Reflective Teams

This method proposed in this workshop has been developed and piloted as part of the ' Intercultural Reflection on Teaching ' (IntRef) project funded by Erasmus+. The "Reflecting Team" is an activity which will enable the participant to share and discuss teaching with colleagues from other disciplines and faculties, and applies models of collegial co-supervision. Academic teachers provide problems encountered during teaching which are discussed by a group of peers facilitated by a moderator.

The workshop is articulated in the following different phases:

Phase 1: Case Presentation
Each participant will prepare a teaching-related problem they have encountered. Through concise descriptions, participants will articulate their challenges, seeking constructive feedback from their peers using a specific template provided by the facilitator.

Phase 2: Case Selection
Following the presentations, participants will engage in a voting process to select two cases for in-depth discussion.

Phase 3: Discussion of Selected Cases
In this phase, participants will delve into reflective discussions and problem-solving activities centered around the two selected cases. The participant whose case is being discussed will act as a listener, actively absorbing the feedback and insights provided by the group.

Phase 4: Feedback from Case Presenter
After the discussion of their case, the participant who wrote the case will rejoin the group and provide feedback on the discussion.

Phase 5: Collective Learning and Contribution
Throughout the workshop, participants will actively contribute to the collective learning environment by engaging in reflective discussions and providing constructive feedback to their peers. By actively participating in the workshop activities, participants will not only enhance their own teaching practices but also contribute to the overall growth and development of the group.

Learning Outcomes:
*   Participants exhibit communication and collaboration skills through the engagement in reflective discussions.
*   Participants reflect on personal teaching practices and pedagogical approaches, incorporating feedback and insights shared by colleagues during the workshop.
*   Participants contribute significantly to the collective learning and development of teaching practices by actively engaging in the selection process of cases, providing constructive feedback during case discussions.

Competences developed in the programme:
The programme develops competences falling under Pillar 4 (Reflective teaching and teacher professional development) and Pillar 5 (Professional cooperation) of the Framework for Effective Teaching at CU.
In particular, it focuses on the following competences:
*   (Pillar 4) Through evaluation and ongoing reflection, the teacher continuously improves their teaching.
*   (Pillar 4) Based on self-reflection and feedback, the teacher sets specific goals for their professional development.
*   (Pillar 5) The teacher regularly engages in discussions about teaching with colleagues for mutual inspiration and sharing of experiences.

The course is designed for those with English language proficiency **at B2 level or above.**

Manuela Milani is an academic developer with more than 20 years of experience in different Universities in Europe. In the last years she has designed and delivered many training and professional development activities for faculty members. Her publications include several papers on the use of cultural differences in teaching and learning, on teaching observations practices and faculty training design and quality of teaching perception.

Interest in the programme can be expressed <u>here</u>

Participation in the programme is free of charge.

Should you have any questions, please do not hesitate to contact us at: <u>cczv@ruk.cuni.cz</u> .