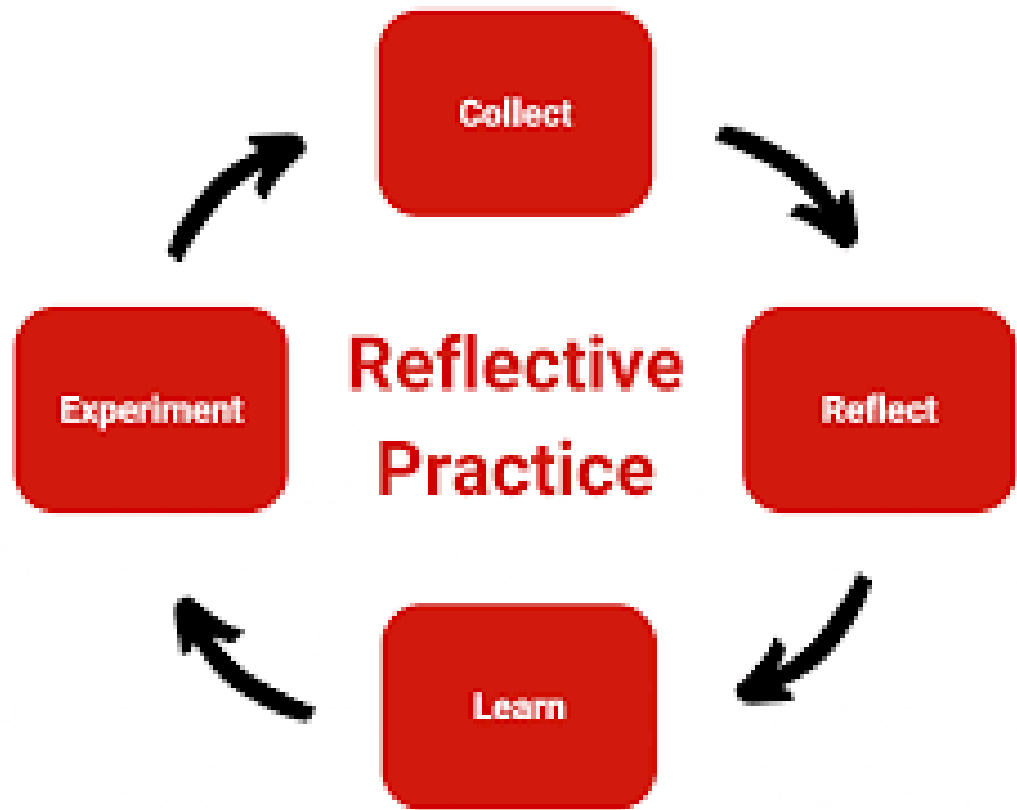


Reflective Practices: Process, Effectiveness, and Challenges

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What is reflective practice?

- A form of cyclical and systematic inquiry
- Teachers carefully collect evidence about their teaching practices to analyze, interpret, and evaluate their experiences with the intention to improve their future teaching (Farrell, 2016; Mathew & Peechattu, 2017).
- A meaning-making process that enables teachers to grow (Rodgers, 2002)

What is reflective practice?

- Reflective teachers
 - aim at gaining better solutions
 - attempt to deepen their understanding of themselves
 - try to understand how the solutions they have discovered connect to other experiences and ideas

Why reflective practice?

- RP is a key factor that brings change to "teacher identity" and "teacher quality".
- *Teacher identity* refers to the way teachers understand themselves as teachers (Mockler, 2011) -- both personally and professionally.
- RP provides teachers with an opportunity for their emotions, beliefs, and personal philosophies of teaching to be challenged and refined (Walkington, 2005)

Why reflective practice?

- Reflective practice assists teachers in identifying what is going on inside their minds.
 - Teachers may change/improve their teaching in areas of classroom activities, lesson planning, behavioral management, etc.
 - a teacher-centered classroom → a student-centered classroom
 - classroom control through punishment → a relationship-building strategy
- (Alger, 2006)

Why reflective practice?

- RP contributes to the enhancement of teacher quality.
- *Teacher quality* refers to professional development – how a teacher learns particular knowledge and a set of skills within a specific context of situation (Koellner & Jacobs, 2015)
- Through RP, teachers' awareness of their teaching increases.
- Teachers can "unlearn" the ineffective teaching methods that may have undesirable effects on students' learning experience (Ciampa & Gallagher, 2015)

Why reflective practice?

RP allows pre-service and in-service teachers to stop for a moment to take a look into their past experiences.

Teachers can explore their experiences and discover “the truth” about themselves through self-observation, self-analysis, and self-evaluation.

Why reflective practice?

- RP supports the concept of “mindfulness practice” introduced by Mortari (2012).
 - Teachers should be aware of their inner lives first before solving their classroom problems or responding to students’ needs.
 - Teachers’ self-understanding has a strong influence on their professional roles and behaviors.



Reflective Practice Process

- Three frameworks that can be used to guide and “scaffold” the reflective process in teacher education:

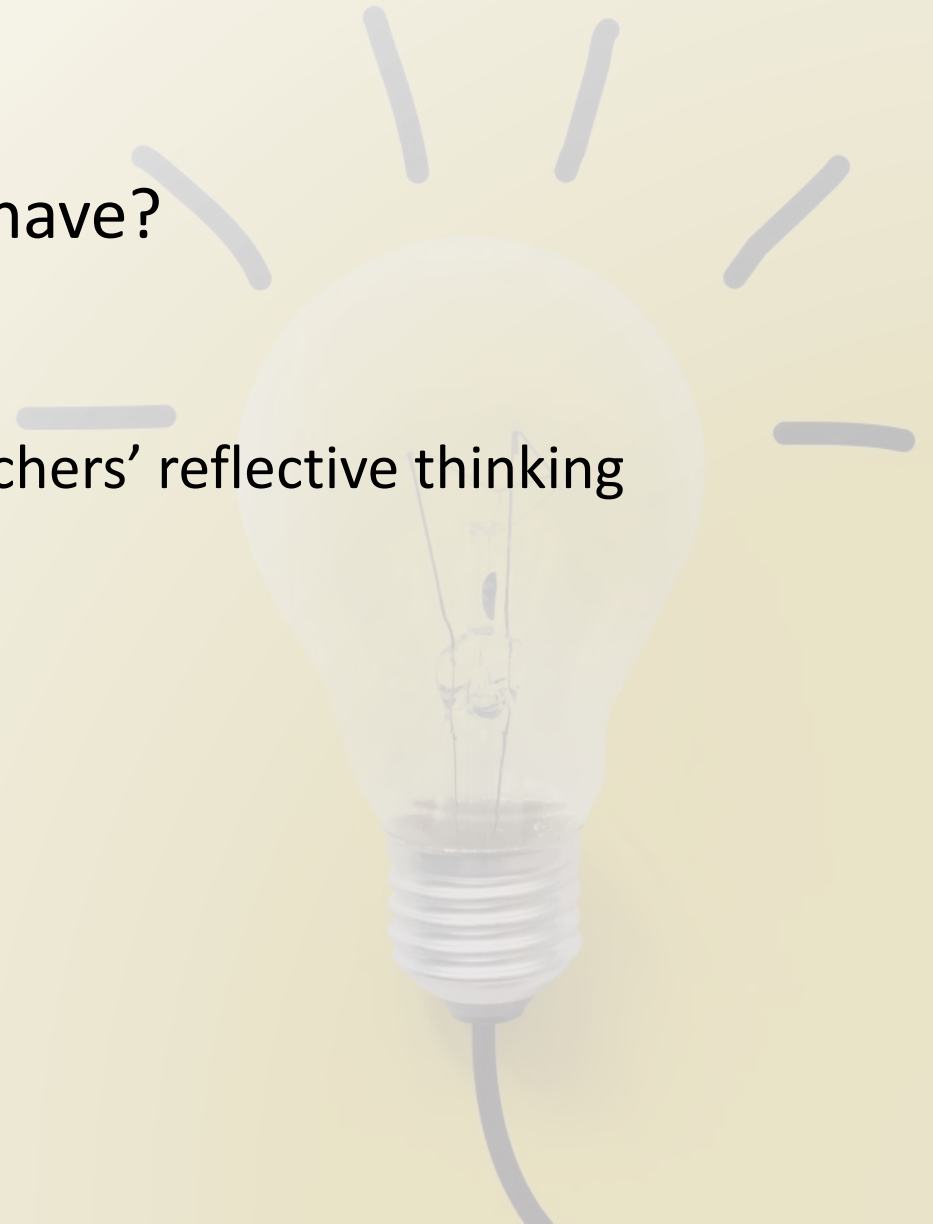


Gibb (1988) – Reflective Cycle



Gibb (1988)

- How many stages does this framework have?
 - 6 stages
 - shows the continuous development of teachers' reflective thinking





Gibb (1988)

- Stage 1: Description
 - What/how should teachers describe?
 - Revisit the puzzling incident that made them curious or wish to understand better
 - Describe the details of the situation
 - Avoid making any judgements or drawing any conclusions about the incident

Gibb (1988)

- Stage 2: Feelings
 - What should teachers do at this stage?
 - Explore the thoughts or feelings that they were having when the incident occurred
 - Avoid making any analysis or judgements
 - Should be aware of how their thoughts and feelings were impacted by the incident

Gibb (1988)

- Stage 3: Evaluation
 - What/how should teachers evaluate?
 - Can evaluate what was good or bad about the incident
 - Should consider both, although the incident may seem totally negative



Gibb (1988)

- Stage 5: Conclusion
 - How should teachers conclude?
 - Teachers bring together what they have reflected on previously
 - Teachers draw logical conclusions about what they have learned or what they could have done differently

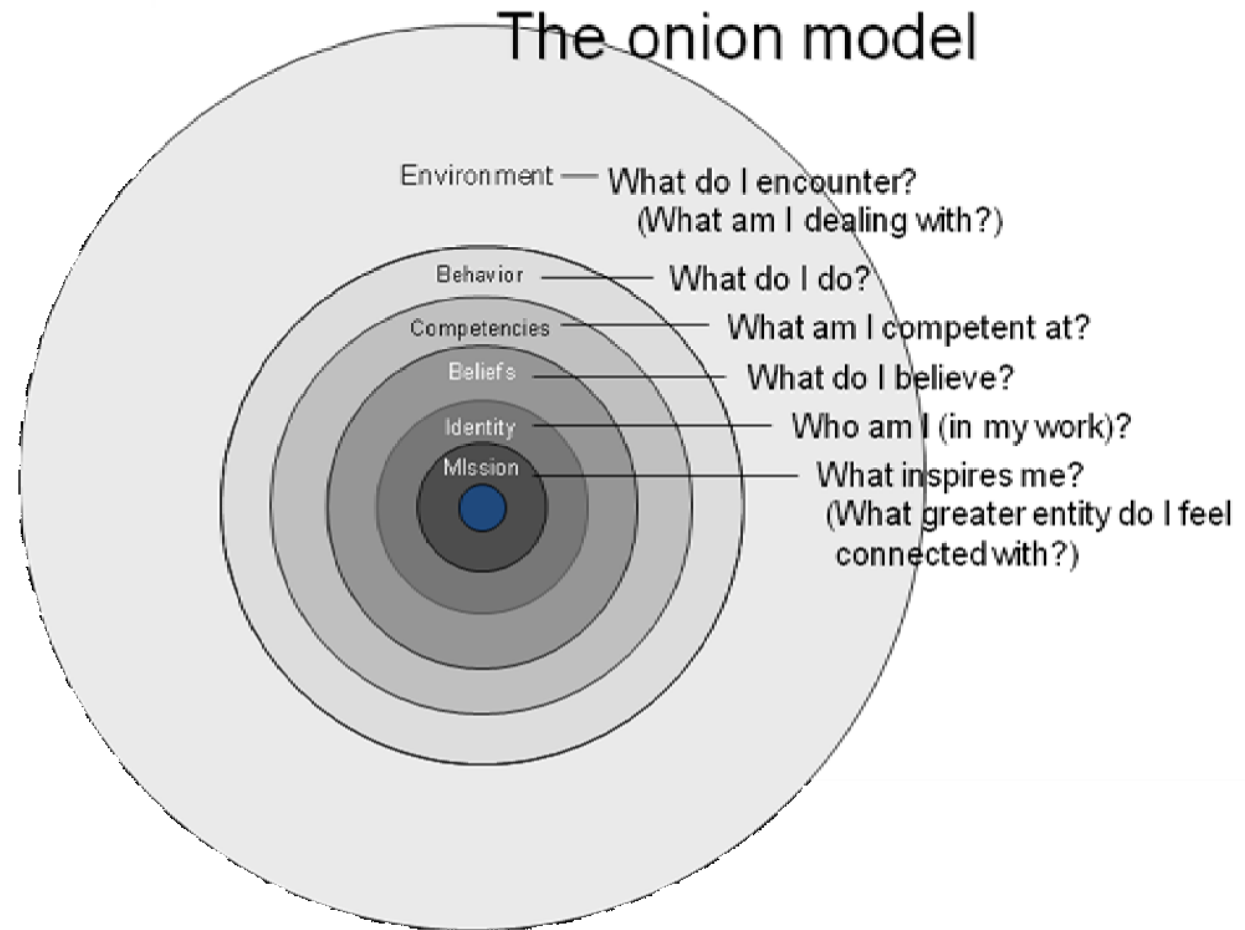


Gibb (1988)

- Stage 6: Action plan
 - What should teachers do at this final stage?
 - Teachers suggest a plan for improvement in a similar situation based on the previous stages of the cycle



Korthagen
and Vasalos
(2005) – The
Onion Model





Korthagen and Vasalos (2005)

- Assumption: Teachers can understand the true meaning of a situation only when their reflection touches them personally and gives them opportunities to explore themselves as teachers.
- The analogy of an onion to represent teachers' reflection at different levels, moving from the outside to the inside.

Korthagen and Vasalos (2005)

The first layer

- Teachers explore the challenges that they face.

The second layer

- How teachers cope with the challenges mentioned in the first layer.

The third layer

- Teachers reflect on what they can actually do to solve the challenges.



Korthagen and Vasalos (2005)

The fourth layer

- Teachers explore what their assumptions or beliefs are toward their challenges.

The fifth layer

- Their assumptions/beliefs about themselves are reflected.

The last layer

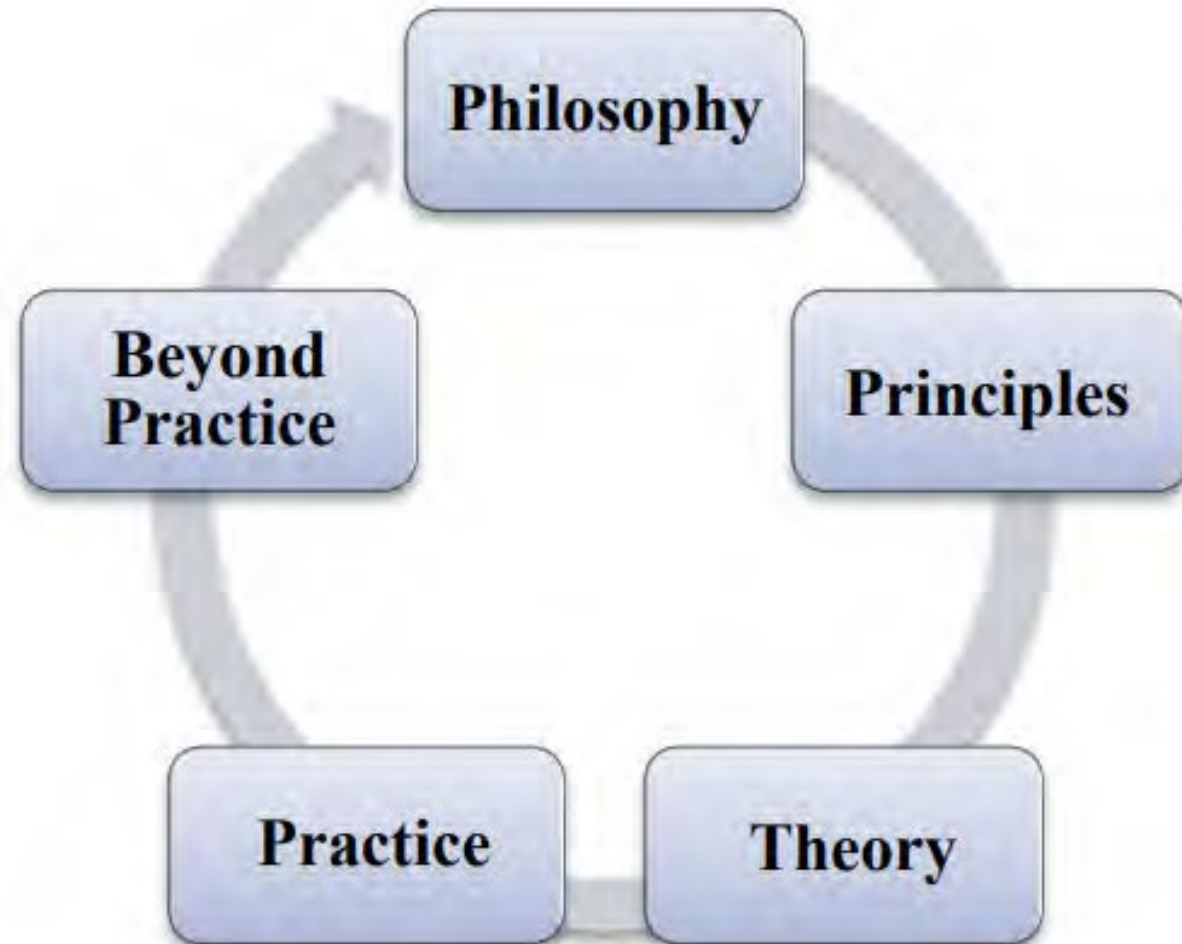
- Teachers explore what inspires and gives meaning to their lives or their profession.



Farrell, 2015

- A holistic framework that combines all aspects of reflection
 - the intellectual and cognitive aspects of teaching practice
 - The non-cognitive aspects of teachers' inner life

Reflecting on
Practice
(Farrell,
2015)



Farrell, 2015

- Stage 1: Philosophy
 - Teachers reflect on their background and previous life experiences.
- Stage 2: Principles
 - Teachers reflect on their assumptions, beliefs, and conceptions of teaching and learning.
- Stage 3: Theory
 - Teachers examine the plans, teaching activities, and teaching methods that they choose to see if they can be translated in the classroom or not.

Farrell, 2015

- Stage 4: Practice
 - Teachers examine the observable actions of both themselves and of their students.
- Stage 5: Beyond practice
 - Teachers are encouraged to explore and examine the moral, political, and social issues that influence their practice both inside and outside their teaching context.



Advantages of RP

- What are some advantages of reflective practice?
- For pre-service teachers:
- A bridge connecting the gap between theory and practice
 - Teachers can apply the theoretical knowledge and teaching techniques that they acquired in their coursework in the real classroom setting.
 - Teachers can gain a better understanding of teaching in the real-world context.
 - Teachers can recognize the students' needs and acknowledge the difficulties in teaching that they may face in the future

Advantages of RP

- For (in-service) teachers:
 - Can take informed actions that can be explained to others and that can be used to guide further action
 - Can become responsible for themselves and their students
 - Can develop confidence in teaching
 - Can encourage innovation
 - Can consciously develop a repertoire of relevant and context-specific strategies and techniques

<https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>

Advantages of RP

- A study by Ragawanti (2015) has reported on how reflective practice helped pre-service teachers improve their classroom management skills.
- One of the study participants struggled with dealing with a noisy class. In response to the problem, the participant chose different methods to keep her students silent, such as warning, scolding, and giving direct orders; however, she failed.
- After reflecting on and evaluating the methods that she used regarding this issue for a while, she realized that keeping herself calm and patient was a more effective strategy.



- [Reflective teaching practice](#)

Challenges

- What are some challenges regarding the use of RP?
- Reflection is a concept that can be “too big, too vague, and too general for everyday application” (Korthagen & Wubbels, 1995).
- Being critically self-aware is a skill that comes with experience.
- A depth of understanding is required to explore or examine one’s personal theories of teaching and learning.

Challenges

- Teachers' tight teaching schedules and workload may make teachers view RP as a time-consuming process.
- Due to the lack of time, teachers choose not to put much effort into their reflection.
- RP can become counter-productive if pre-service teachers are forced to do so to meet the requirements of the teaching practicum.

Challenges

- Some reflective journals are filled with descriptions of classroom routines.
- Unproductive and not congruent with the attributes of reflective journals, which should be a thought-provoking tool.
- There is a need to take into account both the breadth and depth of the reflection process (Tiainen et al., 2018).
- To become a reflective practitioner, pre-service teachers must learn to look beneath the surface of a situation with a more critical lens.

Challenges

- Edge (2002) asserts that reflection should not occur in isolation, but in discussion with another person. The reflective practice, therefore, should be considered as a cooperative process that involves a “speaker” and an “understander.”
- Writing, according to Farrell (2016), is a method of reflection that allows the writers to stop and think about what they want to say, then they “see” what has been written, and finally they can reflect on their “written” thoughts in order to gain greater insight into their professional life.

Challenges

- Reflective journals serve as a personal space for pre-service teachers to clarify their own thinking process and to create a connection between their theoretical knowledge and the real classroom (Lee, 2008).



Using Technology to Enhance Reflective Practice

- Using digital videos as a means to facilitate teachers' reflection.
 - Teachers can closely observe the dynamics of the classroom in action.
 - Teachers can replay particular critical incidents.
 - Teachers can conduct a deeper evidence-based analysis while responding to the questions:
 - Which picture do you like most from your teaching activity?
 - What makes you like it?
 - What are you doing in the picture?
 - What was your rationale behind this activity?
 - How did you find the activity helpful for yourself or for your students?

(Cirocki & Widodo, 2019)

Implications

Sharing individual reflection with peer enables teachers to establish new understanding about their teaching.

Their peers can ask reflective questions, help scaffold underlying values and thoughts, voice alternative perspectives, and challenge the assumptions of everyday practice (Karnieli-Miller, 2020).

Conclusion

Reflective practice helps teachers fix problems in classroom teaching.

Reflective practice also pays close attention to teachers' inner lives.

Conclusion

Teachers should be exposed to different frameworks.

There is no “one-size-fits-all” framework.

Conclusion

There was an exploration of how technology might be implemented to enhance reflective practice in the technology-led era.

There are implications of reflective practice in relation to teachers' identity and their quality of teaching.

- Learning new techniques for teaching is like the fish that provides a meal for today; ***reflective practice*** is the net that provides the meal for the rest of one's life.

Biggs (2003)



Thank you very much

