The Reflective Practitioner – das eigene Tun wahrnehmen

Online-Workshop am 23.11.2021

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Vorab: Abfrage der Erwartungen und Fragen in einem Mirobaord

Online-Workshop

Workshop- Struktur, Inhalte und Aufgaben auf Folie 3 bis 9

Inhaltliche Auseinandersetzung

Ab Folie 10

Agenda

Wann	Was	Was
16:00 – 16:15	Begrüßung, Erwartungen https://miro.com/app/board/o9J_lieMaQI=/?invite_link_id=606349119227 Passwort: Reflexion21	Jutta Pauschenwein Alle
16:15 – 16:30	**Einführung in die Arbeit von Schön** & Aufgabenstellung	Jutta P

16:30 – 17:15	**Auseinandersetzung** mit den Materialien & **Reflection-in-action**
	
	Notieren auf dem Miroboard:
	   – Was habe ich gelesen?
	   – Was löst das bei mir aus?
	   – Wie ging's mir bei der reflection-in-action?
		Einzelarbeit
		Ergebnisse auf Miro

17:15 – 17:30	Kaffeepause	
17:30 – 18:00	**Diskussion**	Alle
18:00 – 18:30	**Transfer** & Feedback zum Workshop	Alle

Worum geht es?

Knowing-in-action

- knowing-in-action is the characteristic mode of ordinary practical knowledge (Schön, 1983, p54)

Reflection-in-action

- often stimulated by surprises they reflect their action
- Through reflection a practitioner scrutinizes the tacit understandings and can make new sense of new situations.
- When someone reflects-in-action *he/she becomes a researcher in the practice context* (Schön, 1983, p 68)

Meine Beweggründe für die Auseinandersetzung

– Ich bin als E-Learning Frau und als Lehrende eine Praktikerin

– Ich bin überzeugt davon, dass Reflexionsprozesse Lernprozesse stärken und verbessern

– Meine Training Designs beruhen auf dem Konzept learning-per-doing

– Ich nehme an meinen Studierenden, an meinen TrainingsteilnehmerInnen und an mir wahr, wie hilfreich Reflexionen sind

– Es gibt auch Widerstände gegen das Reflektieren

Ich wollte mehr über *reflective practitioners* wissen!

Sind Sie ein reflective practitioner?

Beispiel

– Sozialisiert wurde ich als theoretische Physikerin, meine Wertehaltung und meine „(Lern-)Kultur" basieren auf Logik und mathematischen Beweisen.

– Das war bald nicht mehr ausreichend.

– Durch die Auseinandersetzen mit (Online-)Lernprozessen und Online-Didaktik habe ich mich weiterentwickelt.

– Meine Wertehaltung und meine „(Lern-)Kultur" sind breiter geworden (und weniger logisch).

– Möchte ich ein Problem lösen, stürme ich zuerst in der Haltung der theoretischen Physikerin los. Die Denkweise als Didaktikerin / Pädagogin nehme ich dann erst bewusst ein.

Task

Master Content Stragegy Sem. 3.

Task 2

OBJECTIVE: Reflect the writing of one of your posts in-action.
TASK: Read my blogpost https://zmldidaktik.wordpress.com/2018/08/08/make-reflection-in-action-visible/ or watch my video https://youtu.be/n6wFz7f45XQ (not the best one ... I will improve ... maybe). Maybe you are also curios how I managed to jump from three meters using the reflection in action method https://zmldidaktik.wordpress.com/2018/09/17/jumping-from-the-three-meter-tower/.

Reflect-in-action during the process of writing a blog post. It would be ideal if you could jot down your thoughts during the process of writing. Maybe some questions can help you to reflect-in-action:
-What do you think when you write the first words?
-What are the first words? (title, footnotes, ...?)
-Do you have the whole picture of the post already in your head when you start?
-How does the post evolve?
-What is easy for you? What difficult? What needs a lot of time?
-How is your mood? Are you confident that your post will be good enough? -When do you feel insecure?
-What do you hate when writing a blog post? When does this hate emerge?
-......???
-......???
Write a post of this reflection-in-action *in your portfolio or post it* in the cos19 portfolio Slack channel (if you don't want to share it openly)

INTERACTION: Read the reflection of some colleagues and take a look at your reflection for comparison.

Materialien

- Folien (weiter hinten im Foliensatz)
- Introduction to the reflective practitioner [LINK](#)
- I'm a reflective practitioner in the field of online teaching [LINK](#)
- Make reflection-in-action visible [LINK](#)
- Jumping from the three-meter tower [LINK](#)
- Reflection-in-action: how to puzzle [LINK](#)

Aufgabe (1)

- Ein Material aussuchen, sich in den ausgewählten Inhalt vertiefen
- Im Miroboard notieren, was gelesen wurde, und eigene Gedanken, Fragen hinzufügen

Aufgabe (2)

- „Gleichzeitig" Reflection-in-Action ausprobieren, ev. auf einem Blatt notieren, WIE ich an die Aufgabe herangehe, welche Gedanken auftauchen
- Im Miroboard notieren, wie Reflection-in-Action geklappt hat, ev. auch die Gedanken, worüber ich mich gewundert habe
- Reflexionsgedanken gehören uns selbst, wir entscheiden, was wir teilen möchten.

Schön's Bücher

– *To meet challenges of their work, professionals rely less on theory than on the kind of improvisation learned in practice.*

– *Professional education should be centered on enhancing the practitioners reflection-in-action*

Schön, Donald, A. (1983). The reflective practitioner: How professionals think in action. Basic Books.
Schön, Donald A. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. Jossey-Bass.
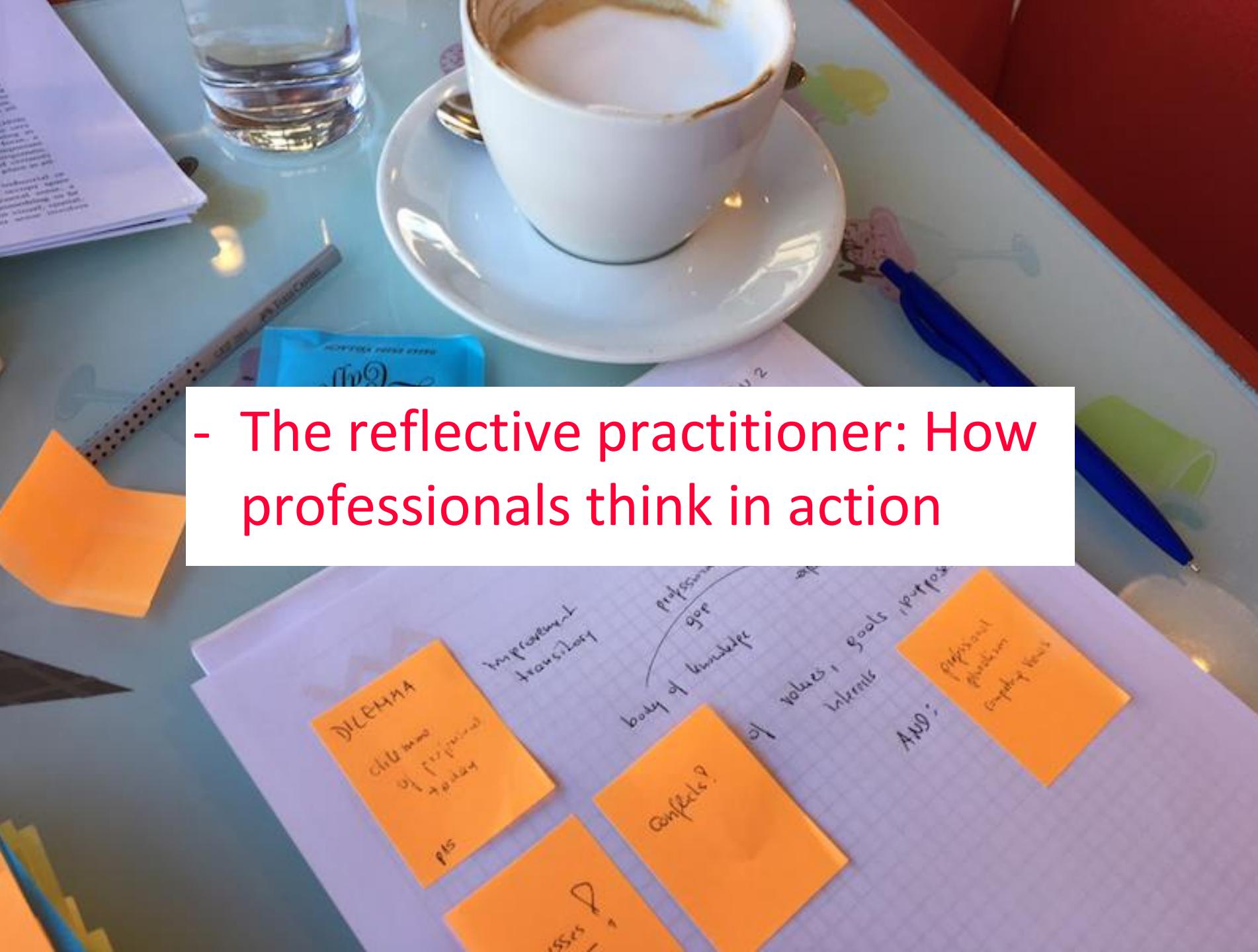
- The reflective practitioner: How professionals think in action

Background

- industrial movement contributed to an increased importance of the profession
- Professionals as doctors, lawyers, managers, teachers, military professionals...
  shape our society
- Professionals are expected to define and solve our problems
- Society depends on the work of professionals.

Crisis of Confidence

- in the last century many professional actions failed

- professionally designed solutions to public problems often didn't work

- they had negative side-effects as pollution, poverty, shortage of energy, …

- New technology couldn't fix the problems and often created new problems.

Professional practice

- situations of complexity, uncertainty, instability, uniqueness and value conflicts

- the professional knowledge cannot catch up with these new demands

- professionals are confronted with "messes" – dynamically changing, complex and connected problems

- professional pluralism and competing theories

Professional practice (2)

Nevertheless practitioners of all fields somehow succeed

- to make sense of complexity and

- to reduce ucertainty in their day-to-day practice.

The art of practice appears to be learnable for individuals :)

Challenges for teachers

- professional pluralism reduces the teachability of this practice.

- educators struggle to describe manifold processes in terms of the model of professional knowledge

# Model of Technical Rationality

- *professional activity consists in instrumental problem solving made rigorous by the application of scientific theory and technique* (Schön, 1983, p. 21)
- Professional work is based on general principles with respect to specific (standardized) problems.

Therefore: educators train specialized skills based on an underlying theory.

Model of Technical Rationality (2)

- focus on problem solving

- gap between professional knowledge and demands of real world practice

- Within the model of Technical Rationality professionals resolve problems by *cutting the practice situation to fit professional knowledge* (Schön, 1983, p. 44)

- In this way professionals are misreading situations or manipulating them

- The model of Technical Rationality is **incomplete and limited** and therefore **not entirely useful for the education** of professionals.

*When ends are confused and conflicting there is as yet **no** problem to solve"*
(Schön, 1983, p 41).
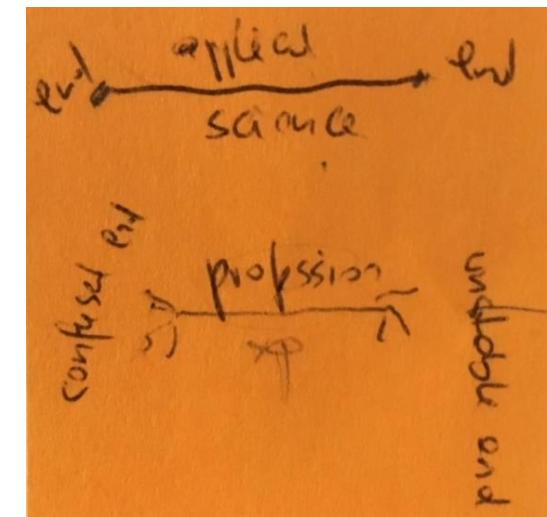
Knowing-in-action

- Our knowing is ordinarily tacit and implicit in our actions

- knowing-in-action is *the characteristic mode of ordinary practical knowledge* (Schön, 1983, p54)

- professional practice also includes repetition => practitioners develop a repertoire of expectations, images, and techniques

- In this way the knowing-in-action becomes increasingly tacit, spontaneous, automatic.

Reflection-in-action

- Ordinary people and professionals think about what they are doing

- often stimulated by surprises they reflect their action

- Through reflection a practitioner scrutinizes the tacit understandings and can make new sense of new situations.

- When someone reflects-in-action he/she becomes a researcher in the practice context (Schön, 1983, p 68)

- *Nevertheless, because professionalism is still mainly identified with technical expertise, reflection-in-action is not generally accepted as a legitimate form of professional knowledge.* (p 69)

- *Uncertainty is a thread* (p69)

Pattern in reflection-in-action

- Ordinary people and professionals think about what they are doing

refective conversation with the situation (p 268)

- problem of making/understanding something

- open to discover phenomena incongruent with initial problem

- reframe problem => frame experiment

- draw on elements of the familiar repertoire

- formulate new hypothesis

Constants of a discipline

- media and language to describe the discipline (the repertoire),

- the appreciative system (*) with respect to problem setting, evaluation of inquiry and reflection (ähnlich wie Wertehaltung, Kultur in einem Fachgebiet),

- the underlying theories how to make sense of phenomena and

- the role frames – based on their institutional settings – seen as filter that influences how practitioners define their professional responsibilities.

(*) The term appreciate system was defined by Geoffrey Vickers

Are you a reflective practitioner?

Example

- As former theoretical physicist my appreciative system is based on logic and mathematical proofs.
- My approach has further developed after many years in the field of university teacher training and doing research in online pedagogy
- Now my appreciative system is broader and less logic.
- When I have to solve a problem the mindset of the physicist comes first and it is conscious work to include the mindset of a pedagogue as well
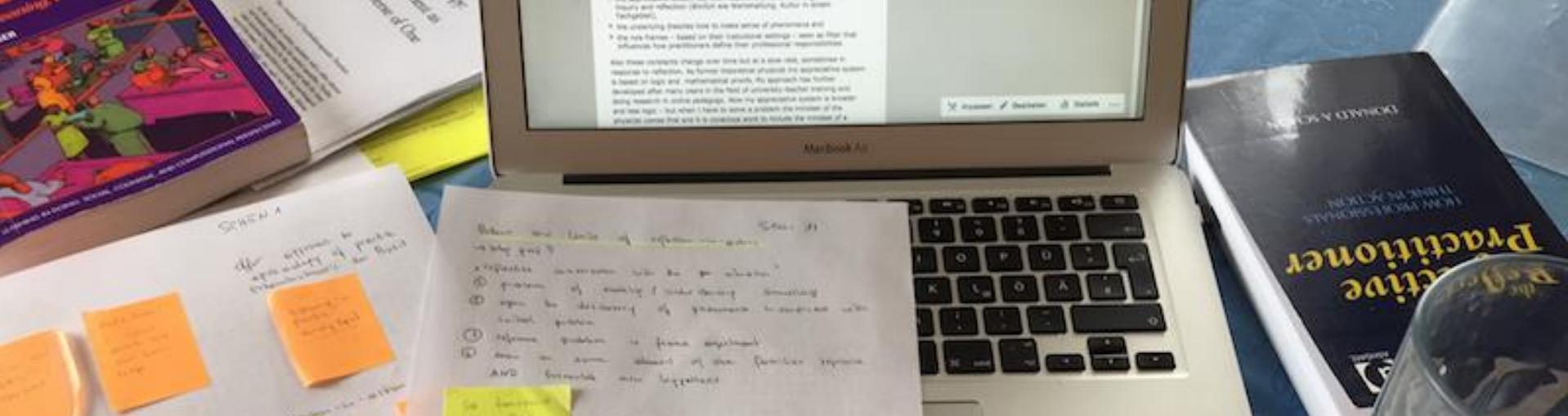
Educating the reflective practitioner
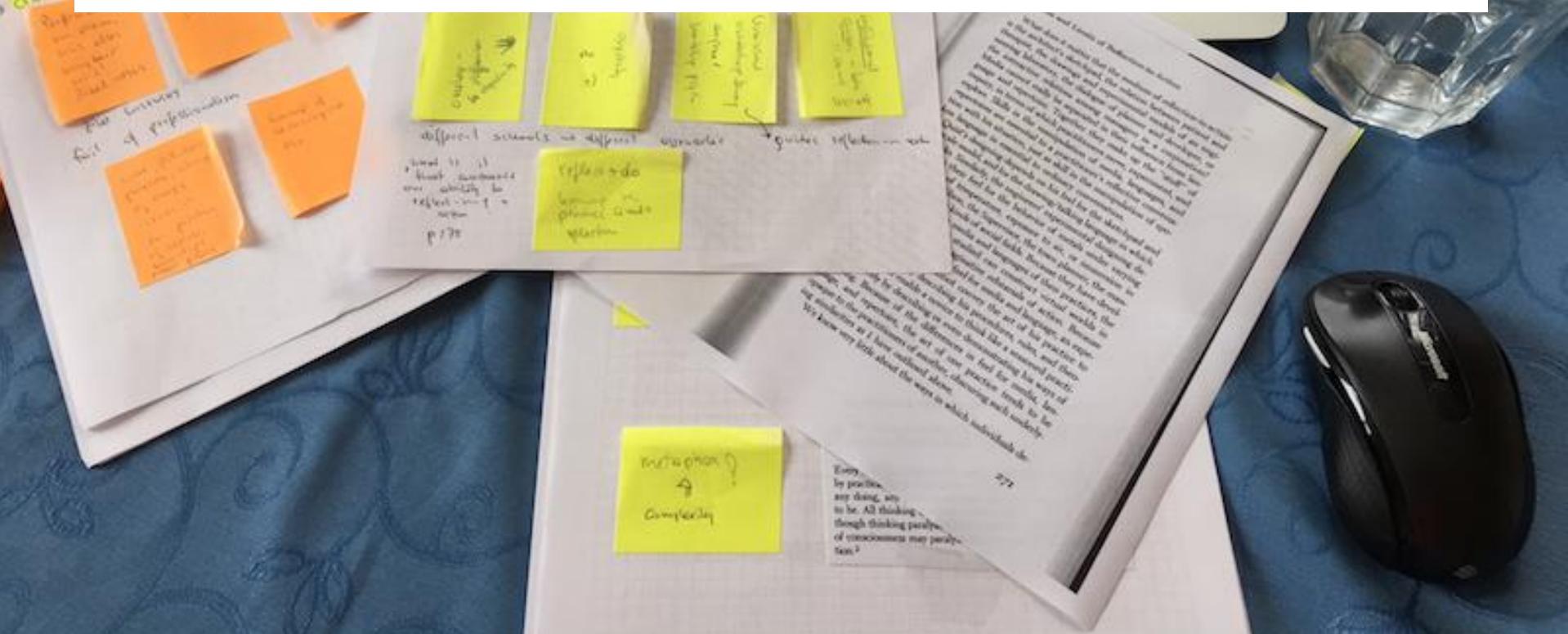
Zwischenstopp

Reflective practitioner

Learning per doing AND coaching in the artistry of reflection-in-action (Schön, 1987, p 41).

Hands-on activities (John Dewey)

Zwei wesentliche Aspekte der Reflexion

Unterschiedliche Perspektiven einnehmen

Empathie für das Gegenüber, sich einfühlen - auch in die Situation, was da passiert

(Emotion spielt eine Rolle)

(Gespräch mit Gert Lyon, Juli 2018)

Experimenting

Definition: *to experiment is to act in order to see what follows* (Schön, 1987, p 72)

- exploratory experiment - without predictions / expectations

- move-testing experiment - affirmed when happens what was intended

- hypothesis testing

Difference practitioner/researcher

- practice context is different from the research context

- researcher wants to understand things

- practitioner wants to change things

Test hypothesis

- by a move to effect a desired change or

- by a probe to explore the situation (Bezug zu Complexity Theory)

- hypothesis testing is limited in practice - the practitioner changes the phenomena during experimenting (p 74-75)

- useful: virtual worlds

Dialogue between coach and student

Telling and listening

- instructions are always incomplete

- instructions are ambigous, strange

=> vary the strategy of description

Demonstrating and Imitating

- students copy

- attend to the process of action and reflect-in-action - in comparison with the skillful performer

Combining telling/listening with demonstrating/imitating

Ladder of reflection

- designing / doing

- description of designing - appreciation, advice, criticism, references

- reflection on description of designing - what does you / she mean , when you/she says ..

- reflection on reflection on description of designing - reflect the dialogue itself

A sucessful dialogue need not end with the student's compliance. The student may discover that she does not want to learn what the teacher has to teach.

Vielen Dank für Ihre Aufmerksamkeit!

Jutta Pauschenwein

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