



A C O M P A R A T I V E S T U D Y O F R E F L E C T I V E T H I N K I N G B Y T H E S C H O O L T E A C H E R S A N D D E V E L O P A G U I D E L I N E F O R F U T U R E T E A C H E R E D U C A T I O N

Kirti Dilip Chitte¹, Bhushan Vasant Rao Kardile², Ph.D. & Sanjivani Rajesh Mahale³, Ph.D.

¹Asst. Prof. New College of Education, Nashik .Maharashtra, India

²Principal. K.K. Wagh College of Education Nashik Maharashtra, India

³I/C Director, School of Education, YCM Open University Nashik, Maharashtra, India

Abstract

*Every Profession requires specific knowledge, skills, and attitude. Teaching is profession. For this profession teacher should know his students and dimensions in teaching-learning process and social context of the students. School curriculum is developed in the form of constructivist approach. Therefore there is a need of reflective teaching learning process to be developed by the school teacher. The presenters took a feedback from **experienced and less experienced** teachers about reflective thinking in their classroom teaching. The presenters developed an open ended questionnaire, took feedback from the school teachers. The teachers were not aware about reflective thinking process. There is a need to develop knowledge, skills for reflective thinking in the teachers. There is a need to develop number of tools reflective thinking even in case of in-service teacher training. NCTE gave curriculum framework for B. Ed programme in 2014. In Future Teacher Education Curriculum in the component of School Internship noted that it is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. In the internship programme along with writing reflective comments, journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience. During & after the internship some tools to be developed by the teacher educators for reflection on internship programme by the student teachers. For the 21st century teachers insistence on of advance pedagogy of reflective Teaching Learning Process is a must. The presenter suggested some tools for internship programme of teacher education curriculum.*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

Reflective practice can be an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer. It may be the most important source of personal professional development and improvement. It is also an important way to bring together theory and practice together; Through reflection a person is able to see and label forms of thought and theory within the context of his or her work. A person who reflects throughout his or her practices is not just looking back on past actions and events, but is taking a conscious look at emotions, experiences, actions, and responses, and using that information to add to his or her

existing knowledge base and reach a higher level of understanding. It is an important tool for plotting the future course of action.

The Meaning of Reflective Teaching

Dewey (1933,) who contrasted 'Routine action' with 'reflective action'. According to Dewey routine action is guided by factors such as traditions, habits and authority and by institutional definitions and expectations. By implication it is relatively static and is thus unresponsive to changing priorities and circumstances. Reflective action, on the other hand, involves a willingness to engage in constant self-appraisal and development. Among other things, it implies flexibility, rigorous analysis and social awareness.

Dewey's notion of reflective action, when developed and applied to teaching, is both challenging and executing. They identified seven key characteristics of reflective practice. These are:

1. Implies an active concern with aims and consequences, as well as mean and technical efficiency.
2. Is applied in a cyclical or spiraling process, in which teachers monitor, evaluate and revise their own practice continuously.
3. Requires competence in methods of evidence-based classroom enquiry, to support the progressive development of higher standards of teaching.
4. Requires attitudes of open-mindedness, responsibility and wholeheartedness.
5. Is based on teacher judgment, informed by evidence –based enquiry and insights from other research.
6. Professional learning and personal fulfillment are enhanced through collaboration and dialogue with colleagues.
7. Enables teachers to creatively mediate externally developed frameworks for teaching and learning. Pollard, A. (2005)

Concept of Reflection

"Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning."

Adult education scholar Stephen Brookfield (1998) proposed that critically reflective practitioners constantly research their assumptions by seeing practice through four complementary lenses: the lens of their autobiography as learners of reflective practice, the lens of other learners' eyes, the lens of colleagues' experiences, and the lens of theoretical, philosophical and research literature.

Importance of Reflective Thinking in Teaching

The concept of reflective practice is now widely employed in the field of teacher education and teacher professional development and is the basis for many programmes of initial teacher education. In education, reflective practice refers to the process of the educator studying his or her own teaching methods and determining what works best for the students. It involves the consideration of the ethical consequences of classroom procedures on students. Professor of Education Hope Hartman has described reflective practice in education as teacher meta-cognition.

Benefits and Limitations of Reflective Practice

Samantha Davies identified benefits as well as limitations to reflective practice:

Benefits to reflective practice include:

- Increased learning from an experience or situation
- Identification of personal and professional strengths and areas for improvement
- Encouragement of self-motivation and self-directed learning
- Could act as a source of feedback

Limitations to reflective practice include:

- Not all practitioners may understand the reflective process. It is higher order thinking
- May feel uncomfortable challenging and evaluating own practice
- Could be time consuming
- May have confusion as to which situations/experiences to reflect upon

But there is need of to learn reflective thinking by every teacher. Various Strategies are available for reflection i.e.

Various Strategies for Reflection

- Keep a teaching journal or diary
- Create and Utilize self assessment forms
- Work with a mentor
- Read and utilize student assessments
- Write an autobiography on how and why you became a teacher, sharing sections with peers.

How Reflective approach is essential for an effective teaching?

- There is broad consensus that effective teaching requires a reflective approach. However, reflective practice "is a term that carries diverse meaning" and about which there is not complete consensus. Teaching and learning is complex, and there is not a single right approach. Reflecting on different approaches to teaching, and reshaping the understanding of past and current experiences, will lead to improvement in teaching practices. Schön's reflection-in-action can help teachers explicitly incorporate into their decision-making the professional knowledge that they gain from their experience in the classroom.
- According to physiotherapists Colin Paterson and Judith Chapman, reflection or learning from experience is key to staying accountable and maintaining and developing aptitude throughout a teacher's practice. Without reflection, teachers are not able to look objectively at their actions or take into account the emotions, experience, or consequences of actions to improve their practice. Through the process of reflection, teachers are held accountable to the standards of practice for teaching, such as those in Ontario: commitment to students and student learning, professional knowledge, professional practice, leadership in learning communities, and ongoing professional learning.
- Through reflective practice, teachers are looking back on their practice and reflecting on how they have supported students through treating them "equitably and with respect and are sensitive to factors that influence individual student learning". By doing this, teachers are asking themselves: "Have I to the best of my abilities supported student learning, and provided all of my students with an entry point into learning?" Through reflection, and sharing their reflection, teachers show strong leadership because they show that they are willing to learn from their mistakes and improve their practice for everyone affected by it.

Researches on Reflective thinking

1. Bam, R (2013) reported in her research majority teachers found using lower order mental processes in the context of their experiences as a teacher. Their locus of behavioral control is external. They could not find any evidence about the professional values like proactiveness, responsibility and commitment.

2. Following Alice: Theories of Critical Thinking and Reflective Practice in Action at Postgraduate Level

This paper presents a flexible framework of principles for teaching critical thinking and reflective practice skills at the postgraduate level. Through a critical review of current theories of critical thinking and reflective practice in higher education, the authors identified and constructed frameworks of principles for relevant skills. They selected a set of learning activities for the institutions to trial to target those skills. Students evaluated how successfully the activities promoted the skills. The investigators evaluate the methodology and provide a critique of the framework of principles. Findings reveal that the framework of principles is a robust model for the development, design and evaluation of bespoke learning activities targeting critical thinking and reflective practice skills.

NCTE 2014 Curriculum Framework weightage for Reflective Thinking in Internship programme component

School internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions sensibilities and skills, and to cater to diverse needs of the learner. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentation on different aspects of the teaching experience after the internship. NCTE expected 15 week's internship. This internship part is divided into two years. During the first year, to support the better understanding of Schools and in the preparation of Internship, the teacher education institutes shall make provisions for visit to innovative centers of pedagogy and innovative schools, educational resource centers.

Activities supportive for in service teachers for reflective thinking

1. Formation of a Subject Teachers Association - Various activities are taken like

1.1 Collaborative planning (annual, monthly, lesson) of the subject

1.2 Detailed study of their subject, relationship within and other subjects.

1.3 References according to the topic

1.4 Various tools for evaluation

1.5 Application of Subject knowledge into day to day life.

1.6 Maintained reflective diary by each teacher, monthly discussion meeting is required.

For these activities senior teacher took lead and guide the new teachers and student teachers coming for internship in their schools. New teachers, student teachers shared their teaching experiences problem of students to the senior teachers give guideline form them.

Observations

The presenter took a survey of total 40 experienced and less experienced teachers about their Reflective teaching. They develop an open ended questionnaire.

The Key Words of each question given below.

1. Special Features in lesson plan

2. Preparations of lesson execution
3. Special Reflective/Creative Thinking Processes while making lesson plan
4. Applied extra ordinary knowledge for lesson planning
5. Various Interaction executed in the lesson
6. Steps executed for lesson plan, changes required for recon ducting the lesson
7. Assessment of learning outcome, of no expected responses then change type of reaction
8. Problems in conducting the lesson, remedies or moderating steps.
9. Self Reflection in day to day teaching, feedback from colleagues & students.

Conclusions

The presenter got the qualitative data. They analyze it and conclude that most of the teachers don't prepare lesson plan include extraordinary knowledge. They don't use reflective teaching strategies in their daily classroom teaching. They are not willing to accept the critical feedback from their Collogues, students. There is need of training for reflective thinking process even for in-service teachers.

Recommendations

The essential thinking and activities to develop reflective thinking in teaching community

- For this process student teacher should do the reflective teaching activity under the guidance of a mentor
 - In Internship programme under the able guidance of a mentor the student teacher should analyze
1. Teacher's Handbook for the concern subject and the class. teaching
 2. Content analysis of his subject before his teaching.
 3. Pedagogical analysis of the teaching subject.
 4. Text-book analysis- The core part is important.
 5. Student teacher has to do annual planning, semester planning, monthly planning, lesson planning with the help of mentor having expertise in this field.
 6. Student teacher have to find references related to content. They have to learn how they will get the perfect references with the help of mentor.
 7. Encourage reference reading and discussion on it with peers.
 8. How day to day life experiences shall be used in his day to day teaching.
 9. The student teacher should develop the habit of multidimensional thinking.
 10. The student teacher has to discuss and develop the evaluation strategies to used i.e brainstorming, battle of brains, symposium, conferences, & seminars etc.
 11. The student teacher must implement various evaluation tools after teaching and take feedbacks rethink and reconstruct his teaching strategies.
 12. The student teacher has to develop himself for the process of active Teaching encourage knowledge construction creativity , joyful learning
 13. The teacher should follow the dictum put the youth(student) in challenging situation then and only then the best will come out of him.
 14. The student should be encourage to develop cause and effective Relationship how and why of any every incident so that they will developed the habit of logical thinking
 15. Side by side with reflective thinking teacher should also major the learning outcomes of a student and do the rational thinking about it.

16. Present world is an era of internet through searching and surfing it the teacher must acclimatize himself above various novel activities going on about learning and teaching process at above spaces.

17. Teacher should stress the application of knowledge. Because without application there will be no creation of modified or new knowledge

Summary

Reflective action involves a willingness to engage in constant self-appraisal and development. It implies flexibility, rigorous analysis and social awareness. But there is a need of rigorous training for in-service & pre-service teachers for reflective thinking.

References -

Bam, R. Y. (2013) *Status of Reflective Thinking among Teachers* editor Chavan, K. & Sonawane S. *Teacher education Browser Vol 2nd issue-1st June 2013.*

Joshi, A (2003) *Teacher Education Through Distance Mode*, YCMOU, Nashik

Pollard, a. (2005) *Reflective teaching IInd Edition* New York Continuum

Toward Reflective Teaching by Jack Richards

http://ippobuk.cv.ua/images/Lesson_Plan_Self_reflection_and_Assessment.doc.

<http://www.richmondshare.com.br/what-is-reflective-teaching-and-why-is-it-important/>

<http://www.hawaii.edu/intlrel/.../Reflective%20Thinking%20.../reflection.html>

Wikipedia