The project – embedded writing instruction within the discipline
The Embedding Project

- HEPPP funded 2013 – *Bridging Socio-Cultural Incongruity in the Education Curriculum* (BIEC)
- EDUF1019, a core first year unit in the Bachelor of Education
- 455 students
- The reflection report identified by the Unit of Study as a problem area
- Students not grasping the idea of moving between practice, theory & reflection in critical reflection
- Project team members:
  - Unit of Study coordinator
  - HEPPP application project leader
  - Learning Centre team
  - Unit of Study tutors
Flowchart overview of the project

**WEEK 4** Online Task

During Week 4, you will 'mark' a critical reflection report using the same marking criteria that will be used by your tutors to assess your report (due in Week 10).

*Download and print off the marking criteria and bring it, with your marking grade entered on it, to Week 5 Tutorial.*

**WEEK 5** Tutorial Activity

In Week 5 Tutorial, you will be given a sample critical reflection report annotated to show:
- Sections identified as demonstrating critical reflection
- How it meets the marking criteria
- The language and structure of the report

You will also work in small groups to do some learning activities with the report and share your findings with the tutorial group.

**WEEK 9** Tutorial Activity

You will bring to your tutorial a draft of your own critical reflection report.

You will swap your report with others in small groups and use the marking criteria to receive and provide feedback on your report drafts with your peers.

Your tutor will use any questions or concerns you might have as the basis of the tutorial discussion.

**WEEK 10** SUBMIT: Critical Reflection Report

You will hand in
1. a hard copy of your report in to the assignment box labeled EDFU 1019 and
2. lodge a soft-copy of the report to the Blackboard drop-box.

Both hard copy and soft copy of the report should be received by 5.00pm Tuesday 8th October.

Late submission will result in deduction of the marks, according to the Faculty policy.
Marking rubric activity – aligning lecturer and student expectations and understandings

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Fail</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Knowledge of Human Development (10)</td>
<td>Contains little or no understanding of key concepts and theories in human development</td>
<td>Demonstrates basic understanding of key concepts and theories in human development</td>
<td>Demonstrates good understanding of key concepts and theories in human development</td>
<td>Demonstrates very good understanding of key concepts and theories in human development</td>
<td>Demonstrates excellent understanding of key concepts and theories in human development</td>
</tr>
<tr>
<td></td>
<td>Contains little or no understanding of developmental issues related to the chosen topic</td>
<td>Demonstrates basic understanding of developmental issues related to the chosen topic</td>
<td>Demonstrates sound understanding of developmental issues related to the chosen topic</td>
<td>Demonstrates substantial understanding of developmental issues related to the chosen topic</td>
<td>Demonstrates full understanding of developmental issues related to the chosen topic</td>
</tr>
<tr>
<td></td>
<td>Contains major errors and/or includes irrelevant content</td>
<td>Contains some minor errors and/or misunderstandings</td>
<td>Contains no errors or misunderstandings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please tick the appropriate box and then write reasons for the given grade (30-50 words)

<table>
<thead>
<tr>
<th>Subject Application (10)</th>
<th>Little or no ability to apply relevant concepts and theories to classroom learning environments and learner's development</th>
<th>Demonstrates basic ability to apply relevant concepts and theories to classroom learning environments and learner's development</th>
<th>Demonstrates good ability to apply relevant concepts and theories to classroom learning environments and learner's development</th>
<th>Demonstrates very good ability to apply relevant concepts and theories to classroom learning environments and learner's development</th>
<th>Demonstrates excellent ability to apply relevant concepts and theories to classroom learning environments and learner's development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little or no consideration of pedagogical issues related to the topic</td>
<td>Attempts to consider some relevant pedagogical issues related to the topic</td>
<td>Identifies significant pedagogical issues related to the topic</td>
<td>Identifies and analyses significant pedagogical issues related to the topic</td>
<td>Identifies and critically analyses pedagogical issues related to the topic</td>
</tr>
</tbody>
</table>

Please tick the appropriate box and then write reasons for the given grade (30-50 words)

<table>
<thead>
<tr>
<th>Critical Reflection (20)</th>
<th>Little or no critical evaluation of the developmental-appropriateness of the lesson plan</th>
<th>Demonstrates basic critical evaluation of the developmental-appropriateness of the lesson plan</th>
<th>Demonstrates good critical evaluation of the developmental-appropriateness of the lesson plan</th>
<th>Demonstrates very good critical evaluation of the developmental-appropriateness of the lesson plan</th>
<th>Demonstrates excellent critical evaluation of the developmental-appropriateness of the lesson plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little or no reflection on the strengths and weaknesses of the lesson plan</td>
<td>Good reflection on the strengths and weaknesses of the lesson plan</td>
<td>Very good reflection on the strengths and weaknesses of the lesson plan</td>
<td>Extensive reflection on the strengths and weaknesses of the lesson plan</td>
<td>Systematically applies feedback/comments when suggesting how the lesson plan could be improved</td>
</tr>
<tr>
<td></td>
<td>Little or no consideration of feedback/comments</td>
<td>Basic suggestions on how the lesson plan could be improved</td>
<td>Provides relevant application of feedback/comments when suggesting how the lesson plan could be improved</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Little or no suggestion on how the lesson plan could be improved</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Week 5 Tutorial Activities

In this tutorial, you will explore in more detail the sample critical reflection report you ‘marked’ online in Week 4:

- lecturer’s feedback on the sample report
- sections identified as demonstrating critical reflection
- how the report meets the marking criteria
- the structure and language of the report
Week 5 Tutorial Activities

Lecturer’s comments and suggestions regarding the required journal reflection

How to use this resource:
1. In your groups discuss the comments made by your lecturer.
2. Decide on your answer to the questions posed by your lecturer.
3. Share these with the whole tutorial group.

Please note that paragraphs have only been numbered for this exercise. They should NOT be numbered in your report.

It’s good to see you drawing on the

colour coded using categories derived from the marking criteria and assignment instructions:

of Human Development - Theory

or lesson (Personal Identity) - see RED BOLD CAPITAL highlighted sections

graphic of class (Year 8 students) see BLACK BOLD ITALICS CAPITAL highlighted sections

- see blue highlighted sections

See note to tutors re interweaving of theory and lesson design (criterion 2)

AREA 3: Critical Reflection (e.g. by self, peers, potential changes to lesson plan, and critique of peers’ feedback)

<table>
<thead>
<tr>
<th>Para</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PERSONAL IDENTITY are a re-occurring and prominent factor of adolescence. The lesson plan developed by Phillip, Anna, Georgina, Tahirah and myself aimed to EDUCATE A YEAR EIGHT, INNER CITY SYDNEY, CO-EDUCATIONAL school, on the changes occurring within the students representations of themselves, both in the how they view themselves, and how they are viewed by others. The lesson that we devised was developed as the second lesson in a series of four lessons. This decision was made as it was decided that PERSONAL IDENTITY is too large a topic for a class of YEAR EIGHT STUDENTS to grasp with.</td>
</tr>
</tbody>
</table>

Theorists such as Piaget, Erikson and Marcia have devised theories regarding the period of adolescence as a part of development. Piaget’s book, Adolescent Rationality and Development, focuses on the role of PERSONAL IDENTITY and self-consciousness. David Moshman’s book, Adolescent Rationality and Development, Cognition, Morality and IDENTITY, (Moshman, 2011) was referred to constantly during the planning and preparation stage of our lesson plan. Moshman states in his book “No definition of IDENTITY has ever achieved universal acceptance and it seems unlikely that it ever will.” This statement we referred back to constantly due to the fact that Moshman encapsulates in this one sentence, the very essence of our lesson; personal identity is personal, one person’s opinion is going to be different to the next person’s opinion.
Language strategies for writing your critical reflection

Language Resources for Critical Reflection

MODALITY
- Modality: Words expressing degrees of certainty, frequency or obligation
  - Should expressing what you did do, and what you should have done, in your lesson plan
  - Any word choice with respect to the words which is a possible change that could develop
  - Without confrontation, the words would undermine that

EVIDENCE
- Attributing claims to outside authorities in a subjective/objective specific/general way
  - We felt that... (subjective)
  - Research or theorists such as Piaget (1951)
  - Research suggests... (related)
  - Moshman and... (related)
  - Research suggests... (related)

Excerpts from Reflective Report

The greatest strength within the plan of our lesson was the research on the theories and science of human development, which underpinned our choices for both of our lesson activities. This research we placed in the middle of our presentation, which we felt tied together our reasoning for planning our lesson the way we did. However, it was this section of the presentation that was targeted the most during feedback time. While a majority of people felt that the research was highly informative and educational, there were comments that people felt 'lost' during that section of our presentation, as there were too many hard facts and information. Suggestions to change this were to break up the information with examples and to break up the theories into sections and present perhaps one theory before each activity, as opposed to having one block of research presented.

STRATEGIES – EVALUATION; MODALITY; LOGIC

In the following paragraph (Paragraph 10), can you identify any of these resources? (approximate time: 15 minutes)

Excerpt from Critical Reflective Report

Reflection stage (3):
- Reflects on strengths & weaknesses of lesson plans
  - Evaluates strengths of the lesson based on feedback
  - Evaluates weaknesses of the lesson based on feedback
- Summarizes peers' suggestions (feedback) for change

The University of Sydney
Impact – Before

BEFORE ACTIVITIES

- * initial student evaluation and grades more positive than marker’s evaluation and grades
- * both students and expert marker commented more about theory than practice or reflection. However:
  - students less critical of accuracy of treatment of theory
  - some students equated understanding of theory with surface features such as appropriate use of referencing conventions
  - expert marker placed more emphasis integrating theory as supportive evidence for teaching practice, whereas students placed more emphasis on description of theory; confusion about how to link theory to practice
  - expert marker placed much more emphasis on the dynamic interweaving of theory and practice, and the avoidance of a naïve application of theory
Impact – After in-class activities

• student evaluations and grades displayed more critical awareness in judging the quality of writing
• students more aware that there were inaccuracies in the treatment of theory
• students made less comments on use of literature than before
• teaching team acknowledged that the exercises provided the platform for a mutual dialogue between students and tutors, moving towards an increased consensus of what constitutes critical reflection when interweaving human development theory with practice.
Impact: Grade scores 2013-2014

2013
- 5.9% students failed this assignment.
- 33.79% of students received a Pass.
- 35.37% received a Credit.

2014
- 3.6% students failed this assignment.
- 19.75% of students received a Pass.
- 42.04% received a Credit

Less disagreement on the assessment result in 2013 and 2014

In 2013, seven students requested a second marking for their Individual Reflective Report after the results were released. However, in 2014 no student requested a second marking.