

Queen Mary University of London



Reflective Learning Log Book

MTH6110

**Communicating and Teaching
Mathematics: the Undergraduate
Ambassadors Scheme**

**School of Mathematical
Sciences**

Reflective Learning Log Book

To be completed in conjunction with the School Placement

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1. THE PURPOSE OF A PERSONAL LOG

Why is it important to use a Log?

To aid objective setting

Reviewing your situation can help you think through why you are undertaking an activity and to determine what you hope to get out of the experience. In this way you are more likely to achieve your objectives. A section for recording your expectations is provided for you (in Section 2) to fill in before you start your placement.

To log your experience

Recording activity in detail means that the experience is not lost and can be drawn upon later. Weekly record sheets are provided (in Section 3) for you to log what happens as it happens.

To aid profiling

Identifying your strengths and weaknesses gives you the chance to do something about improving yourself in areas that are important to you. The weekly record sheets will enable you to spot areas for development and to draw on the resources around you to try out new ways of doing things.

To review your learning

Reflecting on your learning and experience enables you to articulate what it is you have learnt from it all and how. Six sections (in Section 4) are provided for you to think about and to draw together your thoughts about your experiences in a focused way. These will help you develop your insight about yourself concerning your values, skills and interests and your insights into working with young people, Mathematics learning and the organisation of the school and teaching.

As a portfolio

Collected evidence and a record of your achievements and experiences in the form of a Log can be useful as a databank of information to draw upon for use in constructing a job application, a CV or just as an aide memoir.

Action Planning

Reviewing can help you recognise and plan for what comes next, whether that be your immediate personal, academic or career plans. An action planning section is provided (in Section 6) so that you can decide how you want to build on your experience.

Why use a written record?

Many people question why it is a good thing to record this kind of information in a log, which might be seen as a chore. "Surely I can review, reflect, evaluate my position and plan without all this?"

This is true, but the basic facts are:

- **Most people don't review effectively in a vacuum.**
- **Details are often forgotten.**
- **Only the good bits or the superficial bits are remembered.**
- **Writing it down creates the time and space for you to think things through properly.**
- **Once something is written it is easier to share and bounce your ideas and reflections off other people: teachers, friends, yourself.**
- **Written thoughts and reflections can be drawn upon to write CVs, letters of application and the like - at least it gives you something to start with.**

Once written the Log is there for you to use, put aside and come back to later and possible refine.

What others think of recording and reviewing:

"It helped me realise that there is so much I can do for myself that can make things happen."

"It's very difficult to assess your own progress."

"It was useful to be able to make comparisons between my starting point and ending point, giving me satisfaction and a sense of having learned something. It is easy to forget what it was like the beginning. It gave me greater confidence."

"I didn't feel I was ready to make judgements and thought that it should have been delayed until later."

"Overall it has helped me to judge myself and to improve the presentation of myself to others whether in job applications or in oral presentations."

"It focuses your mind in your own strengths and weaknesses"

Adapted from a leaflet about Recording and Reviewing produced by Paul Jackson, University of Leeds.

2. BEFORE YOU START YOUR PLACEMENT

2.1 Self-Audit (prior to beginning placement)

Before you go in to the school to begin your school placement, you might find it useful to think about the skills and knowledge you already possess which will aid you in your role as student tutor.

Write about:

- **Details of any prior experience in a similar area if relevant**
- **Details of relevant knowledge and skills**
- **Identification of new knowledge and skills that may be required, such as knowledge of school culture/working practices, IT skills, presentation skills, team-building skills, leadership skills**
- **Sources of information and resources and opportunities for gaining new knowledge and skills**

2.2 Your Expectations of the School Placement

To help you to set yourself objectives for the experience, use the space below to write down why you are undertaking this activity and what you hope to get out of it.

Think about how these objectives might be achieved, e.g. what support you might need, and identify potential barriers and how you might overcome them. Develop an action plan.

3. RECORDING YOUR EXPERIENCE

3.1 Keeping a Record

Remember to take your log book with you to your placement each week so that you don't forget what happened and so that you get into the habit of thinking about potential areas for development. This section will help you note what happened each week.

We suggest you:

- record ideas as you go
- review earlier entries as time goes by
- photocopy and add extra sheets as appropriate (if your placement exceeds 10 weeks)

Keep a note of the pupils you work with each week. Try to give concrete examples of the ways in which you think they have been helped by your placement.

Use Section 4 to note emerging ideas about your interests, values and skills and your observations of the classroom experience, learning Mathematics and the organisation of the school and teaching. These ideas can be drawn together at the end of your placement using the Summary Statement (Section 5). The Action Planning section (Section 6) builds on your ideas about what you have gained from your placement and helps you define your next step, whether it is to do with teaching or working with young people, or with your insights into learning or other areas of life.

3.2 Weekly Record Sheet

WEEK ONE

Date:

Activities undertaken:

Groups of pupils worked with (please be mindful of Child Protection Act issues relating to student anonymity):

Observations:

What have you seen pupils learning this week/teaching techniques etc?

This section is for you to reflect on your experiences today. Please take some time before next week to complete this.

How do you feel about the session?

Positive outcomes

Include comments on: What did you enjoy about the session? What did you see as your contribution? Did the pupils you worked with understand something new? Materials developed? Don't forget to note any evidence for your thoughts.

Challenges faced

Did you have any difficulties? Why do think they arose? How did you deal with them? Don't forget the sources of help (see Section 2.2).

Action

Is there anything you would like to work on/do differently next week? This could be formulated after discussion with the supervising member of staff. It might include: a reminder to yourself to bring in materials or try different approaches with the pupils. Make a note of what happened when you implement your plan.

Note any thoughts you have had about your values, skills, interests and observations of the experience, Mathematics learning and the organisation of the school and teaching in Section 4.

WEEK TWO

Date:

Activities undertaken:

Groups of pupils worked with (please be mindful of Child Protection Act issues relating to student anonymity):

Observations:

What have you seen pupils learning this week/teaching techniques etc?

This section is for you to reflect on your experiences today. Please take some time before next week to complete this.

How do you feel about the session?

Positive outcomes

Include comments on: What did you enjoy about the session? What did you see as your contribution? Did the pupils you worked with understand something new? Materials developed? Don't forget to note any evidence for your thoughts.

Challenges faced

Did you have any difficulties? Why do think they arose? How did you deal with them? Don't forget the sources of help (see Section 2.2).

Action

Is there anything you would like to work on/do differently next week? This could be formulated after discussion with the supervising member of staff. It might include: a reminder to yourself to bring in materials or try different approaches with the pupils. Make a note of what happened when you implement your plan.

Note any thoughts you have had about your values, skills, interests and observations of the experience, Mathematics learning and the organisation of the school and teaching in Section 4.

WEEK THREE

Date:

Activities undertaken:

Groups of pupils worked with (please be mindful of Child Protection Act issues relating to student anonymity):

Observations:

What have you seen pupils learning this week/teaching techniques etc?

This section is for you to reflect on your experiences today. Please take some time before next week to complete this.

How do you feel about the session?

Positive outcomes

Include comments on: What did you enjoy about the session? What did you see as your contribution? Did the pupils you worked with understand something new? Materials developed? Don't forget to note any evidence for your thoughts.

Challenges faced

Did you have any difficulties? Why do think they arose? How did you deal with them? Don't forget the sources of help (see Section 2.2).

Action

Is there anything you would like to work on/do differently next week? This could be formulated after discussion with the supervising member of staff. It might include: a reminder to yourself to bring in materials or try different approaches with the pupils. Make a note of what happened when you implement your plan.

Note any thoughts you have had about your values, skills, interests and observations of the experience, Mathematics learning and the organisation of the school and teaching in Section 4.

WEEK FOUR

Date:

Activities undertaken:

Groups of pupils worked with (please be mindful of Child Protection Act issues relating to student anonymity):

Observations:

What have you seen pupils learning this week/teaching techniques etc?

This section is for you to reflect on your experiences today. Please take some time before next week to complete this.

How do you feel about the session?

Positive outcomes

Include comments on: What did you enjoy about the session? What did you see as your contribution? Did the pupils you worked with understand something new? Materials developed? Don't forget to note any evidence for your thoughts.

Challenges faced

Did you have any difficulties? Why do think they arose? How did you deal with them? Don't forget the sources of help (see Section 2.2).

Action

Is there anything you would like to work on/do differently next week? This could be formulated after discussion with the supervising member of staff. It might include: a reminder to yourself to bring in materials or try different approaches with the pupils. Make a note of what happened when you implement your plan.

Note any thoughts you have had about your values, skills, interests and observations of the experience, Mathematics learning and the organisation of the school and teaching in Section 4.

WEEK FIVE

Date:

Activities undertaken:

Groups of pupils worked with (please be mindful of Child Protection Act issues relating to student anonymity):

Observations:

What have you seen pupils learning this week/teaching techniques etc?

This section is for you to reflect on your experiences today. Please take some time before next week to complete this.

How do you feel about the session?

Positive outcomes

Include comments on: What did you enjoy about the session? What did you see as your contribution? Did the pupils you worked with understand something new? Materials developed? Don't forget to note any evidence for your thoughts.

Challenges faced

Did you have any difficulties? Why do think they arose? How did you deal with them? Don't forget the sources of help (see Section 2.2).

Action

Is there anything you would like to work on/do differently next week? This could be formulated after discussion with the supervising member of staff. It might include: a reminder to yourself to bring in materials or try different approaches with the pupils. Make a note of what happened when you implement your plan.

Note any thoughts you have had about your values, skills, interests and observations of the experience, Mathematics learning and the organisation of the school and teaching in Section 4.

WEEK SIX

Date:

Activities undertaken:

Groups of pupils worked with (please be mindful of Child Protection Act issues relating to student anonymity):

Observations:

What have you seen pupils learning this week/teaching techniques etc?

This section is for you to reflect on your experiences today. Please take some time before next week to complete this.

How do you feel about the session?

Positive outcomes

Include comments on: What did you enjoy about the session? What did you see as your contribution? Did the pupils you worked with understand something new? Materials developed? Don't forget to note any evidence for your thoughts.

Challenges faced

Did you have any difficulties? Why do think they arose? How did you deal with them? Don't forget the sources of help (see Section 2.2).

Action

Is there anything you would like to work on/do differently next week? This could be formulated after discussion with the supervising member of staff. It might include: a reminder to yourself to bring in materials or try different approaches with the pupils. Make a note of what happened when you implement your plan.

Note any thoughts you have had about your values, skills, interests and observations of the experience, Mathematics learning and the organisation of the school and teaching in Section 4.

WEEK SEVEN

Date:

Activities undertaken:

Groups of pupils worked with (please be mindful of Child Protection Act issues relating to student anonymity):

Observations:

What have you seen pupils learning this week/teaching techniques etc?

This section is for you to reflect on your experiences today. Please take some time before next week to complete this.

How do you feel about the session?

Positive outcomes

Include comments on: What did you enjoy about the session? What did you see as your contribution? Did the pupils you worked with understand something new? Materials developed? Don't forget to note any evidence for your thoughts.

Challenges faced

Did you have any difficulties? Why do think they arose? How did you deal with them? Don't forget the sources of help (see Section 2.2).

Action

Is there anything you would like to work on/do differently next week? This could be formulated after discussion with the supervising member of staff. It might include: a reminder to yourself to bring in materials or try different approaches with the pupils. Make a note of what happened when you implement your plan.

Note any thoughts you have had about your values, skills, interests and observations of the experience, Mathematics learning and the organisation of the school and teaching in Section 4.

WEEK EIGHT

Date:

Activities undertaken:

Groups of pupils worked with (please be mindful of Child Protection Act issues relating to student anonymity):

Observations:

What have you seen pupils learning this week/teaching techniques etc?

This section is for you to reflect on your experiences today. Please take some time before next week to complete this.

How do you feel about the session?

Positive outcomes

Include comments on: What did you enjoy about the session? What did you see as your contribution? Did the pupils you worked with understand something new? Materials developed? Don't forget to note any evidence for your thoughts.

Challenges faced

Did you have any difficulties? Why do think they arose? How did you deal with them? Don't forget the sources of help (see Section 2.2).

Action

Is there anything you would like to work on/do differently next week? This could be formulated after discussion with the supervising member of staff. It might include: a reminder to yourself to bring in materials or try different approaches with the pupils. Make a note of what happened when you implement your plan.

Note any thoughts you have had about your values, skills, interests and observations of the experience, Mathematics learning and the organisation of the school and teaching in Section 4.

WEEK NINE

Date:

Activities undertaken:

Groups of pupils worked with (please be mindful of Child Protection Act issues relating to student anonymity):

Observations:

What have you seen pupils learning this week/teaching techniques etc?

This section is for you to reflect on your experiences today. Please take some time before next week to complete this.

How do you feel about the session?

Positive outcomes

Include comments on: What did you enjoy about the session? What did you see as your contribution? Did the pupils you worked with understand something new? Materials developed? Don't forget to note any evidence for your thoughts.

Challenges faced

Did you have any difficulties? Why do think they arose? How did you deal with them? Don't forget the sources of help (see Section 2.2).

Action

Is there anything you would like to work on/do differently next week? This could be formulated after discussion with the supervising member of staff. It might include: a reminder to yourself to bring in materials or try different approaches with the pupils. Make a note of what happened when you implement your plan.

Note any thoughts you have had about your values, skills, interests and observations of the experience, Mathematics learning and the organisation of the school and teaching in Section 4.

WEEK TEN

Date:

Activities undertaken:

Groups of pupils worked with (please be mindful of Child Protection Act issues relating to student anonymity):

Observations:

What have you seen pupils learning this week/teaching techniques etc?

This section is for you to reflect on your experiences today. Please take some time before next week to complete this.

How do you feel about the session?

Positive outcomes

Include comments on: What did you enjoy about the session? What did you see as your contribution? Did the pupils you worked with understand something new? Materials developed? Don't forget to note any evidence for your thoughts.

Challenges faced

Did you have any difficulties? Why do think they arose? How did you deal with them? Don't forget the sources of help (see Section 2.2).

Action

Is there anything you would like to work on/do differently next week? This could be formulated after discussion with the supervising member of staff. It might include: a reminder to yourself to bring in materials or try different approaches with the pupils. Make a note of what happened when you implement your plan.

Note any thoughts you have had about your values, skills, interests and observations of the experience, Mathematics learning and the organisation of the school and teaching in Section 4.

WEEK

(For use if your placement exceeds 10 weeks – photocopy as necessary)

Date:

Activities undertaken:

Groups of pupils worked with (please be mindful of Child Protection Act issues relating to student anonymity):

Observations:

What have you seen pupils learning this week/teaching techniques etc?

This section is for you to reflect on your experiences today. Please take some time before next week to complete this.

How do you feel about the session?

Positive outcomes

Include comments on: What did you enjoy about the session? What did you see as your contribution? Did the pupils you worked with understand something new? Materials developed? Don't forget to note any evidence for your thoughts.

Challenges faced

Did you have any difficulties? Why do think they arose? How did you deal with them? Don't forget the sources of help (see Section 2.2).

Action

Is there anything you would like to work on/do differently next week? This could be formulated after discussion with the supervising member of staff. It might include: a reminder to yourself to bring in materials or try different approaches with the pupils. Make a note of what happened when you implement your plan.

Note any thoughts you have had about your values, skills, interests and observations of the experience, Mathematics learning and the organisation of the school and teaching in Section 4.

4. PERSONAL REFLECTION

4.1 Focusing Your Reflection

As an adult you already have much insight into yourself, but it is possible to build on this knowledge and this can enhance your chances of achieving your potential in the future.

Learning to communicate about your personal qualities and attributes in a way which makes sense to other people is a prerequisite to achieving your goals in further study, employment and other areas of life. Writing about yourself will help your fluency in communication.

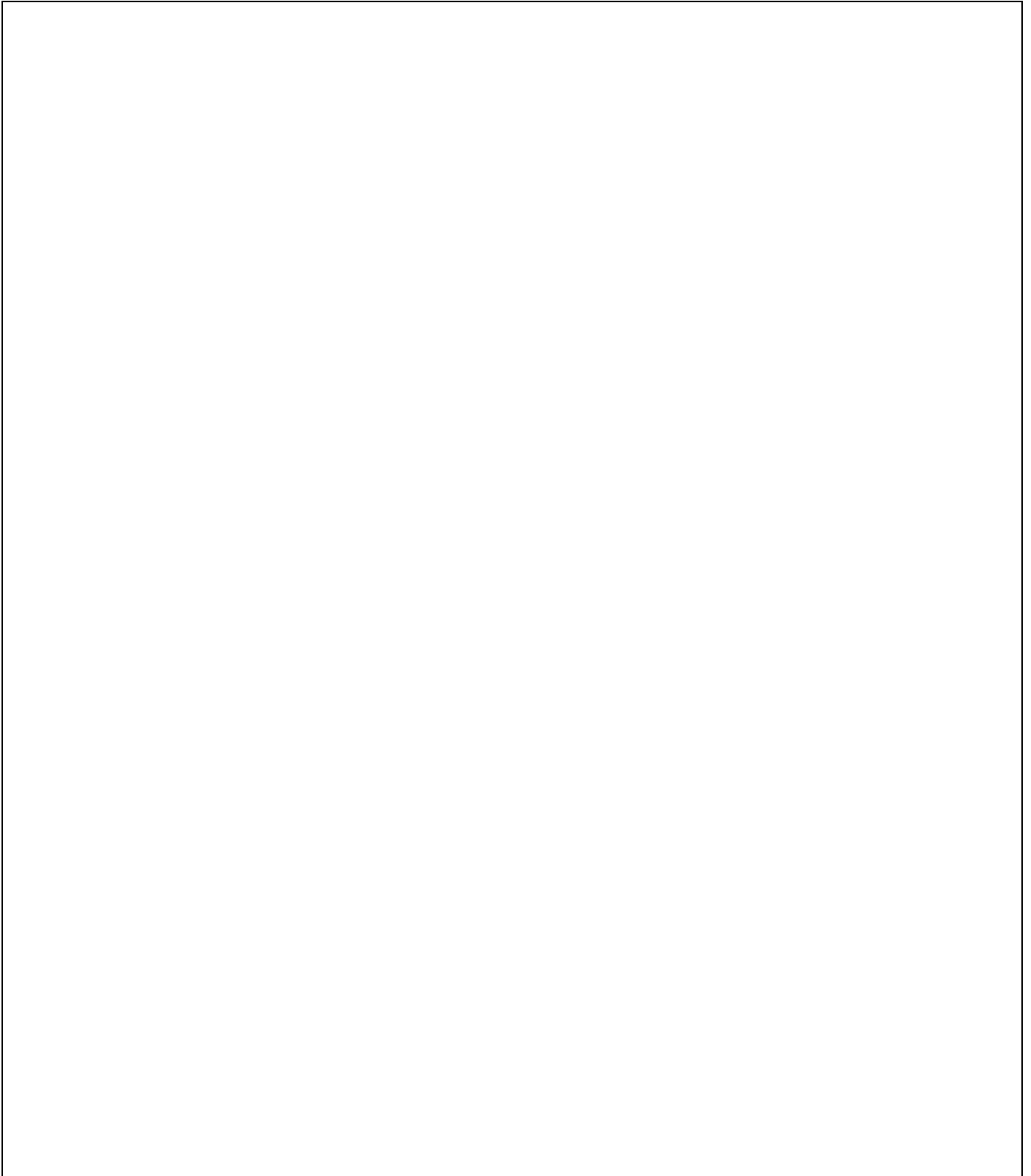
As you keep your log on a weekly basis there may be things you discover about yourself which are worth noting in greater detail. Use this section to draw together information about yourself. You are encouraged to do this in a well established framework of ***values, skills, interests and observations of the experience of school placement, Mathematics learning and the organisation of the school and teaching***. There is a section for each where you can record your thoughts and any evidence you have for your conclusions.

The benefits of reflection to you:

- Find out more about yourself
- Learn how to communicate about your skills and attributes
- Help yourself in reaching your objectives

4.2 Interests

What are you learning about your interests?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the question above.

4.3 Skills

This section allows you to record what you are learning about your skills. You already have a wide range of skills and personal qualities, some more developed than others. The skills and qualities which the school placement will help you develop include:

- **Communication**
- **Leadership**
- **Negotiation**
- **Prioritising**
- **Team Work**
- **Organisation**
- **Decision making**
- **Motivation of others**
- **Patience**
- **Taking responsibility**
- **Using your initiative**

Try to describe the skill and the ways in which you feel you possess it. You may also identify and be able to demonstrate other personal or learning skills. Identify gaps or limitations in skills which you feel it is important to address, and indicate it in the 'Further Action' column.

| Record thoughts on skills development | Further Action |
|--|-----------------------|
| | |

4.4 Values

This section allows you to write about what you are learning about your values.

Values reflect your views about how you wish to function in the world. During your placement you will have the chance to gain a deeper insight into your personal views which you may never want to communicate with anyone else. However, your values influence your decisions very deeply and it can be very useful to understand on what basis you are making some of your more important decisions.

- Note what you're happy/unhappy doing or things you notice which conflict with or support your sense of values.
- Reflect on what basic value these feelings are attached to.
- You may feel the need to acquire further information or find out what other people think about certain issues. Indicate this in the 'Further Action' column.

| Record thoughts about your values | Further Action |
|--|-----------------------|
| | |

4.5 Other Thoughts about the School Placement Experience

This section allows you to record any other thoughts about the school placement experience and your personal development which you have not mentioned in the previous sections e.g. Are you meeting your original objectives? Have they changed in any way?

| Record thoughts | Further Action |
|------------------------|-----------------------|
| | |

4.6 **Schools and the Organisation of Teaching**

This section allows you to record your thoughts and observations about the organisation of the school and teaching.

Write about:

- Schools as organisations
- Culture of school, e.g. staffroom, playground etc.
- Health and safety
- Organisation of teaching

How did your observations relate to:

- Current policy?
- Discussion of related issues in the media?

Record thoughts on above areas/questions

4.7 **Supporting Mathematics Learning in a School**

This section allows you to write about your awareness of your role, how learning about Mathematics takes place and your contribution to it.

- How did you contribute to pupils' Mathematics learning?
- What kinds of things did you observe going on during your placement?
- How and when does Mathematics learning take place?
- What was the attitude of the pupils towards:
 - Mathematics learning?
 - Mathematics in society?

| Record thoughts on above questions | Further Action (where relevant) |
|---|--|
| | |

5. SUMMARY

5.1 Developing a Summary Statement

You have now completed your placement and you should use the following pages to begin to summarise your experience. We feel it will be of great benefit to you to review the experience for yourself in this way. It will help you to look back through the log book before trying to complete your summary.

As part of the module assessment, you will be required to submit a 1,000 word summary of your log. The summary should be word-processed and should demonstrate your understanding of the module. See the module syllabus for further guidelines on assessment and pages 40-41 in this log book for the Summary Statement assessment criteria.

When completing this section:

1. Try to analyse your experiences and say what you have learnt as a result of your participation in the scheme. Include your thoughts about your personal development, schools and the organisation of teaching, and Mathematics learning, as well as how you plan to build on what you have learnt from this experience in the future.
2. Write about how you think your presence has helped the pupils learn. What else have they gained from you?
3. What did you set out to get from the experience and have your expectations been met? How have you ensured that you made the best of the opportunity?
4. If you had problems how did you resolve these? Does this tell you anything about how you will be able to cope in the future?

Writing a Summary Statement will help you:

- Get a complete picture of the experience of being involved in the Undergraduate Ambassador Scheme
- Evaluate your development
- Contribute to your planning for the future

Remember to support your statement with references to your log (or abstracts) which should be handed in with the Summary Statement.

6. ACTION PLANNING

6.1 SMART Plans

Use this page to develop your thoughts about how you are going to build on your experience. It may have given you ideas about:

- A future job
- How you learn best
- How you act in certain situations
- How others learn
- What you enjoy
- What you want to avoid
- How you get on with young people

You can plan to do something about all of these areas of your life (and of course any others that you have come up with).

Use SMART goals to help you achieve your objectives. These are goals which are:

Specific
Measurable
Action Oriented
Realistic
with a **Time scale**

Action Planning in this way will help you:

- Set goals for your future development.
- Make sure the goals are achievable.
- Help you reach your objectives with minimum frustration.

For example: "I'm still not sure which age group I want to work with. To find out more about this I will try to get some more experience with young children by signing up as a helper in a play scheme during the next holidays."

6.2 Personal Action Plan

Areas to address:

SMART Goals:

7. MARKSHEET

Communicating and Teaching Mathematics Marksheet for Log Extracts and Summary

Name..... Student No. Mark.....

| | Marks awarded |
|---|---------------|
| <p>Reflection on Self and Personal Development (30%)</p> <p><i>Consideration of e.g. personal experiences of tutoring, running a Mathematics club, developing materials, development of skills, increase in self-awareness, achievement of objectives, own contribution to team...</i></p> | |
| Evidence of in-depth critical analysis and making connections to a variety of areas (e.g. to future plans for learning or career) and strongly supported by log extracts (well referenced) | 21-30 |
| Evidence of making meaning of a number of issues and making connections between them and supported by log extracts (well referenced) | 18-21 |
| Evidence of descriptive writing about a variety of incidents/experiences and supported by log | 15-17 |
| Evidence that experiences have been captured in a limited way | 12-14 |
| Lack of reflection on self and personal development | 0-11 |
| <p>Reflection on Schools and Organisation of Teaching (30%)</p> <p><i>Consideration of increase in own knowledge about e.g. schools as organisations, their culture, health and safety, organisation of teaching, relating observation to current policy, information in the media....</i></p> | |
| Evidence of in-depth critical analysis and making connections to a variety of areas (e.g. to future plans for learning or career) and strongly supported by log extracts (well referenced) | 21-30 |
| Evidence of making meaning of a number of issues and making connections between them and supported by log extracts (well referenced) | 18-21 |
| Evidence of descriptive writing about a variety of incidents/experiences | 15-17 |
| Evidence that experiences have been captured in a limited way | 12-14 |
| Lack of reflection on schools and organisation of teaching | 0-11 |

| | |
|--|---|
| <p>Reflection on Children's Mathematics Learning (30 %)</p> <p><i>Consideration of how children learn Mathematics e.g. what helps, what hinders, relating observations to theory, role of self in children's learning</i></p> <p>Evidence of in-depth critical analysis and making connections to a variety of areas (e.g. to future activities as Mathematics assistant/teacher) and strongly supported by log extracts (well referenced)</p> <p>Evidence of making meaning of a number of issues and making connections between them and supported by log extracts (well referenced)</p> <p>Evidence of descriptive writing about a variety of incidents/experiences</p> <p>Evidence that experiences have been captured in a limited way</p> <p>Lack of reflection on how children learn</p> | <p>21-30</p> <p>18-21</p> <p>15-17</p> <p>12-14</p> <p>0-11</p> |
| <p>Presentation (10%)</p> <p>Excellent presentation, all sections clearly ordered and cohesive, demonstrates clear planning and attention to detail</p> <p>Clearly structured and presented</p> <p>Basic structure and presentation</p> <p>Poorly presented, lack of attention to detail hinders understanding of writing</p> | <p>7-10</p> <p>5-6</p> <p>4</p> <p>0-3</p> |

Mark out of 100

Comments:

Marker.....

Date