

KNOWING ME, KNOWING YOU

Experiential learning, empathy and the art of reflection



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**IB AFRICA, EUROPE & MIDDLE
EAST REGIONAL CONFERENCE
ROME 2014**

Intellectual


Procedural

**Memorial /
Confessional**



REFLECTING

**ISTA PORTHLEVEN INTERNATIONAL
YOUTH THEATRE 2012**



Recording Reflection

SEARCH Museum Gosport 2009

Recording to reflect



SEARCH Museum Gosport 2009

Reflecting on documentation



SEARCH Museum Gosport 2009

- Reflection
- Recording reflection
- Writing to reflect
- Reflecting on the documentation

Think of a significant moment in your life

Visualise it and describe it using **ONLY**
the senses

and work. Teacher defines a profession as opposed to a class
 adoption of a role, doctor comes out of profession, a student
 one on oneself in order to do one's job successfully. The
 time is, I feel, through various kinds of differentiation the human
 from the profession so that the two become indistinguishable

Human Being
 ↓
 Adoption of Role
 ↓
 Teacher

Relationship I should be aware
 human being ↔ teacher

LEARNING

2) Apperceptive Anatomic
 emotional life, living, disliking, relationships in
 both "self" is part of classroom group but also member of his
 group

Class group Family group
 ↓ ↓
 ethnic group ← self → gender group
 ↑ ↓
 friendship group sexuality group

Do groups make the self? ↓ Is there a continuity of self?

JOURNALS

Journal

It was an exciting and interesting experience and the
 the excitement was apparent in that group at the end of it.
 a secondary school teacher his group members, and he
 with it, a number of group members in terms of affecting the
 program activities. The need to be given some role taking
 considerable attention and continuously asking questions and
 their immediate energy and growing for themselves. At the
 they were displaying enthusiasm and they following a lot
 of questions they do the end of the day's and continued at
 I wanted to be a secondary school teacher and the end of
 enjoyed working in the school from one subject to the other of
 that secondary school members. The quality of teaching is
 which is essential to make them interest and to make
 understandable.

The school and not go on planned activities in which
 that will make any of the children in progress with the
 of their life.

When being in the school being made possible available for
 but should be just a one day school because they are
 all working in many ways in they need to be supported up
 The individual members can they understand to make sure
 from just notes and exercises. There are many things to be
 different with the school system and they can help to be
 different and they can help to be different.

Journal

2) Do problems which is understood or not
 1) What is the difference between self and group?

27 28

29 30 31 32

33 34 35 36

37 38 39 40

41 42 43 44

45 46 47 48

49 50 51 52

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97 98 99 100

T E M P O R A L

Present experience/learning

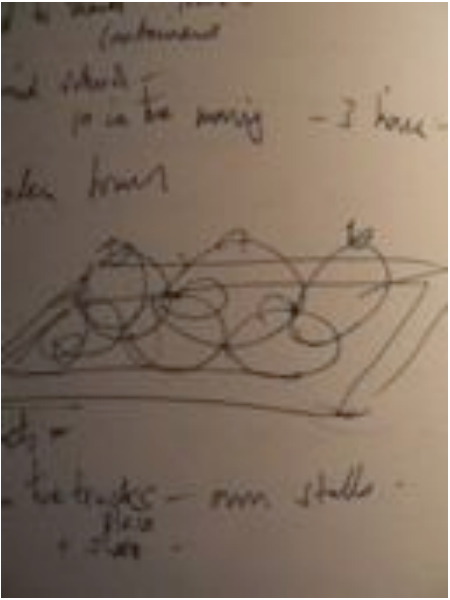


Past experience/learning

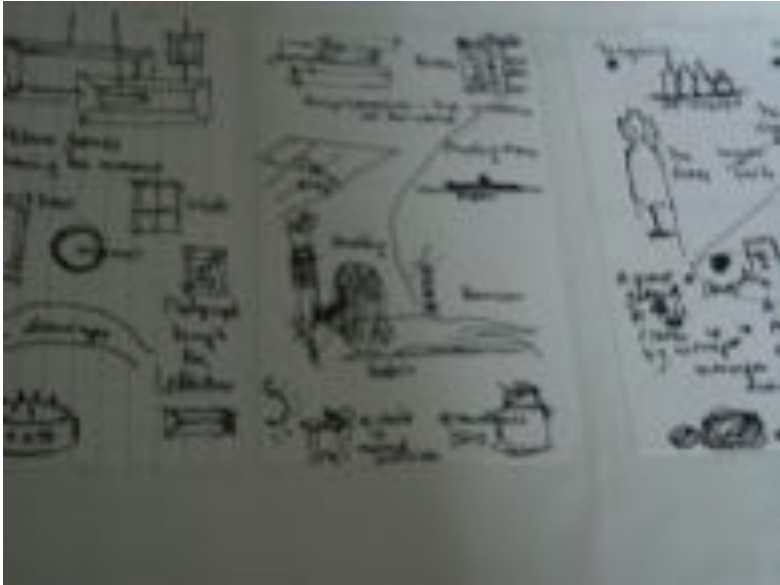


Future experience/action

Describe it using ONLY emotions and thoughts – what it felt like then, what you were thinking, feeling at the time



PROCEDURAL



... year
fury low I had an insight
abstract yourself in relation
- see yourself in the 3rd
up, projecting the image of
the future - this will be
on - so that it takes
time + you lose track of

Memorial/ Confessional

... talked about life coming full circle, one
ending and another beginning + I thought of
visiting York this New Year and completi
de - after 10 years.

The little circles have been completed - I
as lives since then + the States is a new
er, its arc full and turning all the
lag ago life before that seems. I
kills me + now here in Florence,
up, I see this city I once lived in
er - its remote - but I think of Al

... of discovery, the States
no - suddenly in a blinding moment of ac
- awareness, but slowly, like blinding blo
rediscovered all that was untapped
excavation, ~~now~~ but I have mined
and lived with it for too long,
to I wish the equilibrium returns, but
still unsettled.

It's a beautiful day outside - Michael's
out onto a tree, clear and sharp
ide light, the branches not yet green
promise of spring in the sunshine + the
The scent of lemon sunset after



What about the photograph?

July 1986
Castle Howard
Yorkshire

Explain the significance of this moment- what impact did it have on who you are, how you think, feel, act?



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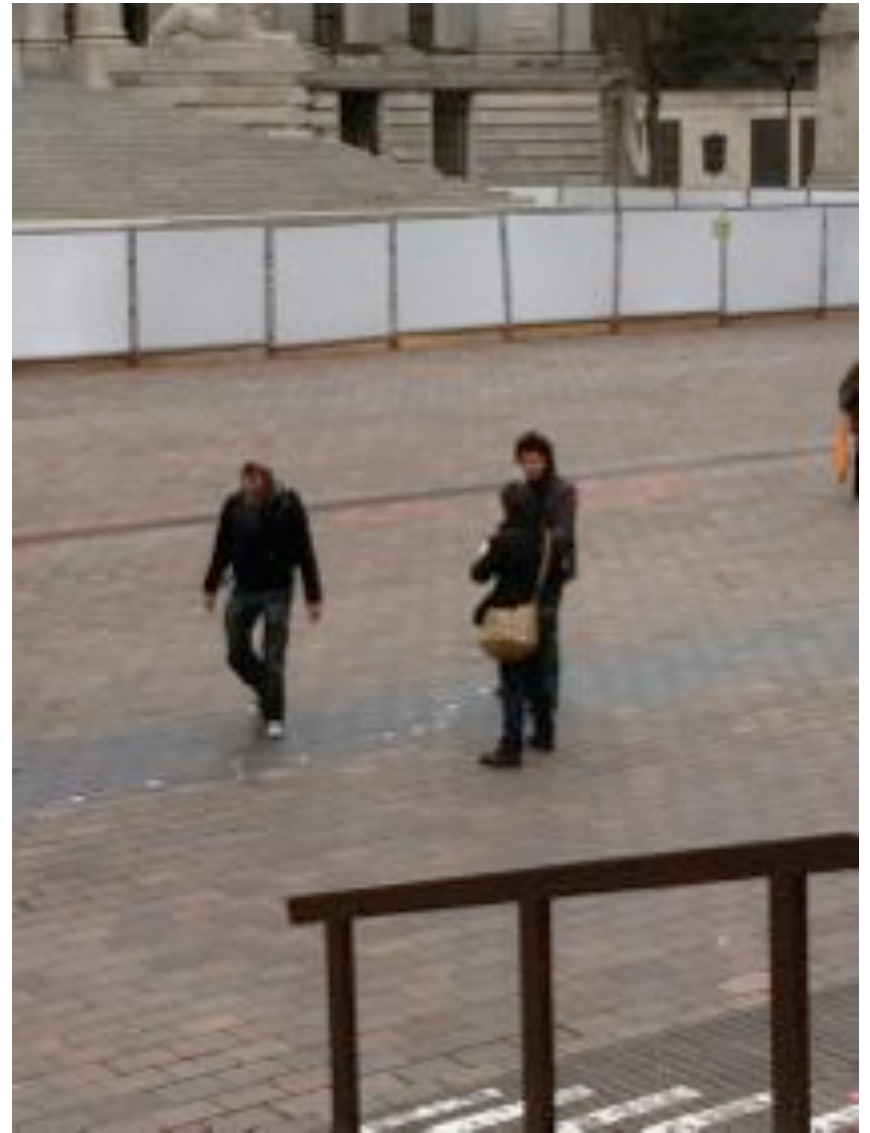
FINDING YOUR VOICE



COLLABORATIVE REFLECTION



'The Lost Hour', Young Writers, Portsmouth 2012



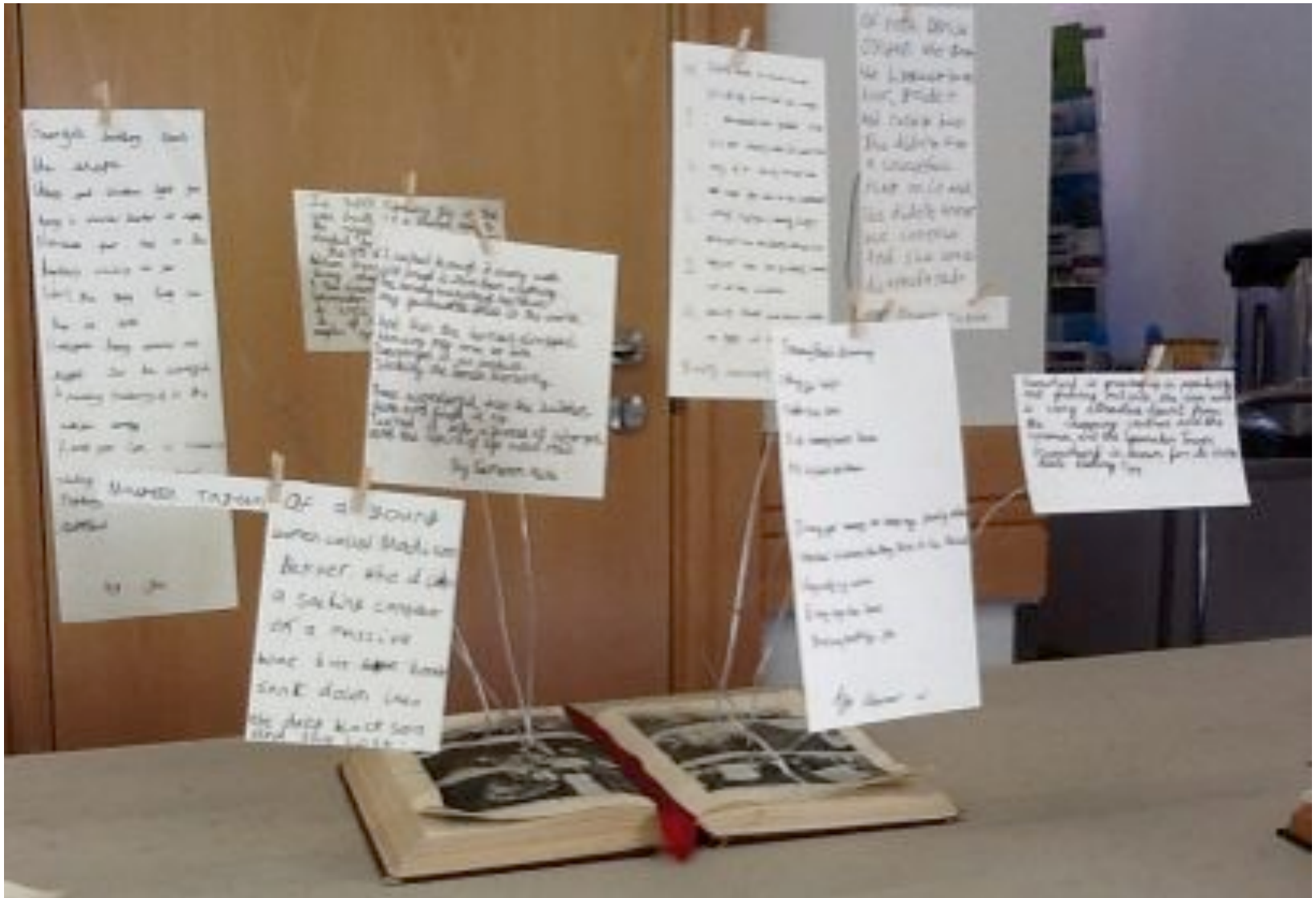
'The Lost Hour', Young Writers, Portsmouth 2012



Portsmouth Memory Project 2011



Portsmouth Memory Project 2011



Portsmouth Memory Project 2011



Using each other as inspiration

New Theatre Royal Young Writers 2011

ACTION



- Sharing reflection
- Creating shared knowledge

CASE STUDY

Terezin Memorial

Czech Republic



RESPONDING TO AND LEARNING FROM SITE
AGES 14-17





AFFECTIVE RESPONSE



EXPERIENCE
THINK **FEEL**

AFFECTIVE/COGNITIVE RESPONSE



REFLECT
LEARN
THINK FEEL

ORIENTATE



where am I? - present

where have I been?- past

where am I going?- future

POSITION



**Where do I stand in relation
to *this* and *that*
to *here* and *there*?**

ACT



What do I *do*?



The Reflective Teacher, The Reflective School

IMPLICATIONS FOR TEACHERS



RECORDING REFLECTION

- **Intellectual**
- **Procedural**
- **Memorial / Confessional**

TYPES OF REFLECTION

- Reflection
- Recording reflection
- Writing to reflect
- Reflecting on the documentation



TEACHING REFLECTION



- Patterning
- Meaning making
- Impact
- ‘Othering’
- Application and action



Thank you