


**ELSEVIER**  
*Live*  
**EDUCATOR EDITION**

reflecting on practice;  
illuminating pedagogical  
assumptions driving  
learning, teaching and  
assessment decisions

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**STICK WITH US, THIS SESSION WILL  
BEGIN SHORTLY**



# What is this session about?

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- Introduction
- Background
- Aims







# Reflection

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# Assumptions and assumption hunting

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Paradigmatic assumptions

- Deeply held views of how the world works

Prescriptive assumptions

- What we think should happen in a situation

Causal assumptions

- What we expect to happen



# Key questions in the hunt for assumptions in teaching and learning

How do people learn?

What is teaching and what is a teacher?

Who is powerful in my class?

Lecture bad/Small group good?

How does assessment work?

How does my teaching influence clinical practice?

Are my students active learners?

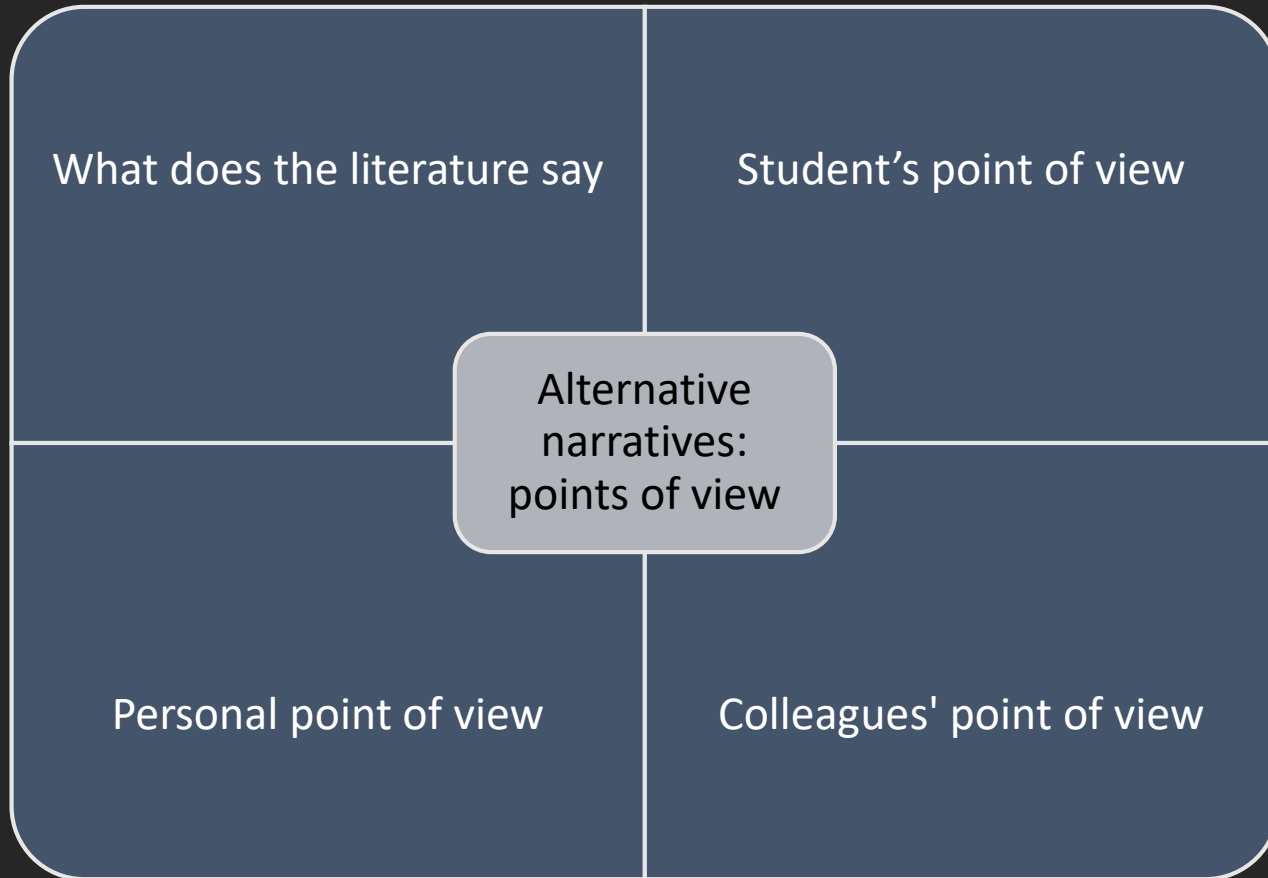
How does feedback work?

Assessment drives learning





# Pause, reflect, plan



Brookfield S.D. (2017). *Becoming a Critically Reflective Teacher*. 2nd Ed. San Francisco. Jossey-Bass





## What did you learn today?

Write a few sentences or key words that describe what you learned today

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School of Nursing

Tapping into  
the student  
view

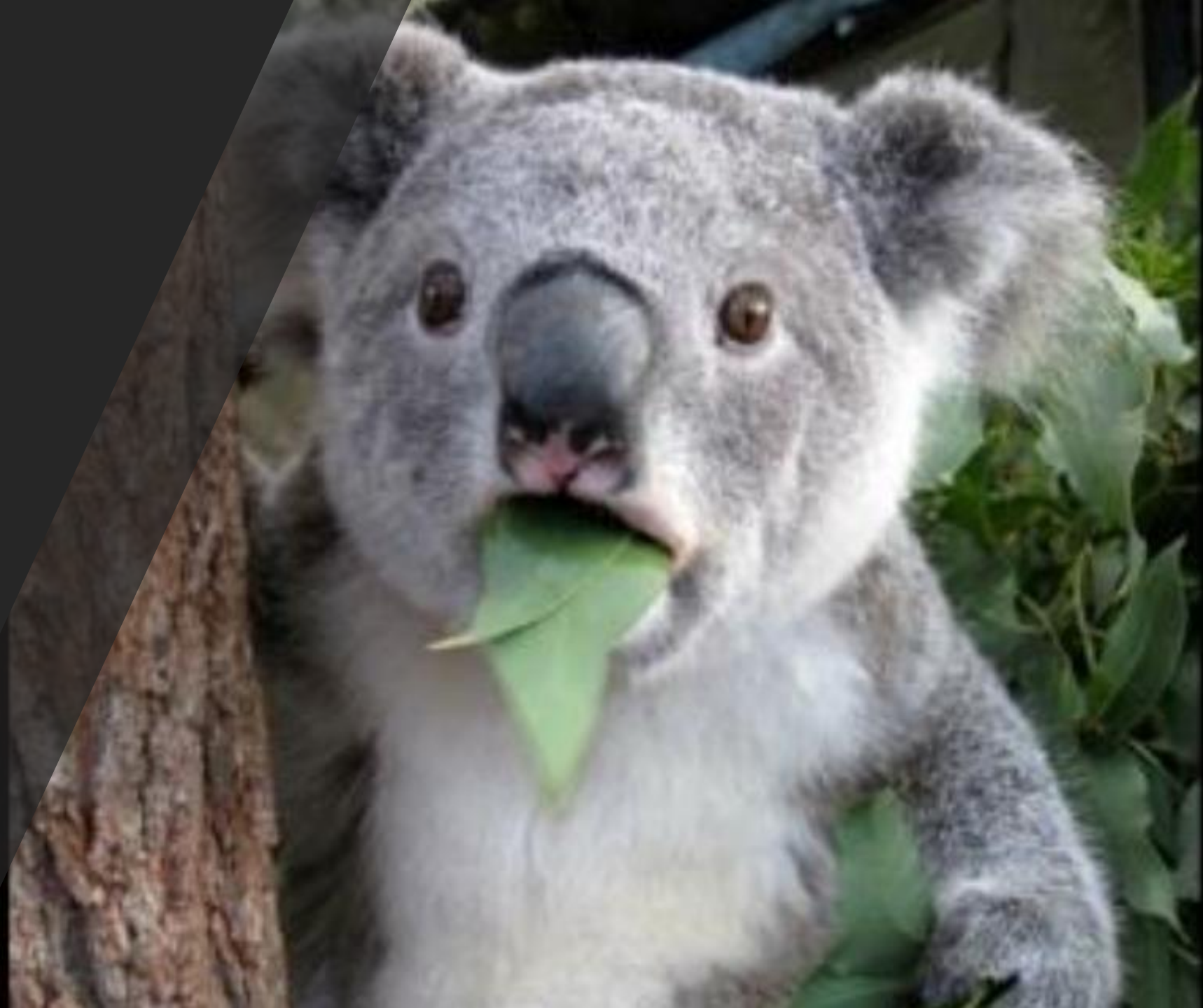


# Caveat

- Engaging in critical analysis can be like handling live ammunition
- Caution is advised
- Brookfield warns of four consequences to be aware of
  - Impostor syndrome
  - Cultural suicide
  - Lost innocence
  - Marginalisation



Let's talk





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THANK YOU  
FOR LISTENING

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RECORDINGS WILL BE SENT VIA  
EMAIL NEXT WEEK