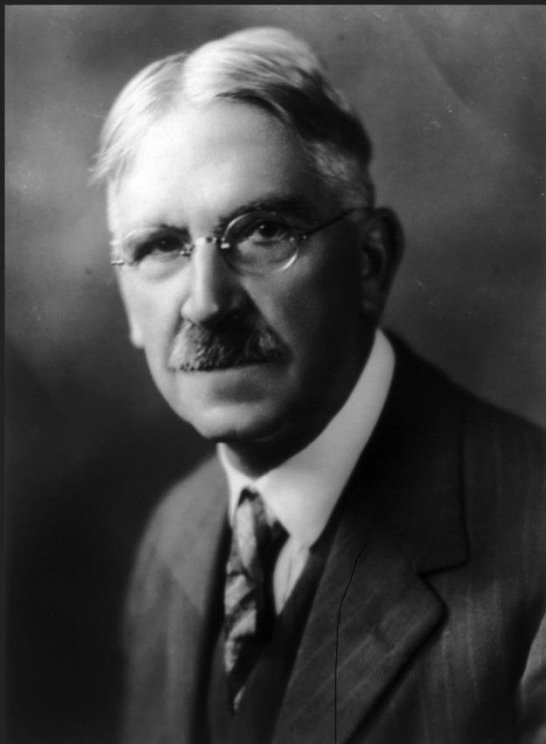


Centre for Learning and
Academic Development &
Learning Spaces

University of Birmingham



Reflection Theories and Pedagogies

Cross-disciplinary perspectives

November 2016-June 2017

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Reflection theories and pedagogies: cross-disciplinary perspectives

Organisers: Dr. Petia Petrova & Dr. Marios Hadjianastasis, Centre for Learning and Academic Development and Learning Spaces, University of Birmingham

Purpose: This seminar series explores the different ways reflection is conceptualised, taught and assessed within different disciplinary contexts. It is intended to help academics involved in the teaching and assessment of reflection to develop a shared expertise in reflection pedagogies.

Venue: Centre for Learning and Academic Development & Learning Spaces, Glynn Rooms, Watson Building, University of Birmingham, Birmingham B15 2TT

Bookings: Given the nature of the series we recommend that you consider attending all of the seven seminars if practicable. To book, please e-mail pgcertcoursebookings@contacts.bham.ac.uk and indicate which of the seminars you intend to attend.

Readings: Many of the contributors have identified resources for further reading. 'Key reading' suggestions may be best read, if practicable, prior to the session. 'Additional resources' suggested will allow you to further explore some of the ideas and theories presented in the seminars.

Further information: For further information contact the organisers Petia Petrova (p.petrova@bham.ac.uk) and Marios Hadjianastasis (m.hadjianastasis@bham.ac.uk).

Seminar 1: Friday 18th November 2-4pm

2.00-4.00 Discussion of theory: 'John Dewey on Reflective Thinking'

Elizabeth Staddon, Head of Arts Education, University of the Arts London

Key reading:

Dewey, J. (1910) How we Think, D.C.Heath and Co. (Chapter 1).

Seminar 2: Wednesday 25th January 2-4pm

2.00-3.00 Discussion of theory: 'Reflecting on teacher reflection: A discussion of the uses and limitations of Kolb's Experiential Learning'

Holly Henderson, Graduate Student, School of Education, University of Birmingham

Key reading:

Atkinson, D. (2004). "Theorising how student teachers form their identities in initial teacher education." British Educational Research Journal 30(3): 379-394.

Additional resources:

Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. New Jersey: Prentice-Hall.

3.00-4.00 Discussion of practice

Dr. Marios Hadjianastasis, Academic Practice Advisor, CLAD and Learning Spaces, University of Birmingham

Dr. Petia Petrova, Academic Practice Advisor, CLAD and Learning Spaces, University of Birmingham

Seminar 3: Tuesday 28th February 2-4pm

2.00-3.00 Discussion of theory: Jack Mezirow and Donald Schön

Deborah Davidson, Senior Fellow, Organisational Development & Leadership, Health Services Management Centre, School of Social Policy, University of Birmingham

Key reading:

Chapter 2: From Technical Rationality to Reflection-in-Action (p.21-69) in Schön, D.A. (1982). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

Mezirow, J. (2009). *An Overview on Transformative Learning*. In K. Illeris (Ed.), *Contemporary Theories of Learning: Learning theorists in their own words* (pp. 90-105). Abingdon, Oxon., UK: Routledge.

Additional resources:

Mezirow, J. (1997). *Transformative Learning: Theory to Practice*. *New Directions for Adult and Continuing Education*, 1997(74), 5-12.

Schön, D.A. (1982). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

3.00-4.00 Discussion of practice

Dr. Celia Greenway, Director of Education, School of Education, University of Birmingham

Dr. Nicki Ward, Lecturer in Social Policy and Social Work, School of Social Policy, University of Birmingham

Seminar 4: Tuesday 28th March 2-4pm

2.00-3.00 Discussion of theory: Stephen Brookfield

Professor Kiran Trehan, Professor of Leadership and Enterprise Development, Birmingham Business School, University of Birmingham

Additional resources:

Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.

3.00-4.00 Discussion of the application of theory into practice: 'Somatic Learning – Bringing the Body into Critical Reflection'

Dr. Clare Rigg, Senior Lecturer, University of Liverpool Management School and Editor-in-Chief *Journal of Action Learning: Research and Practice*

Additional resources:

Cotter, R., Pässilä, A, & Vince, R. 2015. New Directions in Researching Critical Reflection in Organizations. Chap 14 in J. Fook et al (eds.) Researching Critical Reflection: Multidisciplinary Perspectives. London: Routledge

Cunliffe, A. & Coupland, C. 2011. From hero to villain: Making experience sensible through embodied narrative sensemaking. Human Relations. 65(1): 63-88

Seminar 5: Tuesday 25th April 2-4pm

2.00-4.00 Discussion of the application of theory into practice: Peshkin

Dr. Caroline Bradbury-Jones, Reader in Nursing, School of Nursing, University of Birmingham

Key reading:

Bradbury- Jones C. , Hughes S.M. , Murphy W. , Parry L. & Sutton J. (2009) A new way of reflecting in nursing: the Peshkin Approach. Journal of Advanced Nursing 65(11), 2485–2493. doi: 10.1111/j.1365-2648.2009.05144.x

Seminar 6: Tuesday 16th May, 2-4pm

2.00-3.00 Discussion of theory: ‘Baxter Magolda and self-authorship’

Dr. John Peters, Head of Academic Practice, Newman University

Additional resources:

Magolda, M.B.B., 2008. Three elements of self-authorship. Journal of College Student Development, 49(4), pp.269-284.

3.00-4.00 Discussion of practice: ‘Modelling Reflection’

Dr. Ruth Whittle, Senior Lecturer in German Studies, Department for Modern Languages, University of Birmingham

Key reading:

Resources for Reflective Learning section from Moon, J (2004) A Handbook of Reflective and Experiential Learning , Routledge Falmer, London, available from <http://www.cemp.ac.uk/downloads/resourcesforreflectivelearning.doc>

Seminar 7: Friday, 9th June, 2-4pm

2.00-3.00 Discussion of the application of theory into practice: learning through critical enquiry in higher education

Professor Michael McLinden, Deputy Head of School of Education, University of Birmingham

Professor Elizabeth Cleaver, Director of Learning and Teaching, University of the West of England

3.00-4.00 Plenary: Implications for future practice and research
