

## NE710 Planning for learning

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### Reflection grid template

<p><b>Successes</b></p> <p>Planning more pair-work in class has given me time to pay attention to student discussion.</p>	<p><b>Problems</b></p> <p>I need to think more about how I'll collect the evidence from all my students, as I only listened to the conversation of two or three groups, and didn't get round to one of the groups.</p>
<p><b>Eureka moments</b></p> <p>I hadn't thought about writing success criteria with my students!</p>	<p><b>Questions</b></p> <p>How do I help students to be more focused on the process of learning, rather than just the end product – at the moment they're more concerned with getting the 'right answer'.</p>

### Changes I have made this week to how I plan my teaching

I've started thinking about what misconceptions students might have and how I will find out. I'm also planning how I will respond to this information during the lesson.

### Aspects of the course I have discussed with colleagues this week

Brilliant AAAS website to identify misconceptions – must share this with the rest of my department as this could save a lot of time as we plan for the next tricky topic.

Keep a record of your reflection grids each week and refer back to them as part of the final reflective activity at the end of the course. Post any outstanding questions to the question and answer session, discuss with colleagues or join us on the next run of the course.