

International Conference on Education & Educational Psychology 2013 (ICEEPSY 2013)

Guided reflection for supporting the development of student teachers' practical knowledge

Äli Leijen^{a, *}, Raili Allas^a, Auli Toom^b, Jukka Husu^c, Juan-José Mena Marcos^d, Paulien Meijer^e, Dubravka Knezic^e, Margus Pedaste^a, Edgar Krull^a

^aUniversity of Tartu, Salme 1^a, Tartu 50103, Estonia

^bUniversity of Helsinki, Yliopistonkatu 4, Helsinki 00014, Finland

^cUniversity of Turku, Yliopistonmäki, Turku FI-20014, Finland

^dUniversity of Salamanca, Patio de Escuelas, n° 1, 37008, Salamanca, Spain

^eUniversity of Utrecht, Heidelberglaan 8, Utrecht 3584 CS, Netherlands

Abstract

In this study we introduce a guided reflection procedure that aims to support student teachers in developing knowledge based on their practical experiences and by linking this with theoretical knowledge. Student teachers (n=22) with varying prior teaching experiences carried out the guided reflection procedure at a university in Estonia. In an empirical study we focused on student teachers' experiences and feedback on the guided reflection procedure. Data was collected with interviews and group interviews, and analysed employing a thematic analysis method. The findings showed that the perceived value of the reflection procedure is related to student teachers' prior pedagogical experiences.

© 2013 The Authors. Published by Elsevier Ltd.

Selection and peer-review under responsibility of Cognitive-counselling, research and conference services (c-crcs).

Keywords: guided reflection; teacher's practical knowledge; initial teacher training; school practicum; student teachers

1. Introduction

Teacher education programs in Europe and beyond have been criticized in the past for leaving a “gap” between theory (i.e. research-generated knowledge) and practice (see for example, Kansanen et al., 2000; Korthagen, 2001; Meijer, 2010; etc.). In response, teacher education programs are nowadays aiming to support the development of student teachers' practical knowledge, accumulated wisdom, and the know-how teachers construct through experience and which is the basis for dealing with every-day teaching situations and linking

* Corresponding author. Tel.: +372 737 6464; fax: +372 737 6468.

E-mail address: ali.leijen@ut.ee

this with research-generated knowledge (Meijer, 2010) in order to better prepare students for their professional career. The teacher reflection has been considered a dominant activity for developing practical knowledge and linking it with educational theories in teacher training programs (Korthagen, 2001, 2004; Korthagen & Vasalos, 2005; Korthagen & Wubbels, 1991, 2000).

1.1. Reflection in teacher education

Reflection can generally be defined as a cognitive process carried out in order to learn from experiences through individual inquiry and collaboration with others (Benammar, 2004; Dewey, 1933; Mezirow, 1991; Moon, 2004; Schön, 1983). Regarding teacher education, reflection is commonly reported as a process of self-examination and self-evaluation that teachers should engage in regularly in order to interpret and improve their professional practices (Husu, Toom, & Patrikainen, 2008). Based on studies of students and teachers in professional educational practices, Schön (1983) found that practitioners engage in two types of reflection: reflection in action and reflection on action, in which experience and reflection are related differently. Reflection on practice is commonly practiced in teacher education. However, the results of reflection assignments implemented in the teacher education context (mostly assignments that promote reflection on action) are often disappointing (see e.g. Abou Baker El-Dib, 2007; Lee, 2005; Mena, García, & Tillema, 2011a). One of the problems is that a majority of students' reflection result in mere descriptions of practice and not a critical evaluation or re-framing of their understandings.

The procedure of reflection on action that is currently so extensively used in teacher education seems, therefore, to support student teachers' stories of (their) teaching rather than enhancing them in reviling knowing-in-action (Schön, 1983) or a code of practice (Mena, García, & Tillema, 2011b). Student teachers need to be supported more effectively to extract "patterns" from the local activities in order to develop a theory of the action. Such abstraction is needed to find the most effective strategies, rules, or principles for practice as already proposed by Shulman (1987). Several scholars (Brown, Collins, & Duguid, 1989; Leinhardt, 1988) suggest that knowledge should be investigated in the situation in which it is being used; in other words, teachers' cognitions and actions should be investigated while they are teaching because during teaching, knowing and acting are inseparable. Therefore, instead of reflection on action, the procedures for illuminating student teachers' reflection in actions are needed to reveal effective strategies, rules, or principles for practice that Mena et al. (2011b) summarize as action-oriented knowledge.

1.2. Supporting reflection in action in teacher education

To engage in reflection on experiences, an individual's active participation is required (e.g. Moon, 2004; Procee, 2006; Schön, 1983). Dewey (1933) stated that reflection requires attitudes that value one's own and others' personal and intellectual growth. Moreover, several authors agree that in addition to the requirements of active involvement, reflection needs to happen in community in interaction with others (e.g. Benammar, 2004; Dewey, 1933; Leijen, Valtna, Leijen, & Pedaste, 2012; Procee, 2006). This enables individuals to share and learn from experiences and ideas from others' perspectives, (re)interpreting and developing their own perspectives further. The potential methods for developing action-oriented knowledge have been found to be the guided reflection procedure (Husu et al, 2008; Leijen, Lam, Wildschut, Simons, & Admiraal, 2009; Sööt & Leijen, 2012) and the stimulated recall procedure (Meijer, Zanting, & Verloop, 2002). In the course of the current study the guided reflection procedure proposed by Husu et al. (2008) was further developed (see section 2.2.) and tested among student teachers in a university in Estonia. Owing that reflection in action emphasises students' active involvement in the learning process, we formulated the following research questions: How did student teachers experience the developed guided reflection procedure? What was the participants' perceived effectiveness of the

Download English Version:

<https://daneshyari.com/en/article/1115438>

Download Persian Version:

<https://daneshyari.com/article/1115438>

[Daneshyari.com](https://daneshyari.com)