

## Reflection Teaching: A Valuable Tool for Teaching, Learning and Professional Development

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There is an art of which every man should be a master the art of reflection. If you are not a thinking man, to what purpose are you a man at all?

William Hart Coleridge

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## Reflection Opportunities

- Enhance student learning
- Enhance professional development as an academician
- Continuous professional development as a clinician/practitioner

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By three methods we may learn wisdom:  
First, by reflection, which is noblest;  
Second, by imitation, which is easiest; and  
third by experience, which is the bitterest.

Confucius

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## Importance of Reflection in our Teaching Activities

- One of our most important pedagogical goals:
  - Develop inquiry and metacognitive expertise
  - Transform our students, their learning tools and classroom environment into a self-aware, self-improving systems



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## Teaching Process

- Exploring Teaching-- "Shall I Teach?"
- Academic Preparation-- "What Shall I Teach?"
- Understanding Learners-- "How Do Students Learn?"
- Organizing for Teaching --"How Shall I Teach?"
- Schooling and Cultural Context--"Why Do We Teach?"

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## Reflection to Enhance Student Learning

- Can be visualized as an constructivist approach
- Ethic of caring
- Helps our students to seek connections between theory to practice.
- Our students are can be viewed as student as "thinker, creator, and constructor

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## Reflective Teaching

### Responsibilities of the Educator

- Create an environment for creative problem solving
- Decisions
  - What decisions should I be making?
  - How would I make these decisions?
  - How can I enhance student learning in this process?
  - What is the thought process that students should understand?

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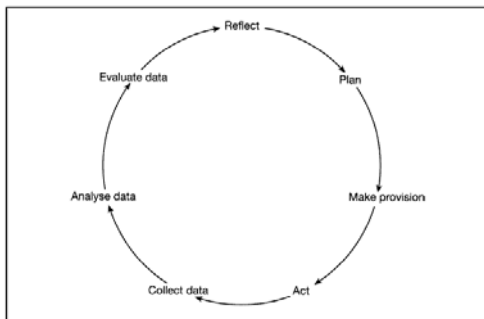


Figure 1.5 The process of reflective teaching

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RTWeb Info <http://www.rtweb.info/diagrams/fig1-5.html>

## Student Goals Reflective Teaching



- Understanding the importance of key assumptions
- Developing the thought processes needed for problem solving in a particular environment
- Understanding the impact of their beliefs and values in decision making
- Using the best method to demonstrate the thought process

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## Think-Pair-Share Activity

Reflect upon the following questions as they related to a particular class you have taught recently on the provided sheet.

- What are the key assumptions that were critical to student understanding of the topic?
- What thought processes were you trying to teach your students during this class?
- What would be the best pedagogical approaches to demonstrate this thought process?

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"If we are to become more effective teachers, we need to become more reflective teachers. To be reflective we need to articulate our theories of learning, critically examine them and replace those parts which, we suspect or, better still, can show do not work.

J. Webb, 1996

<http://www.ukcle.ac.uk/resources/reflection/you.html>

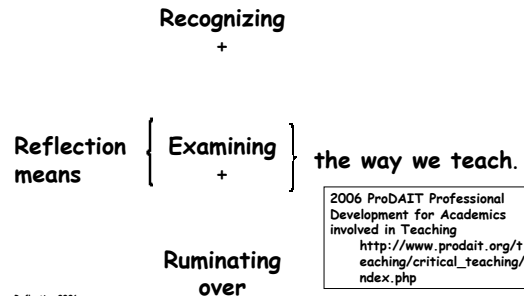
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## Enhance Professional Development as an Academician

- Using reflection allows us to learn from our experiences
- Using reflection allows us to explore our own backgrounds, beliefs, assumptions, knowledge, attitudes, values and social setting as it relates to the complexities of our teaching.
- Using reflection allows us to articulate our theories of learning, critically evaluate how these are working and to use this information to better enhance our skills as educators.

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## Enhance Professional Development as an Academician



## Enhance Professional Development as an Academician

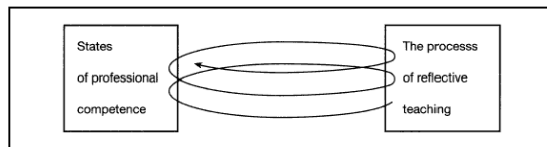


Figure 1.1 The spiral of professional development

RTWeb Info <http://www.rtweb.info/diagrams/fig1-1.html>

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## Levels of Reflections

Adapted from Zeichner and Liston, 1996

- **Rapid** - Immediate and Automatic, often while teaching, constantly and often done privately.
- **Repair** - Thoughtful, Decision to alter behavior based upon student clues
- **Review** - Less formal, Done a a particular point in time, Teacher writes, thinks, discussions on some element, Collegial and interpersonal

ProDAIT:  
[http://www.prodait.org/teaching/critical\\_teaching/levels.php](http://www.prodait.org/teaching/critical_teaching/levels.php)

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## Levels of Reflection

Adapted from Zeichner and Liston, 1996

- **Research** - More systematic review, over a period of time, Thinking and observation on a particular issue over time, Examples include action research, exploratory practice, teaching journal
- **Rethorizing and Reformulating** - Long term, Informed by public academic theories, More rigorous, Examine practice theories and consider in light of academic theories

ProDAIT:  
[http://www.prodait.org/teaching/critical\\_teaching/levels.php](http://www.prodait.org/teaching/critical_teaching/levels.php)

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## Process and Activities of Reflection

Methods	Activities
➤ Diary	➤ Thinking
➤ Tools	➤ Talking
➤ Critical Incident	➤ Community of Scholars
➤ Peer Observation	➤ P. Palmer, The Courage to teach
➤ Recording Teaching	➤ Reading
➤ Student Feedback	➤ Seminars
	➤ Seeking Input from others via other means (e.g., list-serves, Internet, etc)

British Council - Teaching English,  
<http://www.teachingenglish.org.uk/think/methodology/reflection.shtml>

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## Available Forms

- **Teacher Behavior Inventory** - Want to know about the nuts and bolts of your classes, How you can be more effective
- **Classroom Environment Inventory** - Why does the class not seem to be with you?, what type of learning environment do the students want?
- **Instructor Self-Evaluation Form** - How do you teach, are you burnout?

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## Sample - How Do You Teach? Handout

- How do you begin and end class?
- What do you do with your hands?
- Where do you stand or sit?
- When do you move to different locations?
- Where do you move?
- Where do your eyes most often focus?
- What do you do when you move from one section to the next?
- When do you speak louder or softer?
- When do you speak faster or slower?
- Do you laugh or smile in class?
- How do you use examples?
- How do you emphasize the main points?
- What do you do if students are inattentive?
- Do you encourage student participation in class?
- How do you encourage student participation in the class?

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## Instructor Self Evaluation Handout

- **Office of Instructional Resources, Measurement and Research Division, University of Illinois**
- **Handout**
- **Four scales**
  - Adequacy of Classroom Procedures
  - Enthusiasm for Teaching and Knowledge of Subject Material
  - Stimulation of Cognitive and Affective Gains in Students
  - Relations with Students

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## Critical Incident Analysis

- **Defined as a problem or challenge in a particular context, rather than a routine occurrence**
  - Can occur in a specific module or class
  - Can be something in student behavior
    - Students arriving late, talking in class, difficult to get students involved in class discussions
  - Frame incidents as questions to better our understanding

ProDAIT <http://www.prodait.org/approaches/cia/>

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## Critical Incident Process

1. Identify the incident you wish to reflect upon (for example one teaching session).
2. Write down what you intended to do in the session.
3. Write down what actually happened.
4. Write down how you feel about this and why you think you the session evolved as it did.
5. Identify ways in which you could approach the session differently next time
6. Repeat after each session or fortnightly to get a picture of the way in which the course develops. This approach helps you to see the progression of the course through the eyes of your students.

ProDAIT <http://www.prodait.org/approaches/cia/>

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To become an able and successful man in any profession, three things are necessary, nature, study and practice.  
Henry Ward Beecher


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## Reflective Practice

- DA Schön (1966) - Defines this term as "thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline"
- Mentoring process is essential
- Critical element for continuous professional development (CPD)
- Concept of a Practitioner-Researcher or Teacher-Educator-Researcher

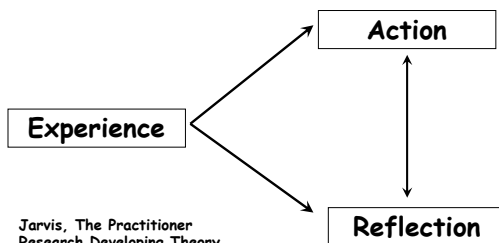
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## Reflective Practitioners

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- Reflective Practitioners
  - Consider more alternatives
  - Develop a body of knowledge based upon their experiences
  - Continue to learn throughout their career.

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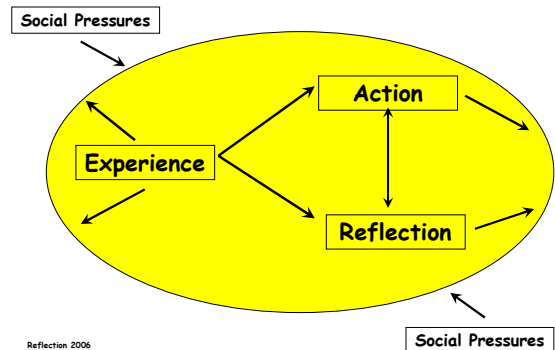
## Reflective Practice



Jarvis, The Practitioner  
Research Developing Theory  
from Practice, 1999

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## Social Dimensions of Practice



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## Reflective Practitioners Engage in Reflective Research Schön (1983)

- These practitioners can be involved in a process of:
  - Individual and Subjective Research
  - Ephemeral Events
- Allows for a process of gathering information, researching their own practice and enhancing their professional practice

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## Process for Reflective Research

- **Frame Analysis** - aware of their frames and become aware of alternatives that can lead to further reflection in their practice.
- **Repertoire-Building Research** - accumulating and describing useful examples of reflection (e.g., case studies).
- **Research on Fundamentals Methods of Inquiry and Overarching Theories** - examine episodes of practice that leads to ways of thinking and seeing and action science for unique situations.
- **Research on the Process of Reflection in Action** - by understanding practice you can restructure your practice.

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## Ways for Practice Improvement

- Ways to study processes of ephemeral phenomenon in practice
  - Case Studies
  - Action Research
  - Collaborative Research
  - Documents and Documentation
  - Small Scale Surveys
  - On-line reflections
  - Blogs



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Learning is not attained by chance. It must be sought for with ardor and attended to with diligence.  
Abigail Adams



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## Web Sites

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  - <http://www.ukcle.ac.uk/resources/reflection/what.html>
- National Capital Language Resource Center, Washington, DC
  - <http://www.nclrc.org/essentials/whatteach/reflect.htm>
- RTWeb Info
  - <http://www.rtweb.info/>
- RTWeb Info - References Reflective Teaching
  - [http://www.prodait.org/teaching/critical\\_teaching/index.php](http://www.prodait.org/teaching/critical_teaching/index.php)
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  - <http://www.teachingenglish.org.uk/think/methodology/reflection.shtml>
- Reflective Practice and Professional Development.ERIC Digest
  - <http://www.ericdigests.org/2001-3/reflective.htm>

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## Excellent References

- Available from ProDAIT
- Critical Reflections on Learning
  - <http://www.prodait.org/resources/C%20on%20Learning.doc>
- Critical Reflections on Teaching
  - <http://www.prodait.org/resources/C%20on%20Teaching.doc>

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