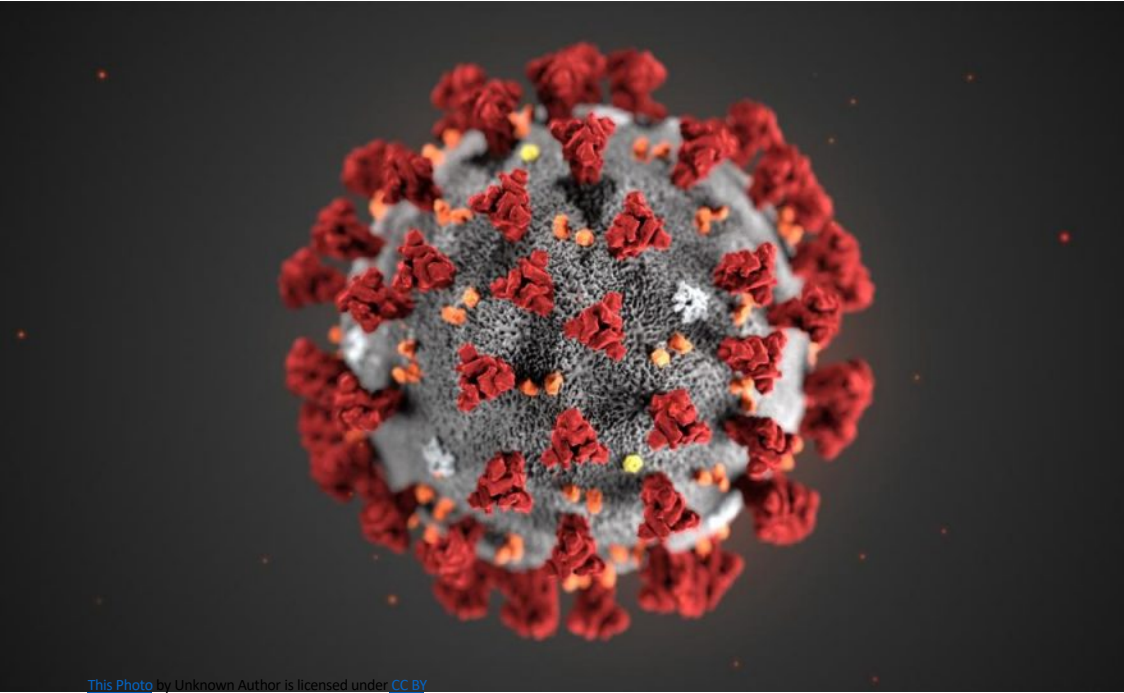




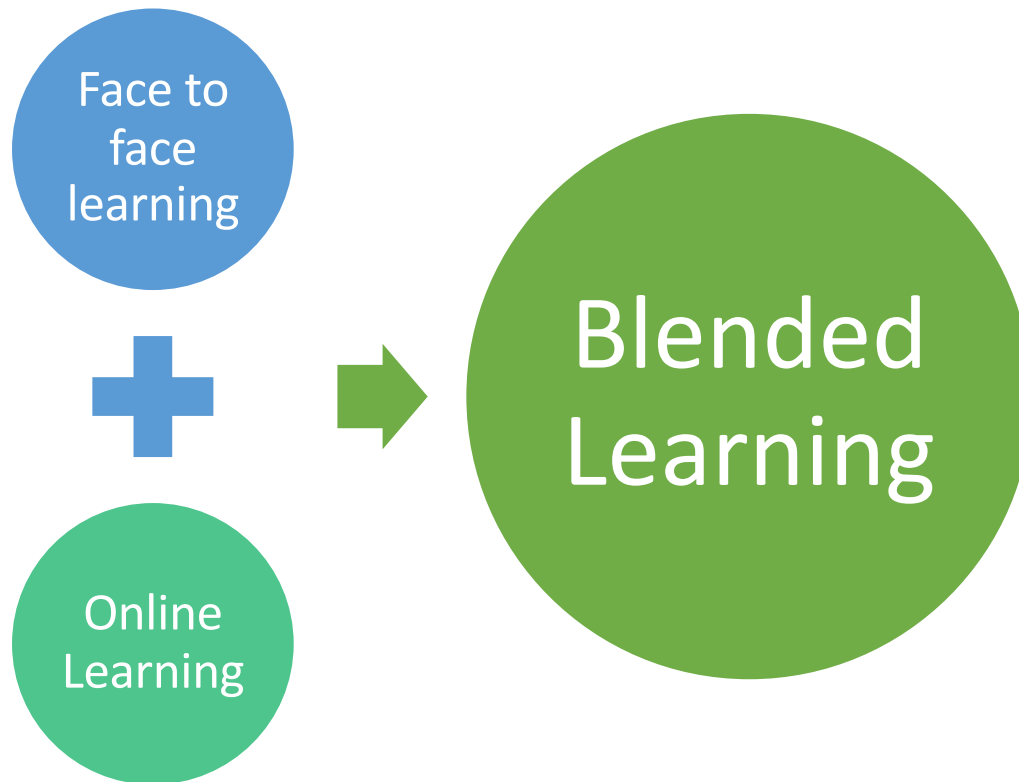
**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

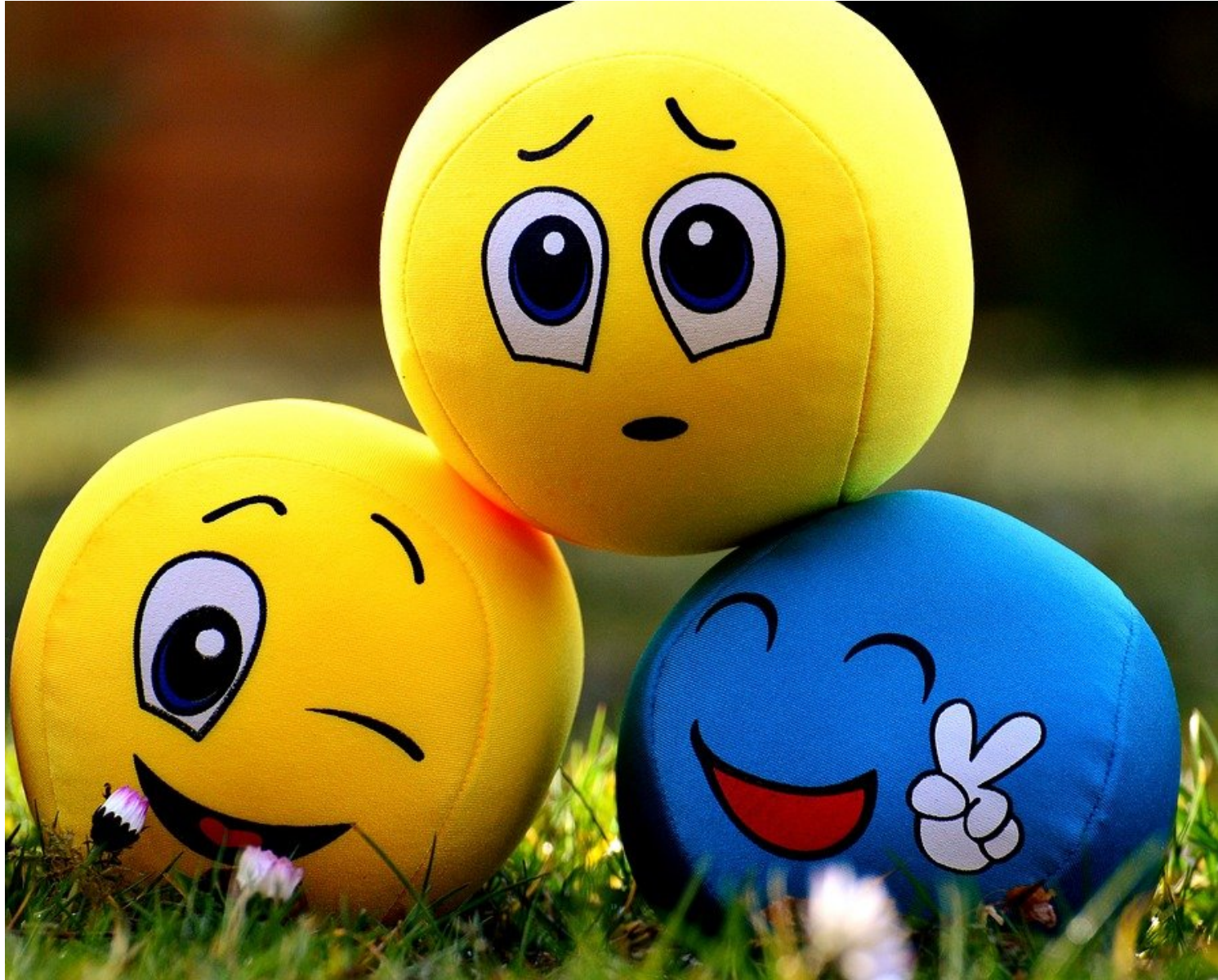
“Reimagining the teaching, learning and assessment spaces in Initial Teacher Education through a COVID prism, with a specific focus on the School Placement modules”

Dr. Melanie Ní Dhuinn, Trinity College, Dublin



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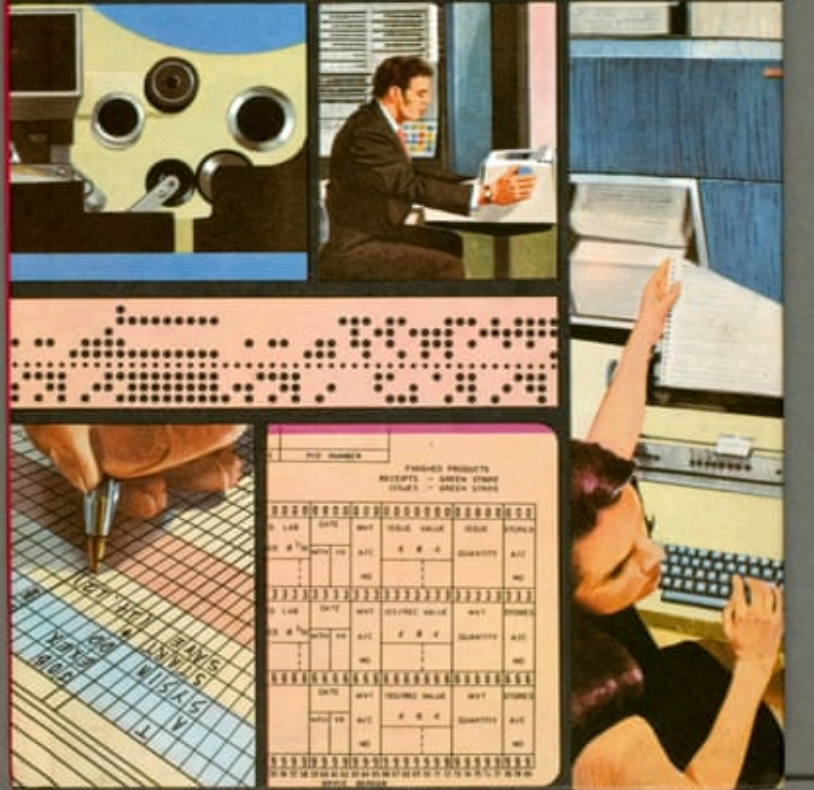


'How it works'



# THE COMPUTER

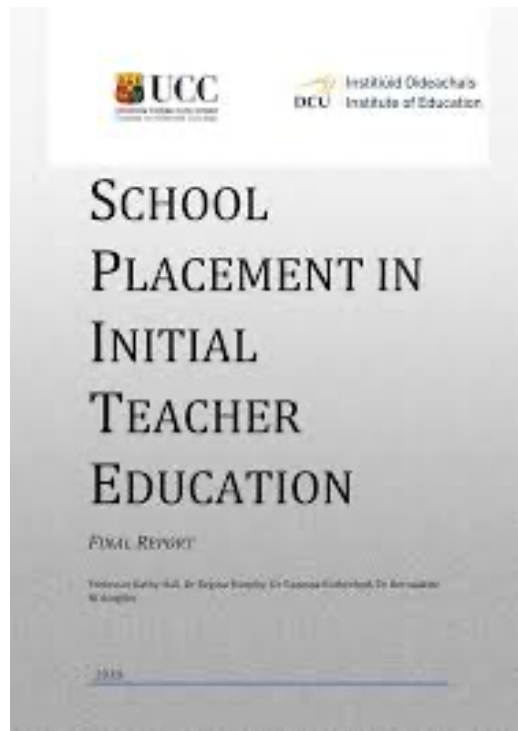
A LADYBIRD BOOK



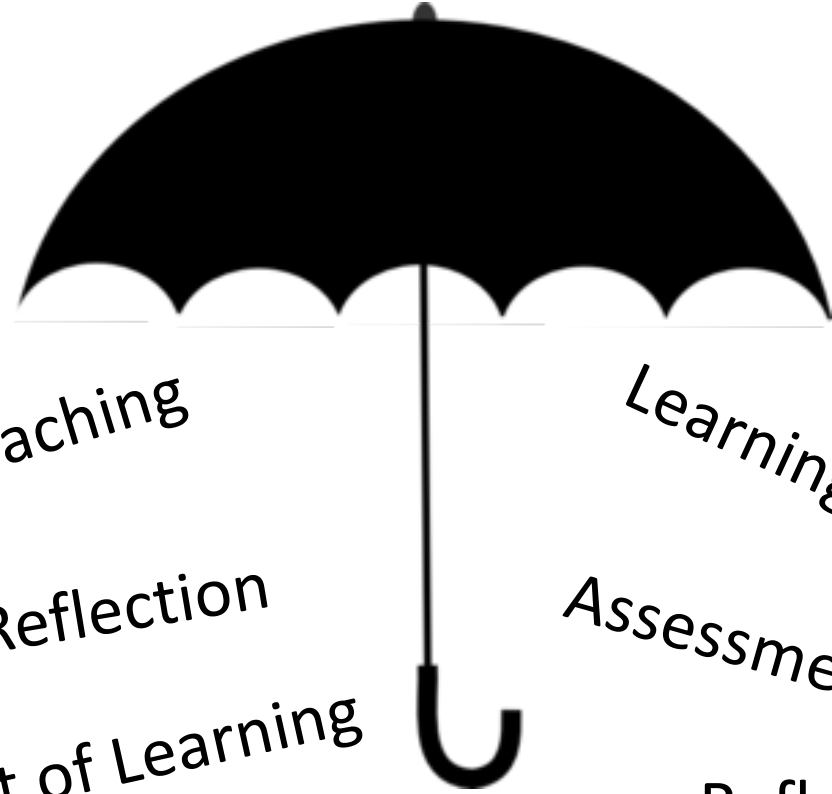


*Online Education*

# School Placement



An Chomhairle  
Mhúinteoireachta   
**The Teaching Council**



Teaching

Learning

Reflection

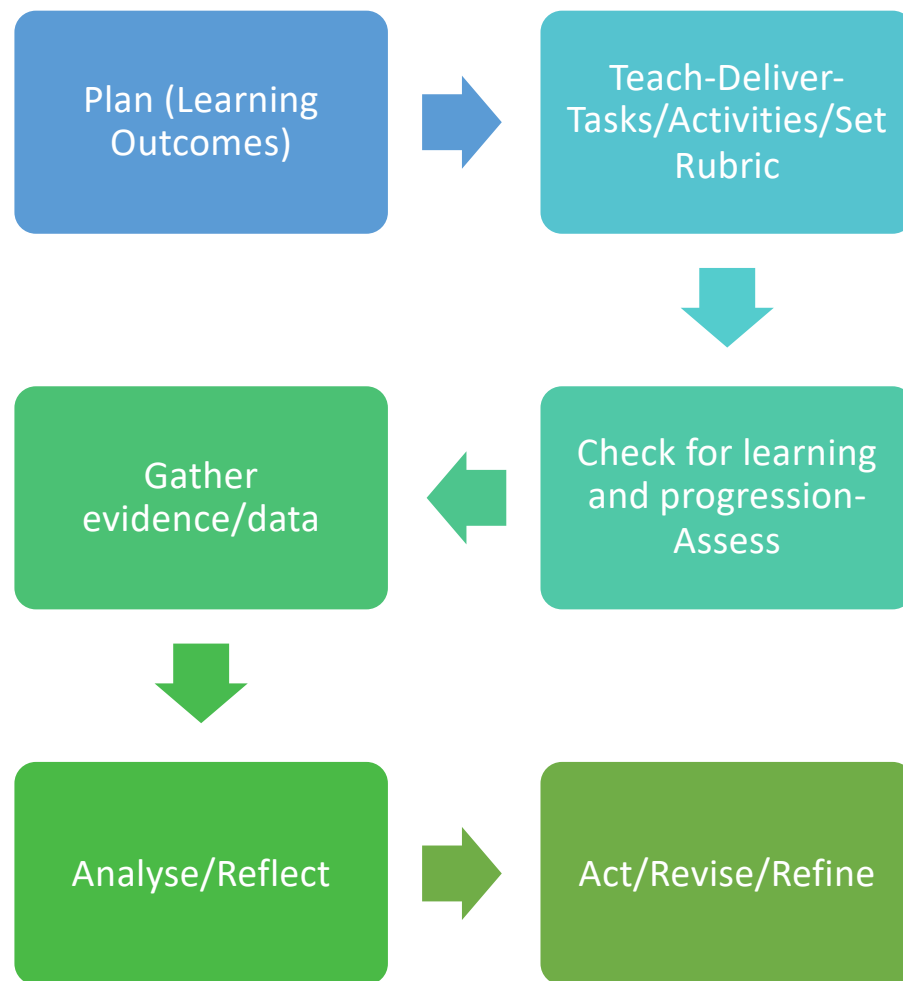
Assessment for Learning

Assessment of Learning

Reflexivity



# The Assessment Cycle



# Reimagining, redesigning, reconceptualizing..



CONSTANTS (PROGRAMME  
AND MODULE LEARNING  
OUTCOMES, ECTS)



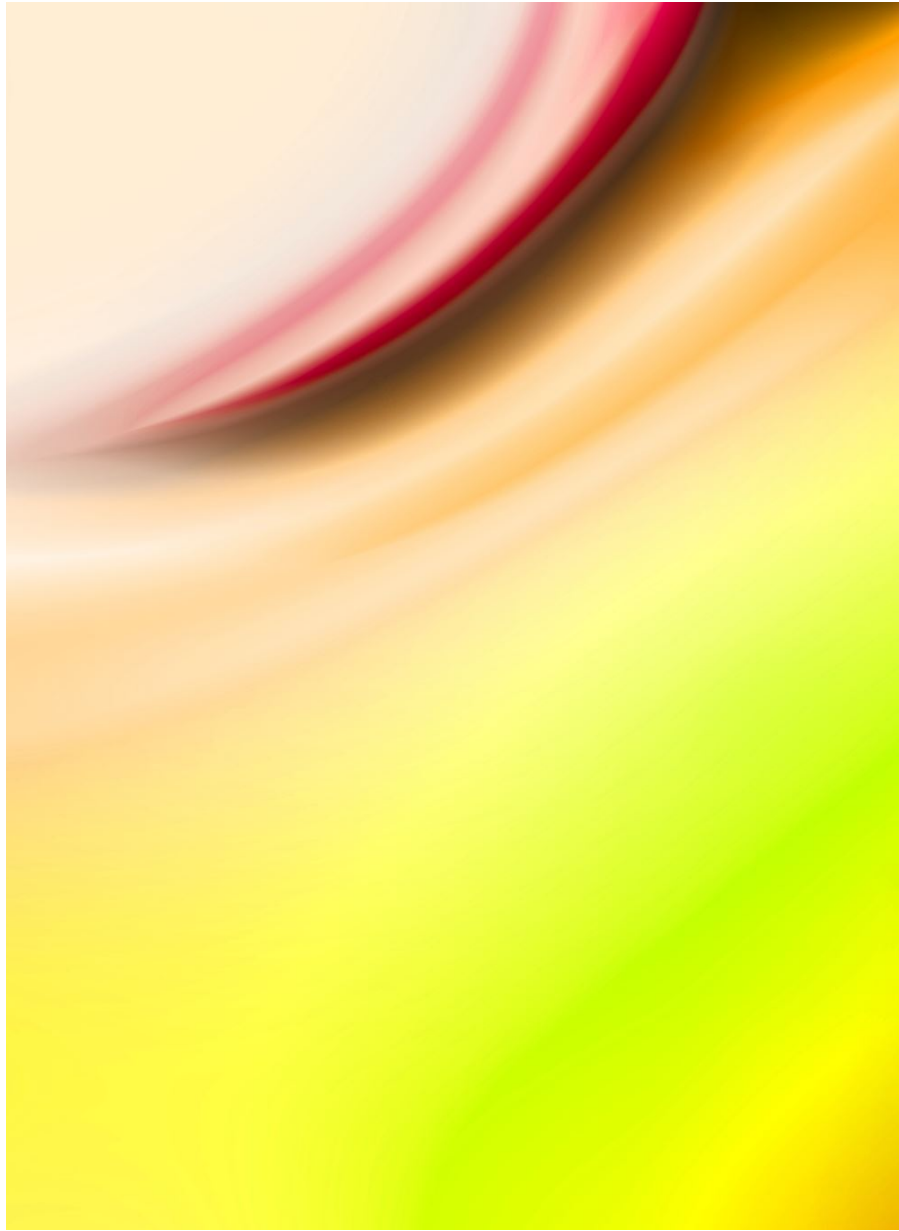
VARIABLES (INPUTS-  
TASKS/ACTIVITIES,  
RUBRICS)



OUTPUTS (EVIDENCE OF  
LEARNING, PORTFOLIO,  
TEACHING, REFLECTION)



MODES OF ASSESSMENT  
(AFL, AAL, AOL)



Where to start?

# Why Reflect?

- Mezirow (1990, p. 18) believed that validation was the central function of reflection. Reflection is a fundamental part of progressive development, the root of individual development in pedagogues and students, and in turn societal development (Dewey, 1910; Rodgers, 2002). Hayes (2013, p. 1)

# Mezirow and Transformative Learning

- Fleming (2016, p.4) advocates for Mezirow's (1991) "disorientating dilemma" as a requisite for transformative learning, often "a situation precipitated by a teacher or change agent who wants to facilitate transformative learning" by supporting adults to question what they take for granted
- This dilemma is the catalytic moment in transformative learning (Fleming, 2016, p. 4). Mezirow (1997) points out that a disorientating dilemma can occur not only as a result of an acute personal and social crisis, but also incrementally through an accumulation of transformed meaning schemas. (Dineen, 2017)

# Bloom's Taxonomy (1956)



1. Remember (Retrieve, recognize, recall)



2. Understand (Construct meaning, interpret, exemplify, classify, summarise, compare, explain, infer)



3. Apply (Carry out a procedure or task, implement, test)



4. Analyse (unpack, unpick, determine how parts related to each other and to the overall structure, differentiate, organize)



5. Evaluate (Make judgements based on evidence, standards, criteria, critique)



6. Create (put elements together, reorganize into new, generateproduce)



**REMEMBERING**



- Copying
- Defining
- Finding
- Locating
- Quoting
- Listening
- Googling
- Repeating
- Retrieving
- Outlining
- Highlighting
- Memorizing
- Networking
- Searching
- Identifying
- Selecting
- Tabulating
- Duplicating
- Matching
- Bookmarking
- Bullet-pointing

**UNDERSTANDING**



- Annotating
- Tweeting
- Associating
- Tagging
- Summarizing
- Relating
- Categorizing
- Paraphrasing
- Predicting
- Comparing
- Contrasting
- Commenting
- Journaling
- Interpreting
- Grouping
- Inferring
- Estimating
- Extending
- Gathering
- Exemplifying
- Expressing

**APPLYING**



- Acting out
- Articulate
- Reenact
- Loading
- Choosing
- Determining
- Displaying
- Judging
- Executing
- Examining
- Implementing
- Sketching
- Experimenting
- Hacking
- Interviewing
- Painting
- Preparing
- Playing
- Integrating
- Presenting
- Charting

**ANALYZING**



- Calculating
- Categorizing
- Breaking Down
- Correlating
- Deconstructing
- Linking
- Mashing
- Mind-Mapping
- Organizing
- Appraising
- Advertising
- Dividing
- Deducing
- Distinguishing
- Illustrating
- Questioning
- Structuring
- Integrating
- Attributing
- Estimating
- Explaining

**EVALUATING**




- Arguing
- Validating
- Testing
- Scoring
- Assessing
- Criticizing
- Commenting
- Debating
- Defending
- Detecting
- Experimenting
- Grading
- Hypothesizing
- Measuring
- Moderating
- Posting
- Predicting
- Rating
- Reflecting
- Reviewing
- Editorializing

**CREATING**



- Blogging
- Building
- Animating
- Adapting
- Collaborating
- Composing
- Directing
- Devising
- Podcasting
- Wiki Building
- Writing
- Filming
- Programming
- Simulating
- Role Playing
- Solving
- Mixing
- Facilitating
- Managing
- Negotiating
- Leading



## Modified Assessment

- Modified from;
- School Placement performance 10-week block, assessed face to face. 2 School Placement tutors x 3 visits
- School Placement Professional Development Portfolio uploaded to the VLE
- Modified to;
- Online lectures x 40 hours
- Micro-Teaching online using cooperative learning groups
- School Placement 10-week block
- 4 assessment points, all online
- Assessment point 1: Reflections (formative and summative) + Rubric
- Assessment point 2: Online visits/meetings with school placement tutors x 2 meetings + Rubric
- Assessment point 3: Professional Development Portfolio + Rubric
- Assessment point 4: Viva Voce online with two school placement tutors + Rubric

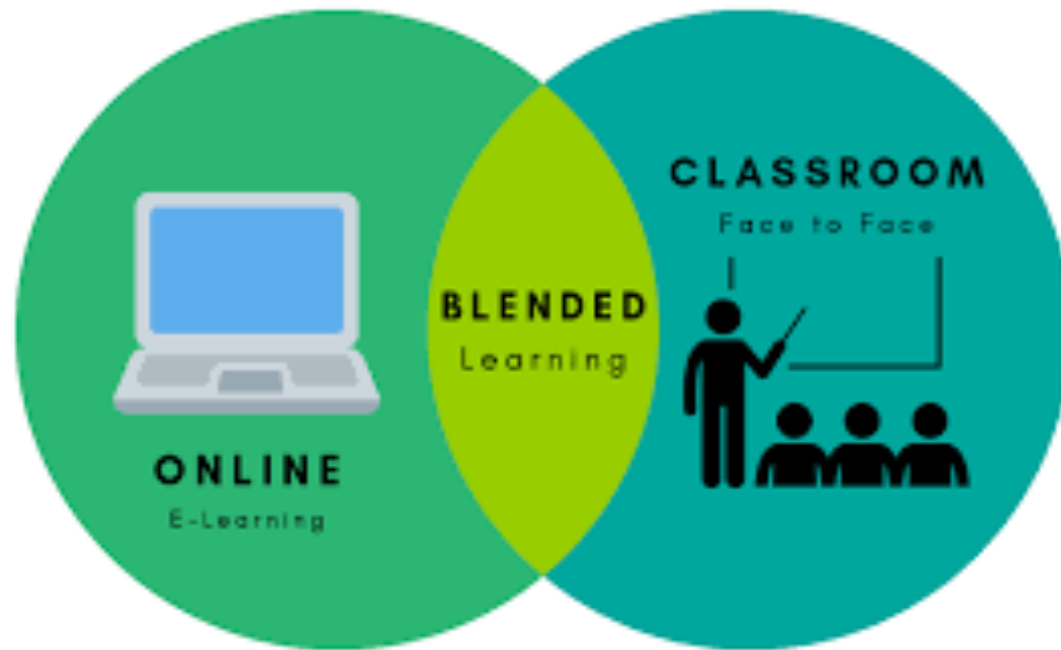


Micro-Teaching

A pair of black-rimmed glasses is shown against a dark background. A yellow smiley face sticker is placed on the right lens. Below the glasses, a yellow frowny face sticker is visible. The text "Reflections and Reflective Practice" is overlaid in white on the left side of the image.

# Reflections and Reflective Practice





School Placement block



Viva Voce examination





- **Mezirow and the Disorientating dilemma**

- Our interpretations, beliefs and 'truths' are often based on our "meaning making apparatus", the filing cabinet within our head that does not just store information but uses this existing knowledge to assign new meaning to our interactions with the world (Fleming, 2016, p. 4).
  
- Sometimes these meanings do not "work" and we may be thrown into a disorientating dilemma, the term used by Mezirow (1991) to describe a situation that may jolt participants out of their comfort zone, creating the most significant moments in critical thinking (Brookfield, 2012).



- 
- Be guided by the learning outcomes
  - Look at it differently
  - Look for the evidence
  - Reflect

