



When using this material, reference to its source is needed:

Korthagen, F. & Nuijten, E. (2022). *The power of reflection in teacher education and professional development: Strategies for in-depth teacher learning*. New York: Routledge.

Structure 3: Case discussion in a group

Start

- Choose a participant who will chair the discussion.
- Opening round: everyone says how they feel here-and-now ('checking-in').
- Description of a case or a work issue by one participant ('the worker').

Step 2 of the ALACT model: looking back

- Each group member takes a moment for reflection and writes down a question they would like to ask or feedback they would like to give.
- A few group members each do one intervention (they ask a question or give feedback), without the worker reacting.
- Often it works well if the worker chooses the group member whose intervention was felt as most interesting/stimulating to the worker. The chosen participant can then have a reflective conversation with the worker, starting with the original intervention. This conversation focuses on step 2 (looking back), and can, for example, be facilitated by using the diagram with the nine boxes (Diagram 1).

Step 3 of the ALACT model: awareness of essential aspects

Another group member can then take charge of step 3 and promote awareness of essential aspects, for example by:

- helping the worker to find frictions between thinking, feeling, and wanting, or between the left and the right side of Diagram 1;
- helping the worker compare a successful moment with a less successful moment and find the differences;
- naming or helping to name skills and core qualities of the worker;
- helping the worker see relationships with personal beliefs, values, and/or pedagogical principles.

Other group members (in a large group only two) may add an insight and give feedback on strong sides of the worker not mentioned before.

- The worker formulates the essence or an important positive discovery.

Step 4 of the ALACT model: creating alternative methods of action

- The worker formulates new alternatives for action. Other group members can give supportive feedback. Possibly someone wants to suggest an alternative that has not yet been mentioned.
- The worker reflects on benefits and drawbacks of various alternatives and formulates a concrete intention for action.

Conclusion of the session

Everyone writes down:

- What did I learn from the content of the case?
- What did I learn about the reflection and coaching process? Does this lead to a new idea for my own reflections or my way of coaching?
- How did we learn together? What was strong and what can be improved?

If there is sufficient time, the answers are shared within the group.

The chair asks: what can we do differently next time? (keep this short).

Perhaps there is time for giving feedback to the chair.