

Encouraging Reflection and Teamwork in Small Groups

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COMMONWEALTH OF AUSTRALIA

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What is reflection?

- Reviewing personal experience – especially critical incidents
- Identifying aspects that went well/ not so well and/ or challenged personal assumptions/views/values
- Identify personal reactions to the situation
- Consider the implications of this experience on future situations

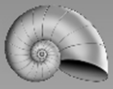
The purpose of reflective practice

- Identify gaps in skills and knowledge and learning needs
- Analyse communication and relationships
- Examine the way we make decisions
- Learn from experience
- Apply this to new situations

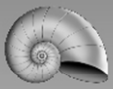
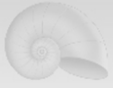
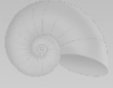
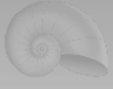
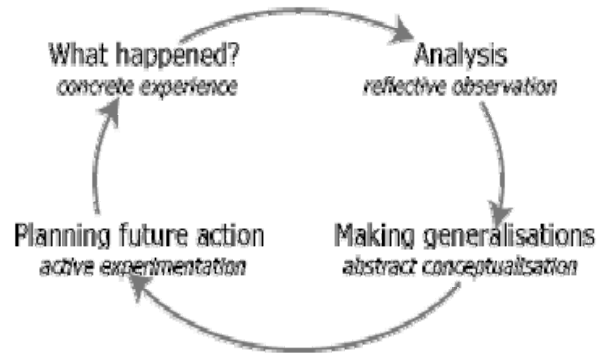
Reflecting on your teaching

Consider a critical experience in a small group that challenged your teaching skills

- What happened and how did you respond to that?
- What did you think about your teaching skills as a result of this experience?
- How did it influence you in future teaching situations?

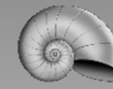
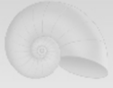
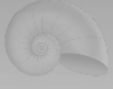


Kolb's Model



Reflective Writing Tips

- Include relevant examples to support your learning in the capability
- Don't simply retell what you did in an assignment
- Look at what factors, from your point of view, that resulted in stronger or weaker performance and specifically name them
- Don't write generalised clichés
- Discuss specific plans for the future – what you can do
- Write in the first person
- Be honest and open.



Rolfe's Model

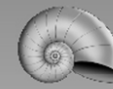
- Based on work by Rolfe et al

Rolfe G, Freshwater D, Jasper M.(2001) *Critical Reflection in Nursing and the Helping Professions: a User's Guide*. Basingstoke: Palgrave Macmillan;

What?

So What?

What now?

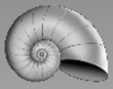


Problem students

- The disengaged student
- The disruptive student

List the kinds of behaviour you think represent each of the above categories and discuss possible solutions – use some personal examples if you can.





Developing Teamwork Skills

- ✧ Encourage self assessment
- ✧ Ask questions about both task and maintenance aspects
- ✧ Model appropriate feedback within your sessions
- ✧ Use the teamwork area within emed to provide written feedback
- ✧ Link these skills with practical implications for their roles as future doctors

Examples

- **Feedback about others**

P5: Evaluating harm minimisation, health promotion and education campaigns to reduce risky alcohol consumption Report ID)07/01/2006(Anonymous)

(Name) attended most meetings and was an active member during the initial research stages. Though, it would be useful if he could inform a fellow team member if he is unable to attend a meeting, as it would aid planning. During the meetings, (Name) offered several ideas and willingly listened to the thoughts of others. His enthusiasm and openness contributed to a friendly warm team environment. (Name) completed his tasks within the planned period and received feedback in a constructive manner. His technical skills proved to be a valuable asset for our presentation to the scenario group.

examples

P2: Causes of Inflammatory Bowel Disease

(Report ID)26/07/2005(Author name)

(Name) attended most meetings and was flexible about meeting times. He participated in group discussion. Usually, I did not feel that he was prepared for the meetings or had thought about the task thoroughly beforehand. He offered his own ideas, which were always taken up by the group and he was always encouraged. He was prepared to accept others' ideas and was not argumentative. I felt as though, that he had a lot of trouble with research, admitting he was unsure of how to go about it. Therefore the work that he contributed to the paper was not equal to the other team members. He did however contribute well towards the powerpoint presentation with a high quality of work. I felt that he listened to others but took on very little initiative. He accepted tasks delegated to him but rarely suggested them. I was disappointed in the quality of his written work but with an understanding of his challenges in researching can see this may have been the reason for this. (Name) was willing to try new things and I feel that if he was more prepared and conscientious he could be an imaginative, considerate and pleasant group contributor.

examples

- **Feedback about self**

2: Causes of Inflammatory Bowel Disease

Report ID)26/7/2005(anonymous)

I attended all of the meetings except for one because of illness and was flexible about meeting times. I always prepared for meetings and was active and conscientious in my contributions. I felt that I contributed a high standard of work and effort towards the task. I had trouble in the beginning of the task with my time management. I had a lot of outside commitments which made it impossible to contribute as much to the first few weeks work as I would have liked. However, I always met the promises I had made when it came to tasks and made sure I read others' work and made constructive comments. I used this challenging time as a learning exercise in my time-management, cutting down my outside work hours and focusing on being efficient in the time I had available. I felt that I contributed to keeping the group on track and was well aware of meeting the capability outlines for the task, as well as focusing on using the time efficiently. I feel as though I could have been more understanding towards (Name) during the group process. He frustrated me a lot because he was unprepared and unwilling to work as hard as the other group members.

examples

P2: Causes of Inflammatory Bowel Disease

For the first part of the project I feel as though I was encouraging towards (name)but I gave up towards the end and became unsupportive. Towards the other group members I was supportive and encouraging and was genuinely impressed with their dedication and conscientiousness. This was all a good opportunity to learn skills in teamwork. It was valuable to understand better how I interact with others in such an environment and that I need to develop my tolerance of others, their pace or work, their approach; and also to learn better ways to encourage difficult members to work more effectively and possibly to make them feel more accepted.