UCLL HOGESCHOOL

RESEARCH & EXPERTISE

How can the double/ tiple loop model of Schön & Argyris (1978, 2002) facilitate/ promote students reflective practice?

Tinne Van Camp

#MOVINGMINDS

HOW CAN TEACHER EDUCATION PROGRAMS TRAIN CHANGE-COMPETENT TEACHERS WHO ARE READY TO FUNCTION IN CHANGING SECONDARY EDUCATION?

HOW TO STRENGHTEN THE SUBJECTIVE THEORIES AND PROFESSIONAL SELF IN TRAINEE TEACHERS AS WELL AS THEIR UNDERSTANDING OF GRAMMAR OF SCHOOLING?

"We want creative teachers and not executors of everything put on their plates."
(survey of school principals)

RESEARCH

➤ Literature review

➤ Survey of 336 recent graduates (<3 years in the field)

➤ Interview or focusdiscussion with 32 school principals (divers educational systems and types of schools)

➤ Designteams in 8 Flemish teacher education programs

OUTPUT

➤ Network with 12 Flemish teacher education programs

➤ Needs analysis secondary education

➤ Inspiration guide for teacher education programs

➤ Handbook for teachers

PWO Leermodern (2022-2024) Expertisecentrum Education & Development UCLL

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Partner colleges: PXL, Vives, Odisee, Howest, (designteam) Thomas More, KDG, AP (netwerk)

Change-competence

WHY?

Rapidly and constantly changing world, society, educational context, ...

Diversity in school systems, school programs, school population, ….

$$\Delta \delta$$

WHAT?

Wouters et al. (2014) conceptualize change-competence as the ability to

(1) question what stays and what changes,

(2) think of alternatives and

(3) take positions, try new approaches and think out-of-the box

März (2018) indicates in her research that both cultural aspects (attitudes and beliefs) and structural aspects (grammar of schooling) should be taken into account when seeking change.

HOW?

HOW CAN TEACHER EDUCATION PROGRAMS TRAIN CHANGE-COMPETENT TEACHERS WHO ARE READY TO FUNCTION IN CHANGING SECONDARY EDUCATION?

HOW TO STRENGHTEN THE SUBJECTIVE THEORIES AND PROFESSIONAL SELF IN TRAINEE TEACHERS AS WELL AS THEIR UNDERSTANDING OF GRAMMAR OF SCHOOLING?

- (How) do we (*want to*) learn our students to understand and question their Subjective Theories and Professional Self and to understand and question Grammar of Schooling?

- Can the double/ triple loop model of Argyris & Schön (2002) be a useful tool to support this kind of reflective practice?

Triple loop learning to facilitate/ stimulate reflective practice

- A **little history** of reflective practice: situating triple loop learning

- The model of triple loop learning
  - **Why** use this model?

  - **What** do the three loops represent?
    + A reflective exercise
  - **How** can we use this model in teacher education?
    + Further disussion
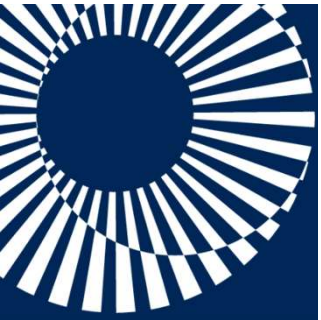
A little history of reflective practice:

situating triple loop learning

A little history of reflective practice

- John Dewey (1930)

- Donald Schön (1980)
- Chris Argyris (1980)

- Jack Mezirow (1990)

- Fred Korthagen (1990)

Gebaseerd op Stroobants, H. (2005). *Reflective practice and VET state of the art*. Leonardo Da Vinci REFLECT project.

A little history of reflective practice

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"It is this reflective approach which improves the effectiveness of learning and emancipates the learner from merely impulsive or routine activity."

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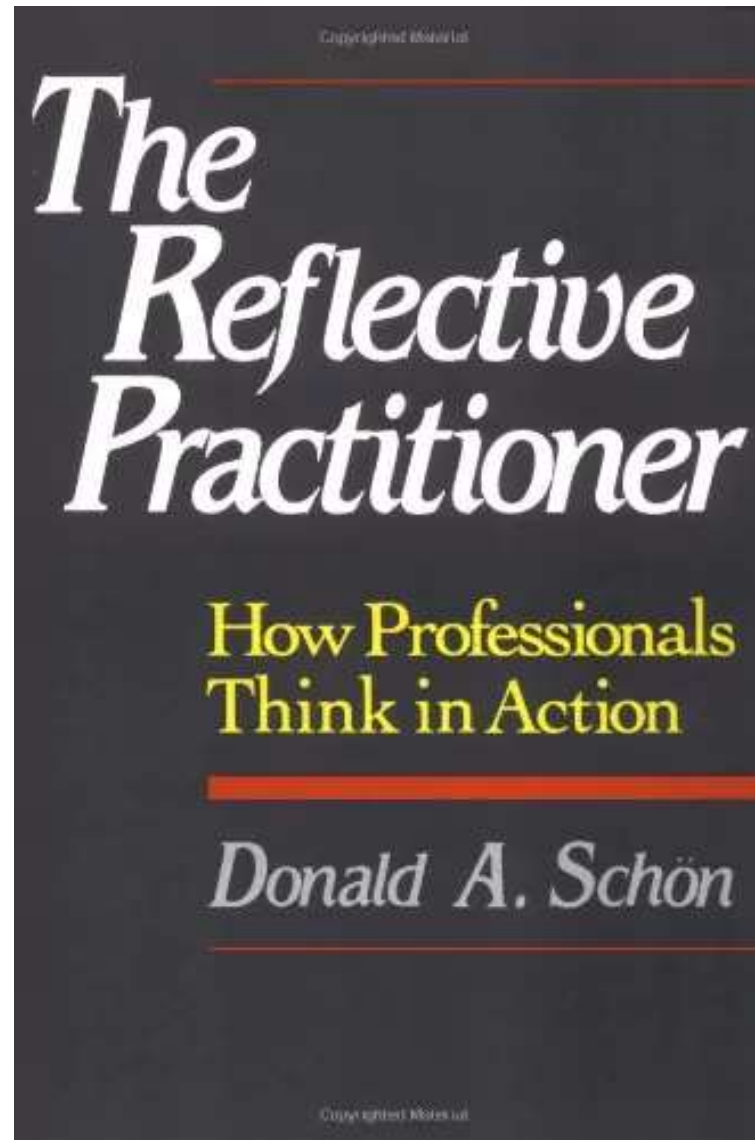- Jack Mezirow (1990)

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Through Schön's work action became an integral part of reflection resulting in 'reflective practice'.

Argyris focuses on organisational learning.

"A person engages in double-loop learning when he learns to be concerned with the surfacing and resolution of conflict rather than with its suppression. In other words: the person learns to change the field of constancy itself." (Argyris & Schön, 2003).
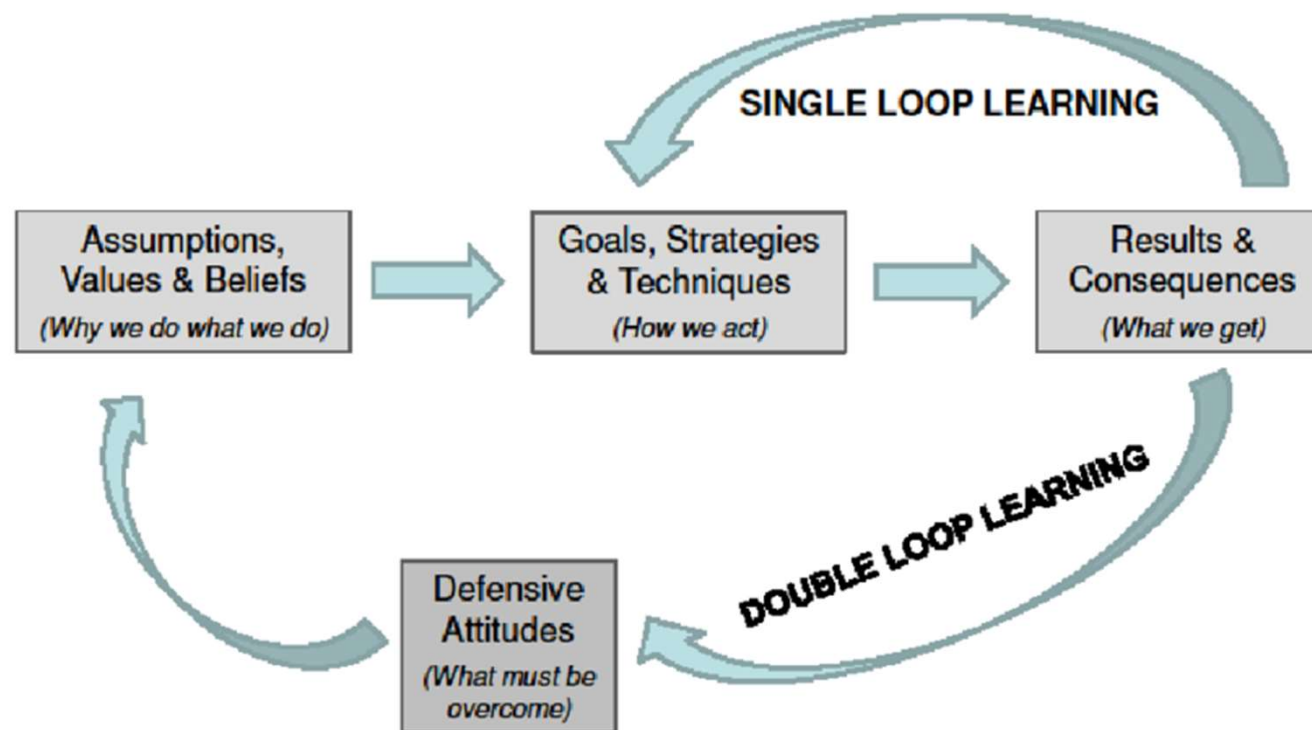
Schön

The
Reflective
Practitioner

How Professionals
Think in Action

Donald A. Schön
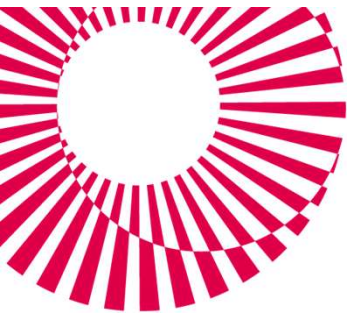
Argyris & Schön, 1978

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Critical reflection

Transformative learning

*"Critical reflection questions our core. It probes at our values, beliefs and everything we take for granted. As such **critical reflection may confront us with things we'd rather not see or know about ourselves.** It is also the kind of reflection which helps us move to a new level of thinking and acting. Transformative learning, because of its deep reach and personal nature has a deep impact on a person's development."*

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Mezirow

A little history of reflective practice

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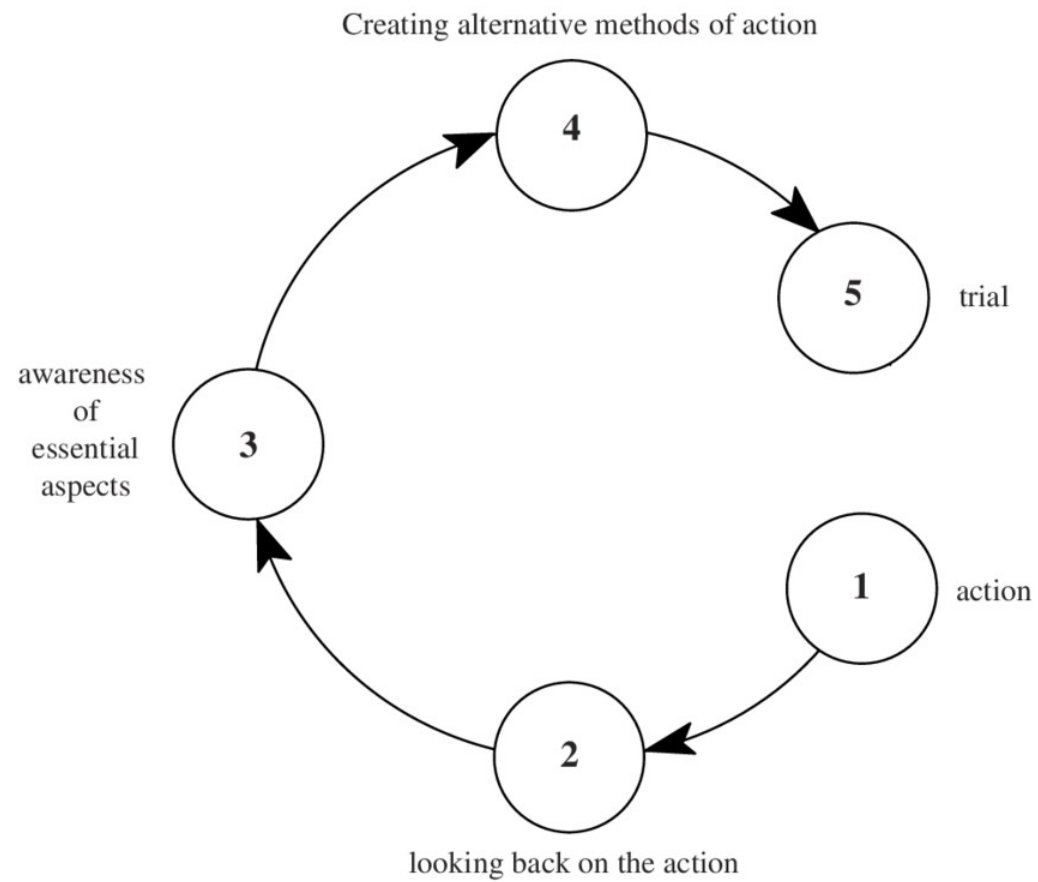- Jack Mezirow (1990)

- Fred Korthagen (1990)

Core reflection

Both Mezirow and Korthagen aim to reach **the level of identity and mission**.

In contrast with Mezirow's critical reflection **core qualities are not questioned** in this approach. Attention goes mainly to the positive traits in individuals and to coming to new action on the basis of core qualities.
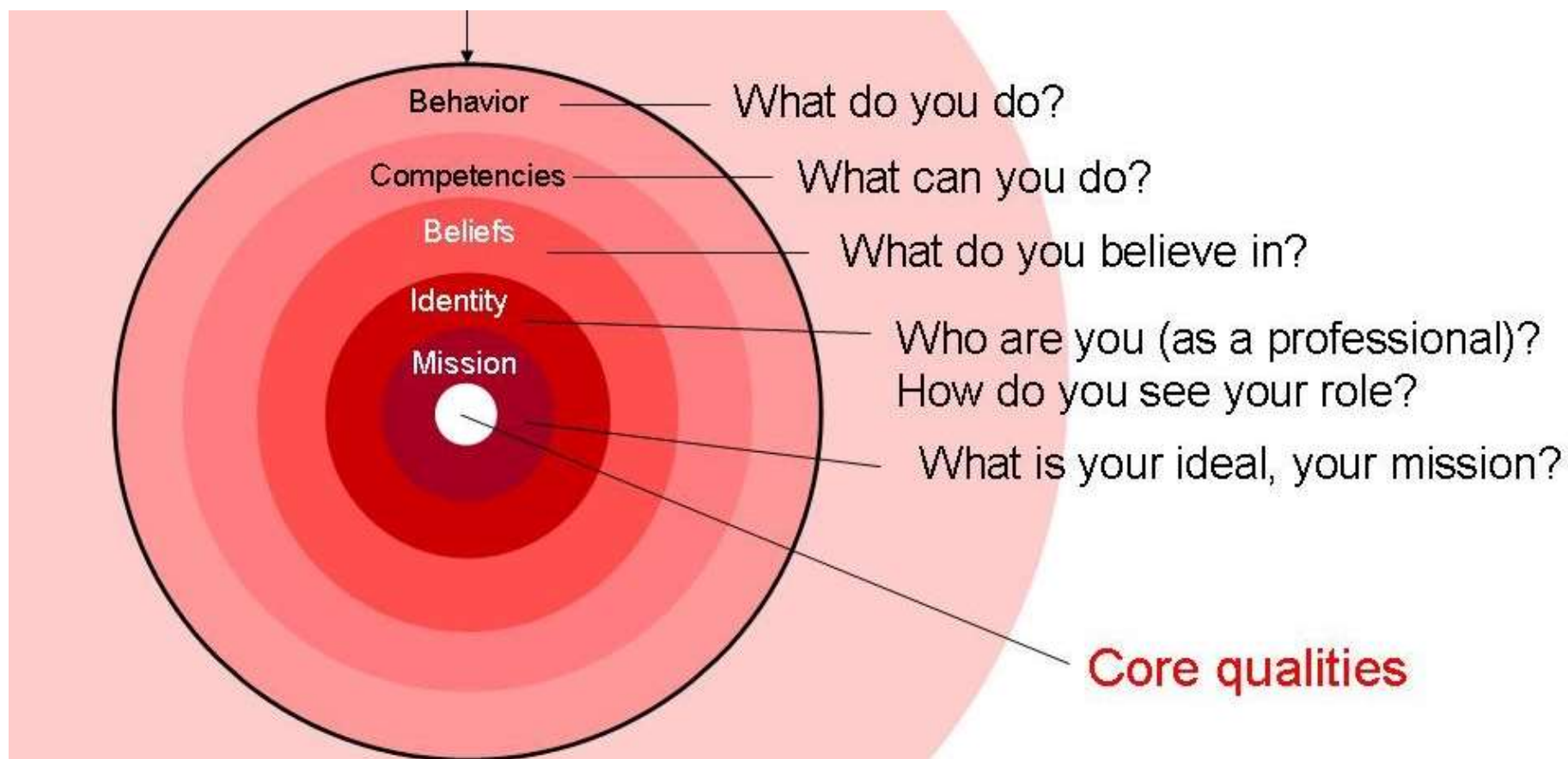
Korthagen

Creating alternative methods of action

4

5   trial

awareness
of
essential
aspects   3

1   action

2

looking back on the action

Korthagen

Behavior — What do you do?

Competencies — What can you do?

Beliefs — What do you believe in?

Identity — Who are you (as a professional)? How do you see your role?
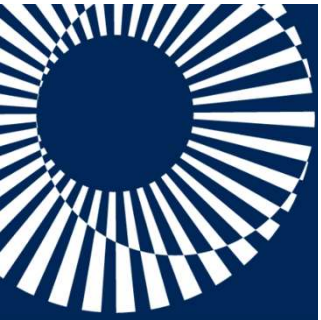
Mission — What is your ideal, your mission?

Core qualities

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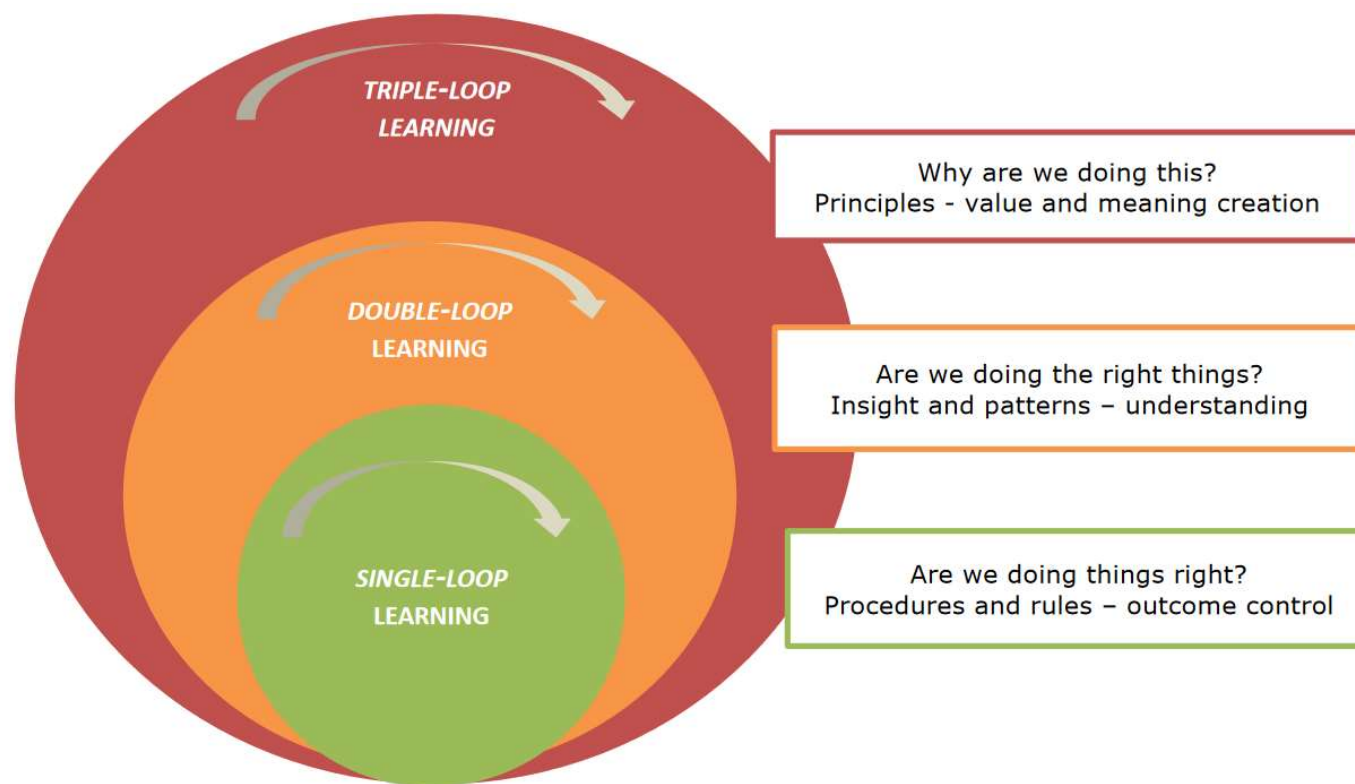
- Jack Mezirow (1990)

- Fred Korthagen (1990)

WHAT are the three loops representing?

WHY use the model of triple loop learning?

A reflective exercise

The model of triple loop learning

TRIPLE-LOOP LEARNING
Why are we doing this?
Principles - value and meaning creation

DOUBLE-LOOP LEARNING
Are we doing the right things?
Insight and patterns – understanding

SINGLE-LOOP LEARNING
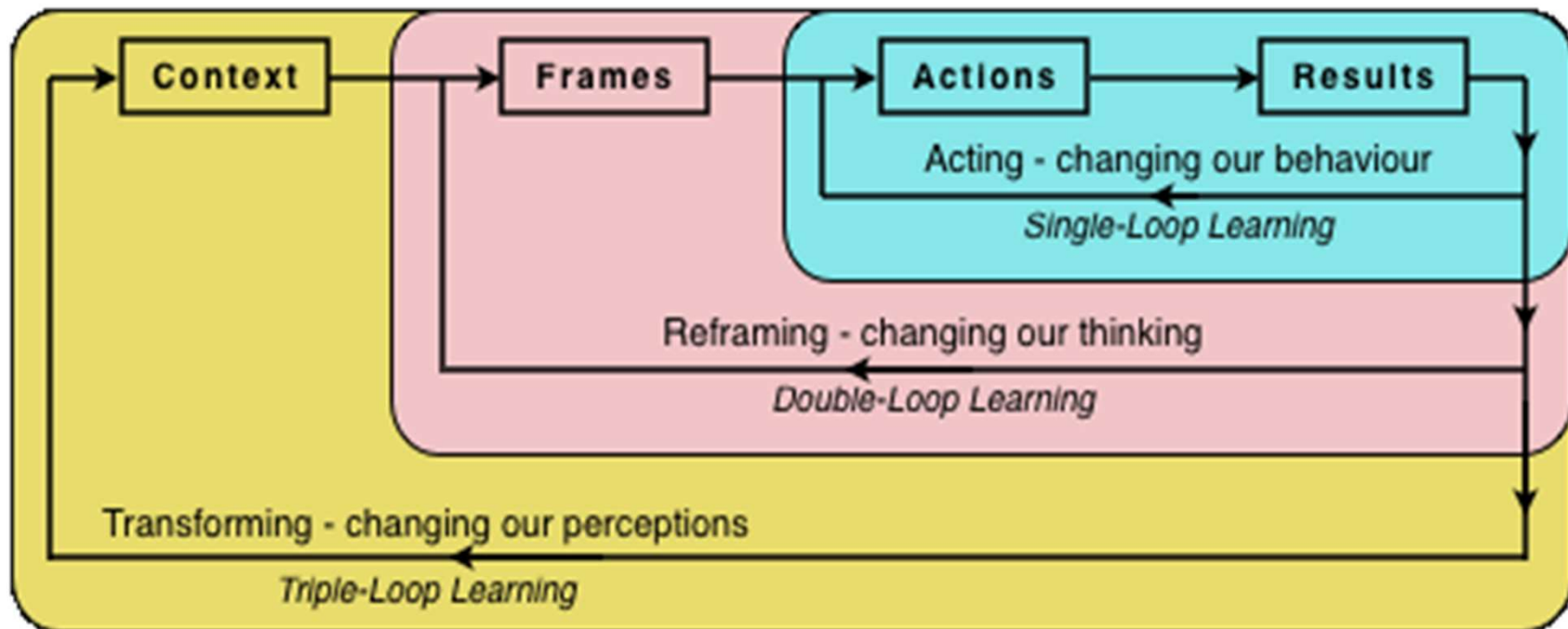Are we doing things right?
Procedures and rules – outcome control

Janssens, M. (2015). The learning paradox in higher education.
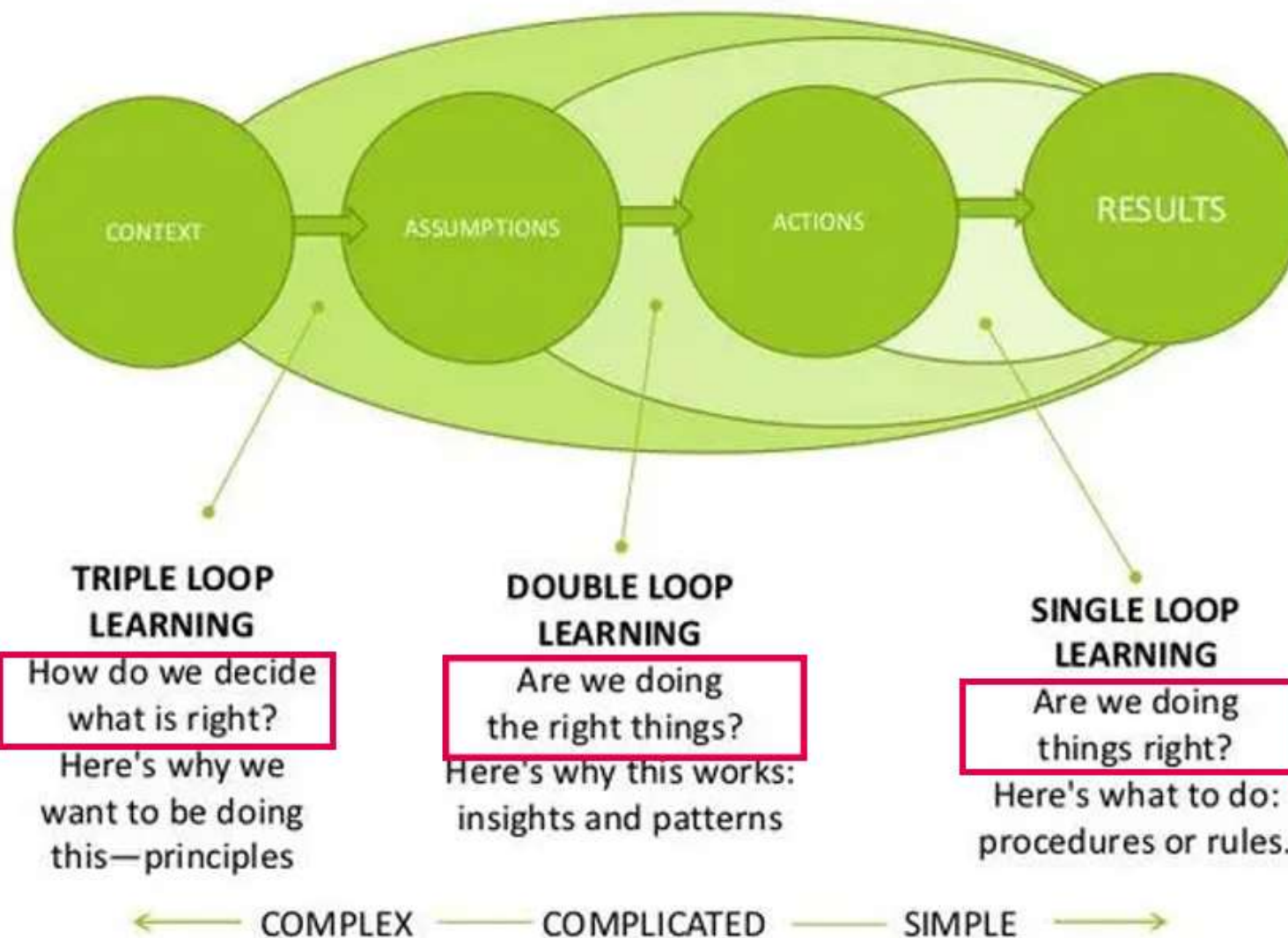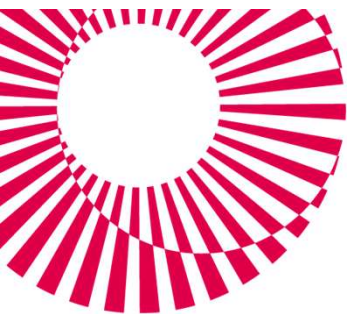
Triple loop learning

Figuur: https://www.mikethementor.co.uk/blog/2018/4/4/single-double-and-triple-loop-change

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CONTEXT → ASSUMPTIONS → ACTIONS → RESULTS

TRIPLE LOOP LEARNING
How do we decide what is right?
Here's why we want to be doing this—principles

DOUBLE LOOP LEARNING
Are we doing the right things?
Here's why this works: insights and patterns

SINGLE LOOP LEARNING
Are we doing things right?
Here's what to do: procedures or rules.

← COMPLEX —— COMPLICATED —— SIMPLE →

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Triple loop learning model
features/ qualities/ assumptions

- Emancipatory (Dewey)

- Focuses on action, reflective *practice* (Schön)

- Based on double loop reflection (Schön & Argyris)

- Reflection at organisational (Argyris) and personal (Mezirow/ Korthagen) level

- Includes both cultural aspects (attitudes, beliefs) and structural aspects (grammar of schooling). (~März)

- Transformative learning (~ Mezirow) instead of learning based on stable core qualities.
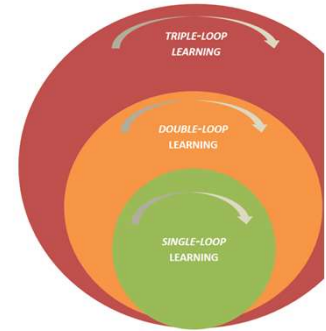
A reflective exercise _ 30'

Work in **pairs**

Choose both an **experience, conflict or issue** to reflect on

Use the **triple loop model** to guide your reflections (2 X 10')

Discuss underlying questions (10')

- *Does this reflective exercise brings you to a deeper level of understanding of the experience/ issue (underlying beliefs, assumptions, patterns, principles, structures)? Does this reflective exercise challenge you to change ...*

- *Do you experience the reflection model as facilitating and/or stimulating your reflection?*

- *Are there necessary conditions for it to work?*

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HOW can we use this model in teacher education?

Further disussion

Further discussion _ 15'

Think – Pair – Share

- **Do we want to** learn our students to understand and question their Subjective Theories and Professional Self and to understand and question Grammar of Schooling?

- **How do we** learn our students to understand and question their Subjective Theories and Professional Self and to understand and question Grammar of Schooling?

- Can the double/ triple loop model of Argyris & Schön (2003) be **a useful tool** to support this kind of reflective practice?

References

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