

Tips to Become a Reflective Practitioner: Adapting to a Post-Pandemic Institution

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Session Outcomes

By the end of this presentation, participants will be able to

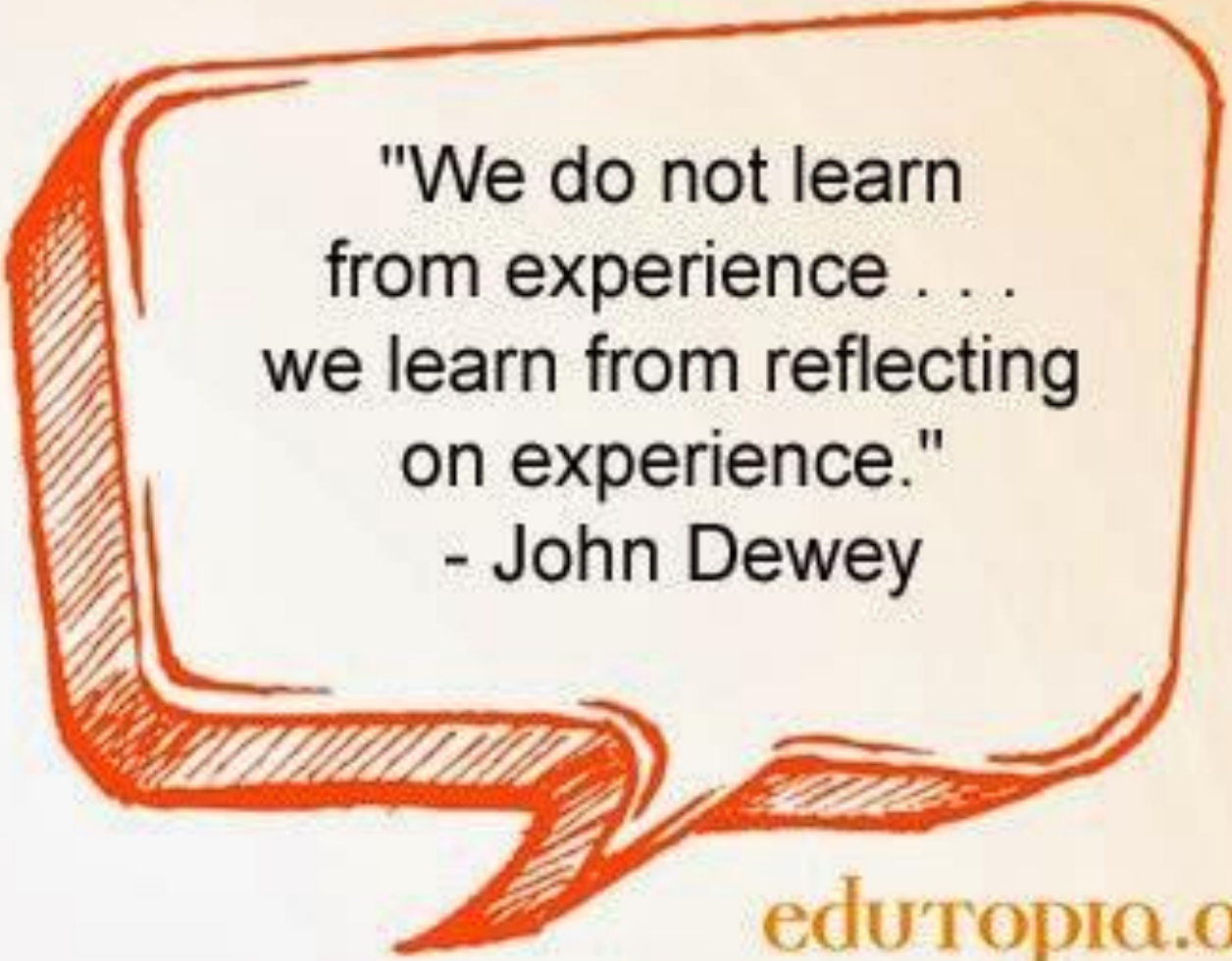
- Describe what it means to be a reflective practitioner.
- Plan for ways to use reflection to support personal development and practice

What is it?

One definition of reflection:

"..being actively engaged in the study of one's practice at the intersection of belief, action, and outcome so that in the future wiser decisions can be made while teaching"

(Bullough & Gitlin, 2001, as cited in Stevenson and Cain. 2013, p. 76)



"We do not learn
from experience . . .
we learn from reflecting
on experience."
- John Dewey

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Why is it important? (Leon-Henry, 2021)

Encourages problem-solving

Creates a democratic environment

Cultivates student-teacher relationship

Enhances student motivation and engagement

Promotes professional growth and self-awareness

Factors that facilitate reflection (Stevenson, H.J. et al. 2013)

Professional development opportunities that value, model and facilitate the reflective process

Engagement with colleagues - Outsider's perspective helps in improving teaching

Being immersed in teaching - approaching teaching as a continuing learning process – Authentic tasks and problems, and building rapport with students

Encouragement of diverse ways to engage, record and share self-reflection

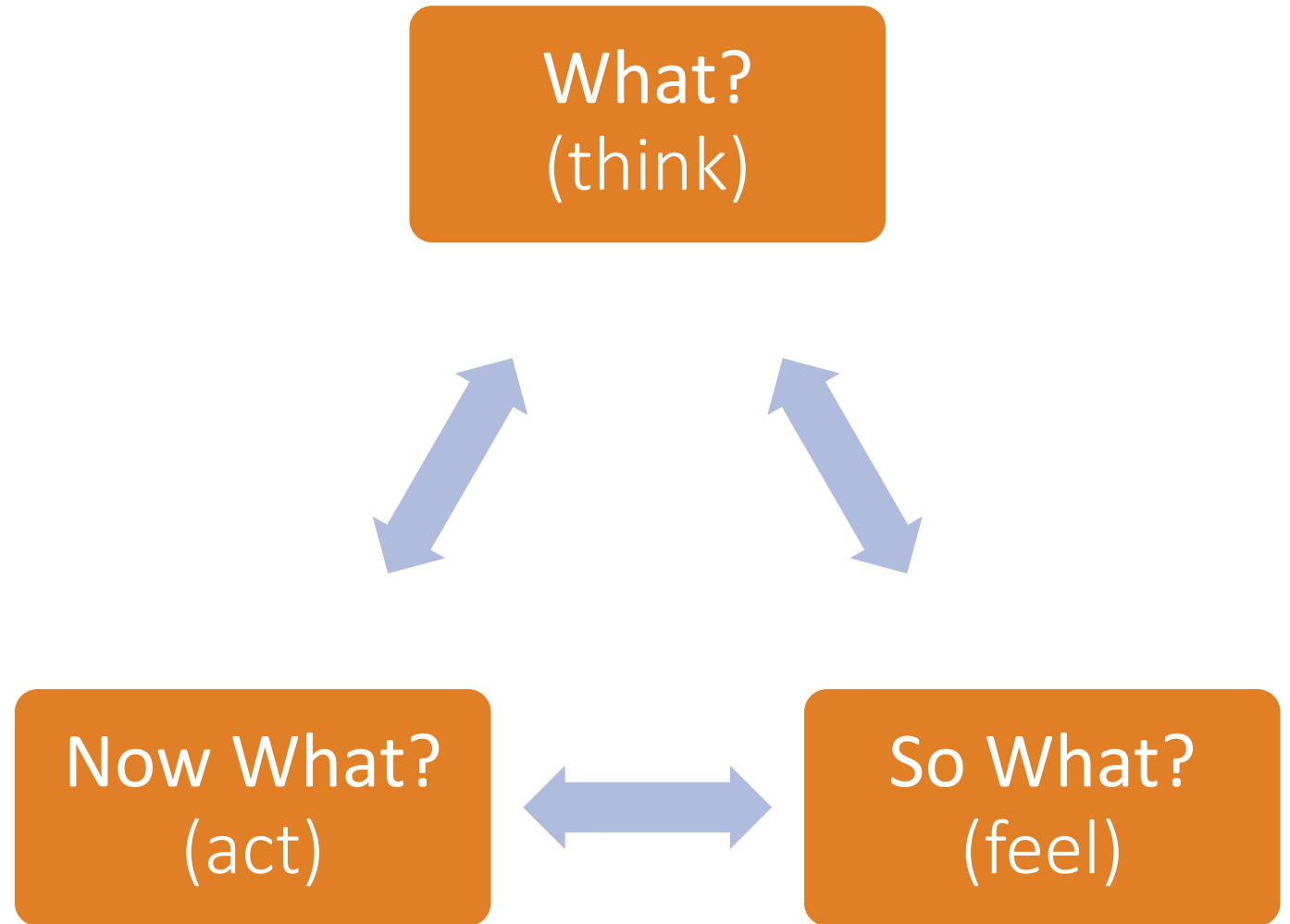
Tip 1: Adapt/Adopt a Reflection Process or Model



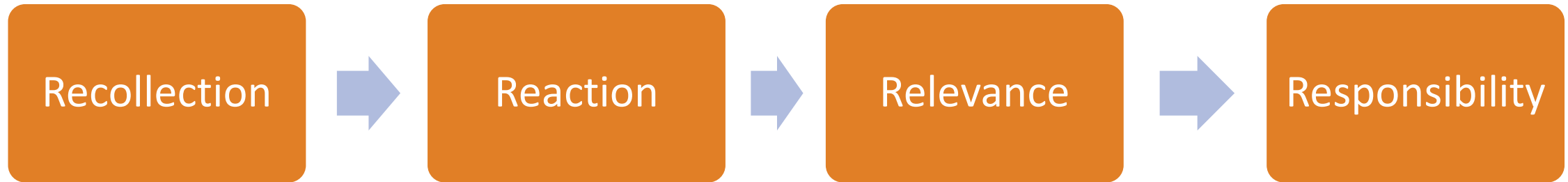
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Model 1

(Driscoll, J., 1994 as cited in
Pieroni, T., 2021)



Model 2

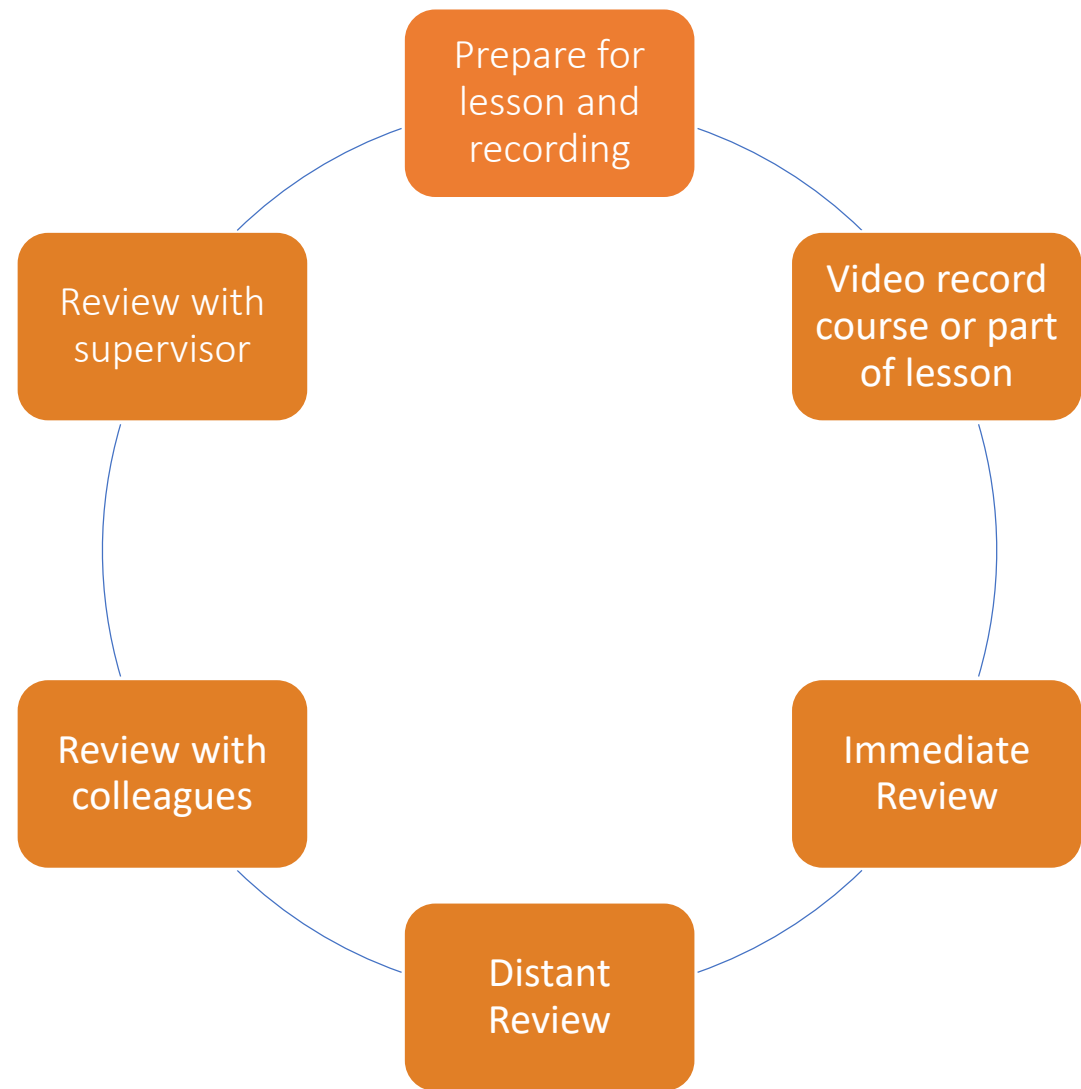


(Wisconsin Lutheran College, n.d.)

Model 3

(Orlova, N. 2009)

Note: This is a common model used with pre-service teachers and for teaching evaluations, but it can be adapted for reflective practice.





Type in the chat: What are some aspects of teaching and learning on which you could reflect?

A few resources with reflection questions

- Edunators. (2021). *30 questions for teacher reflection*.
<https://www.edunators.com/becoming-the-edunator/step-6-self-care-reflection-for-learning/30-questions-for-teacher-reflection>.
- Colorado Department of Education. (2016). *Teacher reflection questions*.
<https://www.cde.state.co.us/standardsandinstruction/es-teacher-reflection-mc>.
- Morrow. J. (2019). Self-Reflection Questions Teachers Should Ask Themselves. *Credits Online*. <https://www.cecreditsonline.org/blogs/news/self-reflection-questions-teachers-should-ask-themselves>.

Tip 2 – Document Reflections



Journal



Video



Visual Organizer



Presentation

Tip 3 - Reflect beyond classroom level

Where can you find inspiration? (2019, Weimer)

1. **Colleagues – commiserate, exchange ideas/experiences/teaching techniques**
2. **Students – ask for their feedback, use CATs**
3. **Reading – books, journals (e.g., *The Teaching Professor*), blog post, social media inspirational reminders**
4. **Yourself - Thoughtful reflection: Why do I teach? Why does it matter? Is it worth doing well?**

Tip 4: Share Reflections with Your Students



- What you learned about yourself and your teaching
- Reactions to what you learned
- Summary of any data you found interesting
- Questions or curiosity about something you observed
- How you plan to apply what you learned to your teaching

Benefits of Sharing Reflections With Students



Models and encourages
metacognitive habits



Shows transparency in
the instructional
process



Communicates that you
care about students'
success

References

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- Leon-Henri, D. (2021). Twelve benefits of reflective teaching. *Reflective Teaching Journal*. Online. <https://reflectiveteachingjournal.com/benefits-of-reflective-teaching/#:~:text=Benefits%20of%20Reflective%20Teaching%20For%20Teachers%201%20Professional,Problem%20Solving.%20...%207%20Boost%20Classroom%20Democracy.%20>
- Orlova, N. (2009). Video recording as a stimulus for reflection in pre-service EFL teacher training. *English Teaching Forum* (2), 30-35. https://americanenglish.state.gov/files/ae/resource_files/09-47-2-f.pdf
- Pieroni, T. (2021, February 22). Becoming a reflective practitioner. *Learning Innovation Exchange*. <https://teaching.london.edu/exchange/learning-and-teaching/becoming-a-reflective-practitioner/>

References

- Stevenson, H.J. & Cain, K.J. (2013). Talking to paper doesn't work: Factors that facilitate preservice teacher reflection. *Teacher Education Quarterly*, 40(2), 75-88.
- Weimer, M. (2019). Inspired college teaching. *The Teaching Professor*. www-teachingprofessor-com.montgomerycollege.idm.oclc.org (need to fix link)
- Wisconsin Lutheran College. (n.d.) Four R's of reflective writing. *A framework and context for the reflective practitioner*.
https://www.wlc.edu/uploadedFiles/Content/Academics/Programs_of_Study/Undergraduate_Programs/Education/Teacher-Education-Handbook-AppendixG-Reflective-Practitioner.pdf

Session Survey

Please give us feedback using the QR code or the link in the chat box.

<https://www.surveymonkey.com/r/DZ8JN9Q>

