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**Session 2 – How to be a reflective and reflexive researcher SESSION PLAN**

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| **Target learners:** *Young people with limited/no prior knowledge of topic.*  |
| **Session description:** *Establish basic knowledge of importance of and differences between reflective and reflexive research*  |
| **Student-centredness considerations:** *Consider ethnicity, cultural and social circumstances and potential barriers to learning in your group of students* |

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| **Learning outcomes***By the end of the session the students should be able to:* | **Assessment***(Constructively aligned with learning outcomes)*  |
| **LO1:** Outline the difference between being reflective or reflexive when carrying out research | **A1:** Students participating in group discussions, completing worksheet and coming up with their own scenario |
| **LO2:** Discuss how being reflective and / or reflexive can help to improve research being carried out | **A2**: Seen in the groups acting out scenarios and in discussions of whether the scenarios showed reflexive and / or reflective thinking taking place |
| **LO3:** Demonstrate their understanding of being reflective by writing about a past incident or event and how they could have changed the outcome | **A3:** Independent work to be carried out after the session |
| **LO4:** Explain why a production log will be a useful document for their research  | **A4:** First production log entry  |

**Session 2 details**

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| **Time** | **Length** | **Description (including teaching activities and resources)** | **Student activities** | **Led by?** | **LO mapping** |
|  | 10 mins | Welcome, and introduce topic & definitionsAsk students to think about times at school or in life when they are reflective eg after a sports game, after a science experiment, when something has gone wrong – what kinds of things do they think about to be reflective (and to try to improve situations for the future)? | Discussion about times when they are reflective or reflexive.  | Teacher | LO1 |
|  | 5 mins  | Show ‘Reflective v reflexive’ video to reinforce learning of definitions and situations. | Watch video  | Teacher  | LO1 |
|  | 10 mins  | Reflective v reflexive researcher worksheet. Complete worksheet definitions and look at scenarios. Add own ideas of a scenario. Can complete in pairs/threes.Go through answers as a group. Justify opinions and clearly explain any misunderstandings. Consolidate key terminology knowledge. Contribute their own scenarios to the discussion. | Complete worksheet and participate in discussion about answers.  | Teacher/ student led discussion  | LO1 |
|  | 20 mins | Students get into small groups and act out a scenario where a group is discussing some research and being either being reflexive/reflective or both, or neither. Other observing students try and use their understanding of being reflexive / reflective and spot what is happening.  | Participate in group activity  | Student  | LO1LO2 |
|  | 5-10 mins | Discuss independent work from session 1 and ideas for their research topics and questions. Individual feedback can be given separately, but useful to exchange ideas with other students. | Exchange ideas for their research topics / questions either as a whole group or in pairs/threes | Teacher and students | LO3 from session 1 |
|  | 5 mins  | Run through slide to explain what a production log is.Assign independent work and talk through it:1. Re-watch reflective v reflexive video
2. Reflect on a past incident or event by writing about it and working out if you could have done things differently
3. Recap on session 1 ‘what is research?’ by completing a word fill and word search
4. Complete your first production log entry

Questions & farewells | Take away independent worksheet to complete before session 3 | Teacher  | LO2 |

**Reflection**

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| **Strong points of session** |
| **Weak points of session** |
| **To what extent were learning outcomes achieved?** |
| **Possible modifications to delivery?** |
| **For next time** |
| **Reflective comment** |