

Project 2025-1-BG01-KA121-ADU-000307560, Erasmus +  
Sending organisation: Association of Psychologists in Bulgaria



# Course 7: The Reflective Educator

Hosting Organisation: Akademie für Politische Bildung und demokratiefördernde Maßnahmen  
2-11.09.2025, Linz, Austria



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



# Course Introduction

## Course focus

- Reflection as a core competence in adult education
- The reflective educator as a facilitator of learning and growth
- Linking self-awareness, quality, and professional development

## Learning outcomes

Participants will be able to:

- Apply reflective practice models in adult education
- Use DigCompEdu for self-assessment and development
- Facilitate reflection individually and in groups
- Create personal professional growth plans

# Whats Reflective Practice

Reflection vs  
description

Reflection-in-action and  
reflection-on-action

Why reflection matters  
for adult educators

**Reflectionquestion** When do you usually reflect on your practice?

# Models of Reflection

Schön

Gibbs

Kolb

Brookfield  
(critical lenses)

**Mini-task:**

Which model feels most natural to you?

# Reflection in Adult Learning

- Reflection as a learning method
- Individual vs group reflection
- Emotional and cognitive dimensions

## Exercise:

Analyse a learning activity: where can reflection be embedded?

# DigCompEdu framework

*(Theory → Practice)*

Overview of DigCompEdu competence areas  
Self-assessment as a development tool

**Mini-task:**

Identify one competence you want to strengthen.

# Self Assessment & Evidence

*(Practice)*

- Collecting evidence of practice
- Reflection vs self-judgement
- Using rubrics and descriptors

## Activity:

Write a short reflective statement based on DigCompEdu.

# Portfolio & Reflective Journaling

*(Practice)*

- Digital portfolios
- Learning journals
- Tools and formats

**Task:** Start a reflective journal entry about this course.



# Coaching & Peer Feedback

(Practice-oriented)

Coaching mindset

Peer reflection models

Asking powerful questions

**Role-play: Coach – coachee – observer**

# ShareModule(4): Digital Storytelling for Reflection AEC

## Group Activity

- Explore digital storytelling tools
- Create a short reflective narrative about professional practice

## Focus:

- meaning
- identity
- growth

# Shared Module (5): Digital Narratives of Professional Growth AEC

## Hands-on Group Task

Develop a digital story showing learning and change  
Exchange feedback in small groups

## Reflection:

How storytelling deepens reflection

# Facilitating Reflective Circles

*(Practice)*

- Structure and rules
- Psychological safety
- Managing silence and emotions

**Simulation:** Facilitate a reflective circle session.

# Preparing Reflection in Outdoor Settings

Why nature supports reflection

Walking conversations

Embodied reflection



Planning task:

Design an outdoor reflective activity.

# ShareModule(9): Outdoor Reflection Walk

## Group Role-Play

### Peer Reflection Activity

Guided reflection walk in nature

Peer feedback using reflective questions

### Documentation:

Notes / sketches / voice memos

# Creating Personal Growth Plan

*(Shared reflection)*

Strengths and development areas  
Short- and long-term goals  
Support and resources

**Task:**

Draft a personal professional development plan.

# Module 10: Wrap Up & Sharing Exhibition

---

## Final Group Activity

Sharing growth plans and reflective outputs

Peer appreciation and feedback

Commitment to continued reflective practice

### Closing question:

How will reflection shape your future as an educator?