

Reflective Professional Practice - a reader

Fair Way Publications - Practicing Reflective Teaching



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Reflective practice

. When To Reflect About An Event We usually reflect to a degree about an event when it happens or very quickly afterwards, however by reviewing it later usually we can see it differently, and discover different feelings about it.

Enhancing skills of critical reflection to evidence learning in professional practice

As such, 'Reflective Practice' is a theory by which modern and traditional self-improvement ideas can be more clearly defined, refined, expanded, adapted, taught, adopted and applied, for the purposes of personal development, teaching and coaching, and wider organizational improvement. Incidentally, the term 'Reflective Practice' is generally shown here with capitalized initial letters. Reflective Practice is not the only learning process we need in life.

Practicing Reflective Teaching

It is designed to be carried out through the act of sharing with a colleague or mentor, which enables the experience to become learnt knowledge at a faster rate than reflection alone. Most important, however, is to find a colleague whom you can trust Booth, 2012; Goodsett, 2014 , as no lesson will be perfect and by inviting observation you are opening yourself up to criticism. Booth 2012 reminds us that getting feedback from colleagues can be difficult.

Reflective Practice

Knowledge Quest, 46 4 , 54-58 EJ1171712. I am strongly committed to issues of diversity, equity, and inclusion, both in the classroom and in the LIS profession. This implicit dialogue proceeds as the practitioner initiates selected actions, and the examines the full import and emerging possibilities of resulting circumstances.

Enhancing skills of critical reflection to evidence learning in professional practice

David Kolb's Learning Styles concept has become a classical model representing the way we experience learning in our everyday life and work, and how we learn best in a practical sense, moving between active and reflective modes, and specifically through the stages shown in the diagram

See for detailed pdf versions and explanations of this diagram. Others might act as journal clubs, discussing readings on teaching and learning. This takes place after a situation has occurred, and entails a practitioner reflecting on the experience, gaining a general understanding of the concepts encountered during the experience, and then testing these general understandings in a new situation.

Promoting Reflective Practice

For instance, in my reference class, I moved from a model of introducing and explaining the criteria for evaluating resources and then asking students to apply those criteria, to a flipped model in which students engage with the resources through a series of small- and large-group activities and discover for themselves what is important when deciding the quality of a resource. Since the 1970s, there has been a growing literature and focus around the development and application of reflective practice. In addition, some schools might have funding to support registration for conferences or other external continuing education opportunities.

Reflective practice

Don't make judgements yet or try to draw conclusions; simply describe.

Practicing Reflective Teaching

More development professionals could benefit from adapting creative and innovative approaches to reflective practice — many of which are already used in fields of qualitative research, education, health care, social work, psychology and management. You could invite anyone with whom you feel comfortable, but if you can find colleagues who also do instruction and whose teaching you respect, they might have additional insights based on their own classroom experiences and understanding of the craft of teaching. Remember, the point of reflective practice is to move beyond description to analysis and action.

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