
UNIT 15 TEACHERS AS REFLECTIVE PRACTITIONER

Structure

- 15.1 Introduction
- 15.2 Objectives
- 15.3 Concept of Reflection
- 15.4 Different Perspectives on Reflection
 - 15.4.1 Dewey on Reflection
 - 15.4.2 Reflection as Three Level Progression
 - 15.4.3 Tri Layered Reflective Thinking Model
- 15.5 Approaches to Reflective Thinking
 - 15.5.1 Cognitive Approach
 - 15.5.2 Critical Pedagogy Approach
 - 15.5.3 Narrative Approach
- 15.6 Techniques of Promoting Reflection
 - 15.6.1 Teacher Narratives
 - 15.6.2 Reflective Journals
 - 15.6.3 Discussions
 - 15.6.4 Cooperative Learning
 - 15.6.5 Role Play
- 15.7 Let Us Sum Up
- 15.8 Unit End Exercises
- 15.9 Answers to Check Your Progress
- 15.10 Suggested Readings and References

15.1 INTRODUCTION

An important aspect of becoming a teacher involves beginning to think like teacher, and be aware of their practices so that the knowledge developed through the experiences of teaching and learning may be utilized to improve future practice. Reflection is one of the crucial aspects of teaching -learning process that helps the teachers to analyse their own practices and improve upon them. In fact reflecting on different aspects of teaching is fairly instinctive for most of the teachers. We all try to evaluate our teaching, especially, when faced with a dilemma related to a particular session and try to work out on the changes required for the next session. Reflection is gradually becoming a basic necessity in teacher education programme throughout the world (Hatton & Smith, 1995). The year 1975 witnessed a visible shift towards the perception of teachers from decision makers to reflective professionals who construct meaning (Clark, 1986; Schon, 1983). Over the years that followed, reflection was considered as generic component of good teaching. So what is reflection and what are the methods that promote reflection among student teachers? In this unit, we will discuss the concept, approaches and methods of reflection and reflective techniques.

15.2 OBJECTIVES

After going through this unit, you will be able to:

- understand the concept of reflection;

- analyze different models of reflective thinking;
- identify the appropriate approach to reflective thinking; and
- apply various techniques for promoting reflection.

15.3 CONCEPT OF REFLECTION

Reflection is part of our day- to-day life. In scientific terms, reflection occurs when light changes direction as a result of bouncing off a surface. We see our image in the mirror as a result of this reflection. When this principle is applied to the thinking process, we reflect on a range of problems and situations every day. We don't follow any particular formula for this, and it just happens as feelings, thoughts, and emotions about something gradually surface. As a result of analysis of various aspects of a problem or situation we decide our course of action. *Reflection is thus a process in which an experience is recalled, considered and evaluated in relation to some broad purpose.* It is a response to past experience and includes examination of past experiences for evaluation and decision making in search of new meaning and interpretation.

The terms reflection and reflective thinking, however, include a wide range of concepts and strategies. Plato, Aristotle, Confucius, Solomon and Buddha followed reflective practices, but, Dewey can be said to be the originator of this term in the 20th century, though the term took very different shape later on due to unfolding of the mystery of this term by researchers and thinkers. The earliest work in the area of reflection undertaken by Dewey (1916) provided a foundation for many current theories.

Reflection is defined by Boud, Keough and Walker (1985) as “*those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations*” (p.19). Reid (1993) considered it as an active process of “*reviewing an experience of practice in order to describe, analyze, evaluate and so inform learning about practice.*” (p.3)

We may summarise that *reflection is a process whereby the learner recalls and analyses his/her own experiences to arrive at some informed decisions.* It is a process of thinking whereby we consciously think about something to clarify our understanding about it. It includes noting the relationship between things, and analyzing and synthesizing the relationships. In other sense reflection may be considered as a means of developing better understanding about oneself and for others. Reflection leads to the process of reflective thinking which may be defined as the act of thinking rationally or critically.

Check Your Progress

Note: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

1) What do you understand by the term ‘reflection’?

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15.4 DIFFERENT PERSPECTIVES ON REFLECTION

Let us now have some discussion on how reflection has been perceived and defined by various thinkers.

15.4.1 Dewey on Reflection

Dewey (1933) defined reflection as a specialized form of thinking which originates from the need to solve a problem and involves **‘the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it.’** He proposed five step model of problem solving which included posing questions, hypothesizing, reasoning, testing and suggesting solutions. He referred reflection as a process of critical inquiry that is systematic, rigorous, and disciplined way of thinking. According to Dewey the process of reflection for teachers begins when they experience any problem, or difficulty which cannot be immediately resolved. This motivates teachers to analyze their experiences and seek solutions. For Dewey reflective thinking is distinctively intellectual and is better way of thinking because it ‘emancipates us from being merely impulsive and following routine activity’. Reflective thinking provides foresight to direct our activities with ***end in view or purpose of which we are aware***. For Dewey reflection alone enables us to know ‘what we are about’ (p.14). Dewey emphasized critical reflectivity. According to him one can think reflectively only when one is willing to ‘endure suspense and undergo the trouble of searching’. To be critically reflective thinker one must be willing and able to sustain and protect the state of doubt which is the stimulus to thorough enquiry so as not to accept an idea or make positive assertion of a belief until justifying reasons have been found.(p.19)

According to Dewey, ‘one’s character or attitude is essential feature of a truly reflective person’ (p.20). The pre requisite attitudes that are to be cultivated among trainee teachers and teachers for promoting reflective thinking are open mindedness, whole- heartedness, and responsibility. The term ***Open mindedness*** suggests willingness of individual to give attention to alternative views and be rational. ***Responsibility*** implies the desire to actively search for truth and apply obtained information to problematic situations. ***Wholeheartedness*** implies sincerity, and conviction on what one believes. It ensures overcoming uncertainty, fear and critically evaluating oneself, children, schools and society. Dewey makes an important distinction between routine action and reflection. Reflection implies that something is believed in or disbelieved because of some evidence, proof or grounds for that belief. It is an active and deliberative cognitive process involving sequences of interconnected ideas which take into account underlying beliefs and knowledge. Reflective thinking addresses practical problems, allowing enough scope for doubts, reservations and confusions before possible solutions are reached.

Reflective thinking may, therefore, be summarized as making informed and logical decisions on educational matters and then assessing the consequences of those decisions. It is a process that involves more than rational and logical problem solving efforts. It also involves intuition, emotion and passion etc. It is performative since the act of reflection can result in some improvement in practice (Biggs, 1999). It may be expected that it leads to some action and change which is a presumptive feature of reflection. Reflective practice involves an objective analysis of the evidence on competing versions of events. Rodgers (2002. P 845) summarized Dewey’s four criteria of reflection as follows:

- Reflection is a meaning making process that moves the learner from one experience into the next with deeper understanding of its relationship and connections with other experiences and ideas.
- It is systematic, rigorous and disciplined way of thinking with its roots in scientific inquiry.
- It needs to happen in community, in interaction with others.
- Requires attitude that values personal and intellectual growth of oneself and others.

15.4.2 Reflection as Three Level Progression

Van Manen (1977) has described the concept of reflection as ‘a progression involving three different levels- *technical, practical and critical*’. The **technical level** concerns with the efficiency and effectiveness of the means used to achieve the objectives, which are not open to criticism or modification. In teaching learning situation, it relates to effective application of skills and technical knowledge in the classroom setting. Here reflection is confined to analyzing the effect of strategies used.

Practical reflection is concerned with the assessment of educational goals and how they are achieved by the learners. It allows for open examination of goals, means and assumptions upon which these are based. This stage, therefore, involves reflection about the assumptions underlying a specific classroom practice as well as the consequences of that practice on student learning.

Critical reflection concerns with the worth of the educational goals. It also relates to the assessment that how well these goals are achieved and who is being benefitted from the successful accomplishment of those goals. This stage entails questioning the moral and ethical dimensions of decisions made. At this level of reflection teachers make connections between situations they encounter and the broader social, political and economic forces that influence those events.

While the thought of Dewey is of immense importance in clarifying the process and procedure of reflective thinking, as well as the attitudes necessary for critically reflective individuals, Max Van Manen’s levels of reflection are crucial for focusing on the objects of reflection as a way to clarify the concept of critical reflection.

Donald Schon, in 1987, introduced the concept of ‘reflective practice’ to define reflective thinking. According to Schon reflective practice involves thoughtfully considering one’s own experiences in applying knowledge to practice while being coached by professionals in a discipline. Schon’s (1987) notion of reflection encompasses three different modes of reflection not necessarily developmental in nature. **These modes are reflection- on- action; reflection –in-action; and reflection for action.** According to Schon (1983, 1987) reflective practitioners reflect in and reflect on action.

Reflection-in-action, according to Schon (1983), involves looking into professional’s experiences, connecting with their feelings, and attending to relevant theories in use. It refers to the process of decision making by teachers whilst actively engaged in teaching. In other words, the teacher uses his/her accumulated experience and knowledge to seek alternatives in the classroom in response to the needs of learners. Instead of randomly using any approach. Schon has described three principal features of reflection-in-action: First, Reflection-in-action is a conscious effort. The teacher (professional) makes conscious attempts to experience the confusion in a situation

of learning which he/she finds uncertain or unique. Thereby he/she carries out experiments, the outcome of which facilitate generation of new understanding of phenomenon and a change in the teaching learning situation(Schon;1983.68). Second, reflection-in-action has a critical function, questioning the structure of knowledge-in-action. This promotes deeper understanding of the context and provides opportunity for critical thinking for teachers. Reflection-in-action focuses upon the identification and rapid solution of an immediately pressing problem.

In this context, Schon has used a number of terms such as tacit knowledge, knowledge –in–action; and reflection-in-action. ***Tacit knowledge***, according to Schon, is the knowledge that we have when we are doing something automatically and intuitively. This does not require thinking about or systematic analysis of features. For example, once a person has acquired the skill of driving and learnt the rules of road driving, driving becomes automatic and intuitive. He/she drives without thinking about it so this knowledge is ‘unspoken’ or ‘tacit’.

Knowledge-in-action is derived from the idea of tacit knowledge. It refers to the kinds of knowledge we can only reveal in the way we carry out tasks and approach problems. This tacit knowledge is derived from research, and also from the practitioner’s own reflections and experiences.

Reflection-in-action is, about challenging our assumptions (because Knowledge-in-action forms the basis of our assumptions). It focuses on identification and rapid solution of immediate problem. It is about thinking again in a new way about the problem we have encountered. Reflection-in-action in that sense has a critical function as it questions the structure of Knowledge-in-action, which promotes deeper understanding of the context and critical thinking.

Reflection- on- action occurs outside of the practice which is the subject of reflection. This is critical analysis and evaluation of the action and reflecting on what might have happened if a different course of action had taken place. Schon introduced the concept of reflection–on–action as a retrospective process whereby the student or teacher looks back at an incident and analyses what he/she can learn from it. Through this process the learner/ teacher may decide to modify an action or go ahead with the predetermined set of action. It, therefore, refers to both cognitive and meta cognitive thinking about the task once it has been accomplished. In teaching learning situation teacher may carefully review their action during the instructional process. It is more systematic process of deliberation enabling analysis, reconstruction and reframing in order to plan for further teaching and learning. Unlike Reflection-in-action it is not necessarily carried out in isolation from other professionals.

In Reflection-for-action context, actions are influenced by evidence based practice and structured through the use of a personal development plan. Reflection –on–action is reflection on one’s actions and thoughts after an action is completed; while reflection-in-action is a spontaneous reflection in the midst of action. Reflection-for-action, on the other hand is the desired outcome for the first two types of reflection. It ensures responsibility and accountability for the decisions that teacher makes.

Though Schon has tried to explain reflective thinking with the help of Reflection–in–action, Reflection–on–action, and Reflection–for–action, these are interrelated and not isolated concepts. Schon’s contributions are significant as they contributed to the understanding of reflection in the development of professional practice. He argued that professionals in their day- to- day practice face unique and complex situations

that cannot be resolved through the technical-rational model alone. Through the process of reflection in action and reflection on action, solutions of these complex situations can be obtained.

15.4.3 Tri-Layered Reflective Thinking Model

It is clear from the description of the concept of reflection that *it is a process of thinking whereby the individual makes informed choices*. There are differences among various scholars over the hierarchical nature of reflective thinking but some models of reflective thinking are widely accepted which have been mentioned in the previous section of this unit. Van Manen, Taggart and Wilson (1998) developed a pyramid model of reflection having three levels; these include technical, contextual and dialectic.

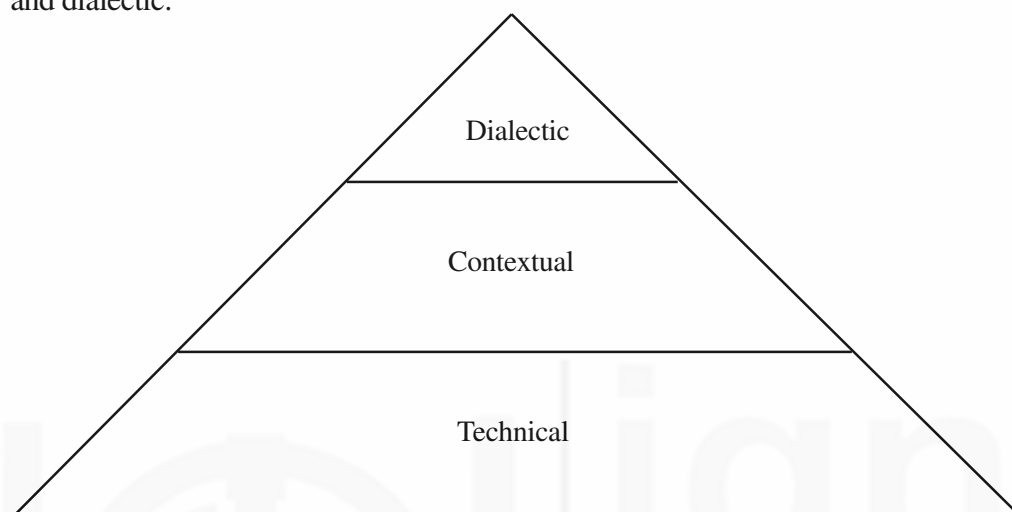


Fig. 15.1: Pyramid Model of Reflective Thinking

Technical Reflection

This is considered to be the first level of reflective thinking by Van Manen (1977). At this level, educational knowledge and basic curriculum principles are approached through 'how to' questions. This reflection includes:

- Simple description of observations.
- Focus on behavior, content, skills from past experiences or theories derived from readings or course work.
- Task oriented view of teaching competencies as meeting a set of objectives.
- Use of appropriate educational vocabulary.

Teachers can address curriculum, instruction, as well as diagnostic and control issues through this mode of thinking.

Contextual Reflection

This level involves reflection regarding underlying assumptions and predisposition in classroom practice. It deals with pedagogical issues and the non problematic level of technical reflection. Problems at this level motivate teachers to reflect on the contextual situation that may lead to understanding concepts, contexts, and theoretical bases for classroom practice. This stage includes:

- Reflection on the practices that affect learning.
- Reflection on the context of the problem.

- Reflection on relating theory to practice.
- Reflection on various alternatives.

The contextual reflection deals with the pedagogical issues and relationship between theory and practice. An outcome for practitioner reflecting at this level may be context understanding with theoretical bases for classroom practices, then implementing those practices and articulating their relevance to students' growth.

Dialectical Reflection

This type of reflection deals with questioning of ethical and moral issues related directly or indirectly to the teaching practice. At this stage the practitioner reflects on the worth of knowledge and social circumstances useful to students without any bias. It is the highest level of reflection that helps the practitioner to make informed choices and view events with open mindedness. The practitioner analyses knowledge system and theories in context and in relation to one another; critically examines underlying assumptions, norms and rules; practices introspection, open mindedness and intellectual responsibility (Dewey, 1933); and questions ethical and moral issues of teaching, instructional planning and implementation. All these are components of high level of reflection and found at dialectic level.

Dialectic reflection, therefore, includes:

- Systematically questioning practices.
- Suggest alternatives and competing theories.
- Reflect on decisions and consequences during the course of action.
- Bring moral, ethical, and socio-political issues for discussion.

Such type of reflection may be facilitated through analyzing stereotypes and biases through narratives and storytelling, practicing affective elements of caring and concern and reflecting on the role of school climate and society on education.

15.5 APPROACHES TO REFLECTIVE THINKING

Literature on reflective thinking describes three general approaches in the context of teachers' reflective thinking- Cognitive, Critical and Narrative approach. The cognitive approach relates to teachers' information processing and decision making; while the critical approach has its roots in ethical and moral reasoning. Narrative approach refers teachers telling their own stories (narratives) through problem framing, case studies and naturalistic inquiry etc.

15.5.1 Cognitive Approach

This approach focuses on teacher knowledge and decision making process. Shulman (1987) has identified six categories of knowledge; content, pedagogy, curriculum, characteristics of learners, context and educational purposes, ends and aims. Later on Shulman added a seventh category of teacher knowledge i.e. pedagogical content knowledge which encompasses the first three categories and refers how teachers portray important ideas specific to their content. The cognitive approach emphasizes how knowledge base is organized into networks of related facts, concepts, generalizations and experiences. These organized structures called 'Schemata', constitute the individual's comprehension of the world. Research findings indicate that the development of schemata is related to the experience of teachers and

consequently the experienced teachers have more developed schema than the novice teachers. These schema are, therefore, constructed through experiences of teachers with the help of the process of assimilation and accommodation.

15.5.2 Critical Pedagogy Approach

This approach considers knowledge as socially constructed. This knowledge is influenced and determined by the local culture, context and customs (NCF, 2005). While the cognitive approach emphasizes *how* teachers make decisions, the critical approach stresses *what* of those decisions by examining the experiences, values and goals of teachers in terms of their sociopolitical implications. Critical approach is often considered in terms of critical pedagogy. Mc Laren (1989) stated that “critical pedagogy attempts to provide teachers and researchers with a better means of understanding the role that schools actually play within a race, class and gender divided society”(p163). NCF 2005 has explained it as “a pedagogy that is sensitive to gender, class, caste and global inequalities is one that is not merely affirm different individual and collective experiences but also locate these within larger structure of power and raises questions such as , who is allowed to speak for whom? Whose knowledge is most valued? This requires different strategies for different learners. For example, encouraging speaking up in class may be important for some children, while for others it may be learning to listen to others” (p 24). Teachers therefore need to visualize teaching as a process of inquiry and think about the long term effect of the techniques adopted for teaching on students’ values and perceptions.

15.5.3 Narrative Approach

According to Cochran-Smith and Lytle (1990) “what is missing from the knowledge base of teaching..... are the voices of teachers themselves, the questions teachers ask, the way teachers use writing and intentional talk in their work life and interpretative frames teachers use to understand and improve their own classroom practices” (p.2). This approach emphasizes teachers’ own descriptions of the personal circumstances under which they make decisions. Teachers create their own pedagogical principles as they describe, analyze, and make inferences about classroom events. The information gained from this experience is often tacit and difficult to analyze.

Check Your Progress

Note: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

2) What is the difference between reflection- in – action and reflection-on-action?

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3) Describe the steps of tri-layer reflective thinking model.

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15.6 TECHNIQUES OF PROMOTING REFLECTION

Developing reflection among prospective teachers call for developing a disposition, whereby, they are motivated for a change within. Pollard et.al (2005) have described that ‘ reflective teaching implies an active concern with aims and consequences as well as means and technical competence’(2005:15). The central objective of reflective teacher education is to develop reasoning among student teachers on why a particular teaching method should be employed and how they can improve their teaching to have positive impact on learners. This process of change can be encouraged and facilitated by teacher educators through various means. In order to promote reflection the teacher educator should:

- 1) Help student teacher to become aware of his/her learning needs.
- 2) Offer student teachers multiple perspectives of issue under consideration;
- 3) Facilitate student teachers in finding useful experiences;
- 4) Help student teachers to reflect on these experiences in detail.

By reflecting on their past experiences the trainee teachers may become conscious of their learning needs, and by formulating learning needs they often become aware of necessary learning situations. In our school experience programmes we have the provision of supervisor’s feedback and post teaching discussion which is usually utilized as a routine affair providing little opportunity to trainee teachers for reflection and further improvement or either not utilized at all. Discussions with mentor or supervisor after practice teaching may be crucial source to enable trainee teachers reflect on their own experiences. Here technology could play important role and audio or video recording of at least few lessons of trainee teachers may serve as mirror of reflection for them. Such recording offers an opportunity to replay certain important events of classroom practice and facilitate trainee teacher to analyze problems and achievements of his/her classroom practice.

Now the question arises how can the teacher educator promote reflection when working with large group of trainee teachers? Reflective thinking may be promoted among teachers in many different ways, such as teacher narratives, maintaining reflective journals, thinking aloud, discussions, collaborative group works, action research, role play, brainstorming, buzz groups, and questioning etc. Amongst these techniques, questioning is perhaps one of the oldest techniques that facilitates learners and teachers to meaningfully reflect on various aspects of issues under discussion which is otherwise ignored, assists learners in identification of issues, helps in value clarification and facilitates in development of deep insight into the problem etc.

15.6.1 Teacher Narratives

The narrative reflection is directed to understanding human action and focuses on particular and special characteristics of each action. Narrative has been considered as a mode of thinking (Bruner, 1996), and particularly valuable for presenting the richness of human experience. Through narratives human being play an active role in their knowledge construction. Teachers’ own narratives (or autobiographies) on their experiences in the classroom are significant in developing reflection. Ershler (2001) accepts that one of the important learning models is to reflect on one’s own experiences. One way of collecting ‘data’ about one’s own experiences is by writing about daily experiences in the classroom. However this reflection is not in a disorganized manner; Ershler has described the methodology of narrative reflection.

To begin with the trainee teacher may be asked to describe different events or instances of his/her teaching practice. These experiences are shared with their peers who are part of learning group. In the next step, these narratives are discussed with the group members at length. Usually the teacher focuses on specific event that is being narrated and then effort is made to establish connections and observe the isolated event within a larger context. By listening to the experiences of others, the trainee teachers can live some experiences, while the narrators get an opportunity to 'step outside' of their own personal experiences and analyze themselves as any other teacher in a particular teaching learning situation. It helps them to see clearly their own strengths and weaknesses more objectively and improve accordingly. Narratives, by nature are social and rational and cannot be separated from the socio-cultural context in which they emerge. According to Syrjala and Estola (1999), narratives help pre-service teachers to connect their past, present and future selves with the hope of nurturing and strengthening their teaching voices (p8).

15.6.2 Reflective Journals

In the context of reflective teaching the concept of reflective journal writing has acquired a prominent place. So what is journal/ reflective journal? It is a means of communication and conversation with oneself and the material, tutors, and peers, and helps to develop critical thinking, provides feedback and a platform to synthesis one's ideas and knowledge. Reflective journal, like the diary records experiences and events over a period of time. It provides a opportunity for trainee teachers to reflect on their own classroom behavior as well as other minor incidents of their School Experience Programme(SEP). Reflective journals are important tools for helping trainee teachers to better understand their pedagogical reasoning in relation to teaching and learning experiences. Journal writing helps them to:

- reflect on and develop insight into the purpose of school experiences programmes.
- highlight critical issues that may not have been considered by them at the time of the class;
- Reflect on one's own strengths and weaknesses.

Reflective journal, therefore, is simply not the summary of the course material, instead it is focused more on the reaction and introspection of trainee teachers on what they have learnt, seen, observed and experienced. It helps trainee teachers to become aware of the gaps in their knowledge and skills, and provides feedback, as well as future directions based of one's experiences. There is no single way of writing a journal and that can be evolved in numerous ways and the entries in the reflective journal may include:

- Brief summary of lecture, practice teaching, lab activity, group discussion, or reading material etc.
- Reflect upon these activities record your own thoughts, ideas, responses, and reactions to these.
- Make note of the concepts, and questions and confusions which are coming in your mind.
- Important events of school experience/internship;
- Explore possible solution to problems being raised in the classroom.
- Record new insights and problem solving strategies in a creative and innovative way.

- Some thoughts that are not fully conceptualized and need further clarification.

Learning can be augmented when trainee teachers are encouraged to reflect on learning event and use their own judgment about the content and process of learning. It reinforces reflection- in- action as the trainee teachers develop better understanding of integration between theory and practice. It also develops self awareness or meta cognition, orientation towards open-mindedness, and willingness to accept responsibility for self-directed learning besides developing a keen sense of observation, critical thinking, and reasoned analysis. Some of the useful phrases of reflective writing include I think...I felt...I was aware...I now think...I was uncomfortable about... and looking back, etc.

Activity 1

Being a trainee-teacher you will go for internship in a secondary/senior secondary school during first year of B.Ed. Programme. You should prepare a reflective journal during the internship and submit it during workshop at your programme Study center.

15.6.3 Discussions

Discussion is the basic teaching tool where the teacher tries to create understanding by providing opportunity to student teachers for exchanging information, opinions, or experiences while working towards a common goal. The facilitator (teacher educator) observes and encourages group discussion without being directly involved. One of the approaches in discussion that is useful in developing reflective thinking among learners is *Brainstorming* which helps the trainee teachers to freely share their views and encourage uninhabited participation of learners.

15.6.4 Cooperative Learning

Cooperative learning is a set of teaching strategies used to help learners achieve specific learning and interpersonal goals in structured groups (Kauchak & Eggen, 1998). Cooperative learning can improve individual's achievement more than the traditional approaches of instruction, if implemented effectively, which also ensures high learner motivation, active involvement and more time on various tasks. However, in order to be effective it has to be well planned and systematically executed by the teacher. We can not ensure learning just by dividing learners in various groups and assigning them some tasks to accomplish. There are very specific methods to ensure the success of group work. In cooperative group every learner has a specific task and every one is involved in learning. The essential components of cooperation are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills and group processing (Johnson, Johnson, & Holubec, 1993). Therefore it is essential to judiciously structure these elements in cooperative group work to ensure learning. To be effective cooperative learning must include group goals, individual accountability, and equal opportunity for success.

Cooperative learning technique has following advantages:

- It promotes learning and academic achievement among learners.
- It increases learner retention
- It enhances learner satisfaction with their learning experience
- It helps learners develop skills in oral communication

- It develops learners' social skills
- It promotes learners' self-esteem
- It helps to promote positive relations

15.6.5 Role Play

The use of Role play as an educational or training technique is part of reflective teaching. The idea of role play in its simplest form is that of asking someone to imagine that they are either themselves or another person in a particular situation. They are then asked to behave exactly as they feel that persons would. As a result of doing this they, and rest of the participants learn something about the person or situation. Situations for role play may be simple or elaborate, familiar or strange. They may be described in detail or left to the imagination of the role player. Participants in role play can be made to relive a particular work situation, so that they can get the real feel of the roles they are called upon to play. The experience enhances their knowledge and helps them understand the behaviour of others as well as their own emotions and feelings. Role play is:

- Helpful for trainee-teachers as it gives an opportunity to participants to have an exposure of real life situation
- Develops confidence among participants.
- Helps them work independently.
- Strengthens the communication and human interaction skills

In order to organise role play you will have to select a suitable topic first, then brief the participants the role to be played, and the manner in which it has to be played. A discussion after role play on what happened, why did it happen in a particular way, and what variation would have brought a better or worst result may help in developing better vision among the student teachers.

Check Your Progress

Note: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

4) What are various techniques for promoting reflection among teachers? Which activity you find most suitable and why?

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15.7 LET US SUM UP

Teacher Education is undergoing a period of change as a result of the paradigm shift visualized by the National Curriculum Framework (2005) and vision of teacher education reflected in the National Curriculum Framework for Teacher Education (2009). Reflection is part of our life and we reflect on day to day situations and seek solutions after carefully examining various alternatives that can lead to the

solution. Reflective thinking promotes the attitude of open mindedness, wholeheartedness, and intellectual responsibility. Reflection makes tacit knowledge explicit. Promoting reflection among teachers and trainee teachers is considered crucial so as to bring about the changes envisioned in NCF 2005 and National Curriculum Framework for Teacher Education (2009) into reality. This module has discussed in detail the concept and meaning of reflective thinking, process of reflective thinking and techniques of promoting it among trainee teachers. The reflective approach to teaching involves change in our perception of teaching and our role in the process of teaching. Reflective teaching indicates that experience coupled with reflection can be a powerful tool of teacher development.

15.8 UNIT END EXERCISES

- Why is reflective thinking important for teacher preparation programme? How can reflective journal contribute in reflective thinking? Discuss.

15.9 ANSWERS TO CHECK YOUR PROGRESS

- 1) Reflection is a process whereby the learner recalls and analyses his/her own experiences to arrive at some informed decisions.
- 2) Reflection-in-action refers to the process of decision making by teachers whilst actively engaged in teaching. Reflection-on-action is critical analysis and evaluation of the action and reflecting on what might have happened if a different course of action had taken place.
- 3) Steps of tri layered process of reflective thinking are technical, contextual and dialectic.

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Teacher as a Professional

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