



**教学实践自我评估表**

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| **学员姓名: 詹姆斯·埃文斯** | **观察号码：4** | | **观察日期**  **22/10/2018** |
| **你需要描述你的实践如何反映良好实践的理论和/或模型。（400个词）**  **记录的成就和行动点会提示你个人发展规划。** | | | |
| **My chosen topic of delivery for my observed session was experiential learning. I planned for the learners to participate in group discussion, complete collaborative activities and present their ideas to the class. It was evident that learners were willing to work in groups and it transpired that more able learners were supporting less able learners to explore new ideas and relevant theory.🗸 I observed individuals sharing their ideas with their peers and constructing knowledge between themselves. This is reflective of Vygotsky’s zone of proximal development, as discussed by McLeod (2018), 🗸 as learners were guiding their peers into unfamiliar learning territory which provoked cognitive exploration of the topic being taught. This was noted as a successful characteristic of the session on my tutor feedback. 🗸**  **我在观察过程中选择的演讲主题是体验式学习。我计划让学员参与小组讨论，完成协作活动，向全班展示**  **自己的想法。很明显，学员愿意在小组中工作，而且更有能力的学员会支持能力较弱的学员去探索新的**  **想法和相关理论。我发现个人与同伴分享他们的想法并在他们之间构建知识。这反映了维谷斯基（Vygotsky）**  **的近端发展区,如麦克劳德所谈及的一样(2018),学员在指导同伴有关陌生的学习领域引时激发了本主题中教过**  **的认知探索。这在我的导师反馈中被当作是一个课程成功的特点。🗸**  **Considering this, it is important to be honest when reflecting on my practice. Bolton (2014) discusses principals of reflection, suggesting “the principals which underline critical reflective practice enable practitioners and students to become meaningfully involved”. (P24) It was suggested within my tutor feedback to consider my intervention during independent tasks. At times, I was scaffolding the students more than necessary and this was obstructing learners from struggling during enquiry and research exposure. 🗸Upon reflection, it is important to consider my role within the classroom during independent activities, remembering to scaffold at appropriate times, ensuring learners have time to wrestle with concepts before teacher intervention. Respecting the theoretical ideology of scaffolding in relation to adult-directed study will ensure I provide learners with sensitive and challenging support, not dictated, directive instruction. Verenikina (2008). This is something I will continue to reflect upon and develop within my practice.** **🗸**  **考虑到这一点，在反思自己的实践时，实话实说是很重要的。Bolton(2014)讨论了反思的原则，认为“强调批判性反思实践的原则使实践者和学生更有参与感”。(P24)在我的导师反馈中，建议把独立任务中的干预考虑在内。有时，我为学生提供比其本身所需更多的帮助，这其实是阻碍学员在调查和研究期间的努力。经过考虑,在独立活动中对我的角色进行考虑很重要，需要在适当的时间提供帮助，以确保学员在老师干预前有时间和概念做一番斗争。尊重与成人学习相关的支架式理论观念，将确保我为学员提供敏感和具有挑战性的支持，而不是口授的、指导性的指导。弗瑞尼基纳（Verenikina）(2008)。这是我将在实践中继续反思和拓展的东西。🗸**  **Throughout the session the learners were instructed to create PowerPoint presentations on relevant experiential learning theory. Noting the relevance of the task planned, it is important to reflect on the potential challenge encompassed within the activity. Considering Bloom’s taxonomy as discussed by Cruzon(1997) it was evident that learners were facilitated throughout the lower order skills of the cognitive domain, researching and regurgitating relevant theory. This was apparent during learner feedback, as many of the presentations reiterated the same information. Upon reflection, it is paramount to provide learners with activities which stretch and challenge🗸 them into the realms of application, evaluation and synthesis. Petty (2004) discusses factors of motivation for learning, highlighting the importance of learning being differentiated and open to challenge more able students. Upon reflection, I need to ensure learners are provided with a range of challenges throughout the session. For e.g. learners can apply🗸 relevant theory to a range of new situations to demonstrate their understanding of the topic.**  **在整个课程中，引导学员制作关于相关经验学习理论的幻灯片演示。注意到计划任务的相关性，反思存在于**  **活动中的潜在挑战很重要。想想布鲁姆的分类法，正如克鲁森(1997)所提到的，很明显，学习者通过认知领**  **域的低阶技能，研究和反馈相关理论而得到促进。这在学员的反馈中说的很清楚，许多课堂报告都在重复相同的信息。经过再三考虑，为学员提供丰富教学活动是重中之重，将他们所学内容延伸和引导到应用、评估和综合的领域。**裴迪**(2004)讨论了学习动机的因素，强调了分层和开放学习的重要性，从而对更有能力的学生发起挑战。经过思考，我需要确保在整个课程中为学员提供一系列挑战。例如，学员可以将相关理论应用到一系列新的情境中，以展示他们对主题的理解。**  **References**  **参考文献**  Bolton, G (2014), *Reflective Practice, Writing and Professional Development,* Fourth Edition, SAGE Publications Ltd, London (P24) **🗸**  波顿，G(2014),《反思实践、写作和专业发展》，第四版，赛吉出版责任有限公司，伦敦(P24).  Curzon, L, B (1997) *Teaching in Further Education: An Outline of Principals and Practice,*  5th Edition, Great Britain, Redwood Books**🗸**  柯曾，L，B (1997)《继续教育中的教学:原则和实践大纲》,第5版，大不列颠，雷德伍德图书.  McLeod, S (2018), *The Zone of Proximal Development and Scaffolding,* Simple Psychology [online] Available from: <https://simplypsychology.org/Zone-of-Proximal-Development.html> [Accessed on 26/10/2018 @ 21.35] **🗸**  麦克劳德,(2018),“近端发展和脚手架式协助区，简单的心理学”［线上］查阅网址：<https://simplypsychology.org/Zone-of-Proximal-Development.html>［取自26/10/2018 @ 21.35］  Petty, G (2004). *Teaching Today: A Practical Guide,* 3rd Edition, Cheltenham, Nelson Thornes Ltd. **🗸**  裴迪，G(2004).《今日教学：实用向导》，第三版，契尔滕汉姆，尼尔森·索恩斯责任有限公司.  Verenikina, I (2008), *Scaffolding and Learning: It’s Role in Nurturing New Learners,* Faculty of Social Sciences, University of Wollongong Australia [online] Availiable from: <https://ro.uow.edu.au/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1043&context>=  edupapers [Accessed on 26/10/2018 @ 19:23] **🗸**  **弗瑞尼基纳,** I (2008),“脚手架式支持和学习：伍伦贡大学社会科学学院在培养新生方面的作用” [线上]查阅网址：<https://ro.uow.edu.au/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1043&context>=  edupapers ［取自26/10/2018 @ 21.35］**🗸** | | | |
| **2.** Progress on targets from previous observation **and impact** of progress on the teaching and learning experience must be listed below.  从上次观察所得到的目标进展和该进展对于教学经验所产生的**影响**需要在下面列举出来。 | | | |
| Action point  行动点 | | Progress to date and impact of progress on the teaching and learning experience  当前进展和该进展对于教学经验所产生的影响 | |
| Stand back and observe more  往后站，多观察 | | This is something I am continuing to work on and develop during my intervention with students at learning checkpoints.**🗸☺ I am seeing you do this more**  这是我在学生学习的检验点上进行干预时一直都在做并不断发展的事。**🗸☺我看到你的日积月累** | |
| Avoid redundant questions  避免赘述的问题 | | I have worked on my use of questioning and provided space for more Socratic questioning, giving more meaning and depth to the quality of questioning  我一直致力于问答环节的使用，并为更多苏格拉底式问答留够空间，在问答环节质量上，让它更有意义和深度。  **🗸☺ I am seeing you do this more – good questioning is an underrated skill it comes form year of practice but more than that form deliberate practice**  **What do I mean by deliberate practice ??**  **🗸☺我看到你在日积月累—-好的问答环节是被低估的技巧，他需要多年的练习，而不是刻意的练习**  **我所说的刻意的联系是指什么？** | |
| 3. Targets for further development based on the experience of this lesson (BULLET points only)根据本节课的经验提出的未来发展的目标（仅填写要点） | | | |
| * Stand back and let the learners struggle more. See comment 1 above   往后站，让学员自己多挣扎一番。见上面的评论1 | | | |



Professional Certificate in Education/

Professional Graduate Certificate in Education

教育专业证书/教育专业研究生证书

**Post compulsory Education and Training** **(PcET)**

**高等义务教育与培训(PcET)**

**Module:** **PROFESSIONAL PRACTICE YEAR II**

**模块：专业实践第二年**

**Evaluation of Classroom Observation Form**

**Observation 4**

**教室观察表的评估 观察4**

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| --- | --- |
| **Student Name: Jamie Evans**  **学生姓名：詹姆斯·埃文斯** | **Observation 1 Year 2**  **观察1 第二年** |
| **Criteria：标准：**  **Links between theory and practice**  **理论和实践的联系**  **Written communication skills**  **书面沟通能力**  **Suggestions for improvement in classroom performance**  **课堂表现的改进建议** | **Comments:**  **评价：**  Jamie once again your fourth evaluation is clear, coherent and analytical. There are some very good links between theory and practice in the evaluation. The evaluation does demonstrate commitment to improvement of practice with one appropriate target identified. Feelings are part of reflection and drive behaviours so don’t be afraid of reflecting further on how you felt in the session. 吉米我想再提一下你第四次的评估依然条理清晰，思维连贯。评估中有很多理论和实践之间很好的关联点。评估确实做到了改进实践，并确定了一个适当的目标。感觉是反思和驱动行为的一部分，所以不要害怕进一步反思你在课程中的感受。  Feedback from lesson observation covers this. A very successful session. I was particularly happy that you felt comfortable taking a risk in the lesson – unless we take risks how can we develop ☺ We encourage our students to step out of their comfort zone and so we need to show that we are willing to do the same.  课程观察的反馈涵盖了这部分。是一节非常成功的课程。我对于你能够欣然接受地在课堂中冒一次险感到非常开心——如果我们不承担风险，我们怎么能发展下去呢。☺我们鼓励我们的学生走出他们的舒适区，因此我们需要表现出我们也愿意这样做。 |
| **Lecturer Name: Phil Jones**  **讲师姓名：菲尔·琼斯** | **Lecturer Signature: PWJones**  **讲师签名：PWJones** |