

Turning **experience** into **reflection**

Describe a practice, giving an actual example from your teaching.	What is your intention for implementing such a practice?	Why do you believe this practice is worthwhile one?	What impact does it have on your students' learning? How do you know?	Write a generalised statement of belief or philosophy related to this practice and its impact on teaching and learning.
<p><i>I send individualised, personalised emails to my students at least twice each semester to ask them how they are going with their studies.</i></p>	<p><i>Because they are postgraduate, part time, and mostly studying at a distance, I know that it is easy for them to feel isolated. The practice is aimed at making them feel they are important and that they are not alone and that they can feel at ease asking about their work etc.</i></p>	<p><i>Because it is important to make people feel at ease when they are studying. They should be comfortable enough to use all their energy learning, not expending all that energy on problems (such as feeling lost and confused) that can easily be solved.</i></p>	<p><i>It helps them keep on track. It gives them a bit of a boost when things are lagging for them. It gives them an open invitation (personal) to ask questions, one to one. I know it has an impact because they past students have told me. Some students have said that the emails encouraged them to keep going when they had almost given up. I read an article about encouraging distance students as they can often feel they are studying all by themselves and feel quite isolated.</i></p>	<p><i>Students' learning can be supported and encouraged when teachers demonstrate through their actions that individual students and their needs are important. Student motivation can be increased when teachers take time to recognise and acknowledge individual student needs.</i></p>

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