

REFLECTIVE TEACHING LEARNING PROCESS

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Abstract

Reflective teaching has to do with a purposeful examination of how we teach and learn. It fits in the interpretive view of teaching and learning, a move towards critical thinking of the way we teach and learn. This paper is giving idea about Reflective teaching and how to develop Reflective teaching among teacher.

Introduction

Reflective teaching has to do with a purposeful examination of how we teach and learn. It fits in the interpretive view of teaching and learning, a move towards critical thinking of the way we teach and learn. It is a kind of teaching approach which has to be viewed in terms of what you can do for yourself and your students to find out productivity in your teaching and students' learning. In this level, reflective teaching is a call to let you combine theory and practice to keep and maintain your teaching profession.

Meaning of reflective teaching

Reflective teaching means looking at what you do in the classroom and giving it a meaning by attaching the why question to what you go through. Teacher also empower students to ask these why questions to their classroom experiences.

Teacher start by recognizing that teacher and students are key persons in learning Environment. Teacher being in the classroom must make sense to you and your students. Your relived/recalled experiences as a teacher and those of your students are explored and evaluated to let you fulfill your mission and vision in the teaching profession.

Use of reflective teaching.

Reflective teaching informs you that you are in charge of your teaching-learning and that you have a major contribution to make towards its success. This is why your behavior must not be taken for granted as it needs to be continuously evaluated to let your practice and experiences be meaningful. To you the teacher, reflective teaching is a purposeful move to allow you think critically of your teaching practice so that your students can maximize their learning. Thus, through a change oriented activity, you contribute highly to your professional development. Reflective teaching is a mark of a concerned teacher who is skilled enough to examine his/her beliefs, values and

assumptions behind the teaching practice. The insights derived from this exercise are used to improve your practice. According to Bailey (1997) reflective teaching is about a skilled teaching of knowing what to do. You examine your work so that you consider alternative ways of ascertaining that your students learn. This takes place through searching for deeper understanding of your teaching. So, you are able to monitor, analysis and defend that which you implement and how you implement it. It is possible that reflective teaching may turn you to be a investigator because of its dimension of self inquiry. Through self inquiry, much of what is unknown becomes clear so that you end up improving your practice and planning. Thus, your personal experiences are turned into stories which can be shared with your peers. In this way, reflective teaching is a professional alternative to action research. It is a personal means of conducting your own ongoing professional life by solving problems in a logical manner. What are you doing in reflective teaching? You are integrating theory and practice.

Effect Of reflective teaching

In the first place there must be something which calls for your reflection. Attention to the issue of concern is important. belief is that you must gather information on what is of concern. This is step one of reflective teaching. There are various ways of collecting the information. They include:

- 1] Keeping of a journal which is a form of diary of your experiences. You will need to keep a record of experiences which have happened. This makes it be phenomenological in nature. It has to be done consistently if the information will be of any worth. It is an activity whereby the teacher takes notes of the situation he/she is undergoing. These notes are in form of personal statements focusing on feelings, opinions and perceptions about others with whom the teacher comes in contact with during the course of his/her practice. What one records is not for public access. It is a personal record of letting out ones feelings and skills keeping them private. They are usually put down on daily basis for purpose of hoping to improve practice by later discussion of the records. Journal writing is an opportunity for teacher to use the process of writing to describe and explore teaching and learning practices. journal keeping is one of the tools under use to promote teachers development of reflective thinking. The writing engages teacher in a deeper level of awareness and response to teaching than teacher would obtain by simply discussing teaching in terms of teaching procedures and lesson plans.
- 2] Peer mentoring takes form of teacher observing a mentor's practice or the mentor observes teacher practice and a record is made for feedback purposes The focus of attention may be on how to keep students lively in a class conversation. One way of doing it is by being a non participant observer of classroom practice. This is an act of attending to an area of interest by being present to look at and listen to what is happening in a focused manner. This is opposite

to participant observation where you enter the class to learn what is there to be learnt. In non participant observation you just observe without getting involved;

- 3] Recording of your lessons through either audio or video or even by use of paper and pencil. For instance, you can use a recorder to tap the types of questions students pose in a mathematics lesson. These recorded experiences become the focus of what to reflect upon.
- 4] Feedback from your students. This can be done through ordinary questioning. It may be a little advanced by you giving questionnaires to students. Their responses become data targeting their perspectives towards what you may have to choose as a way forward. The other steps which follow each other are:
- 5] Critically think about the patterns arising from the specific record. You are engaged in searching for understanding by asking questions about what and why practices. These questions let you not take anything in the classroom practice for granted. Together with critical thinking are dimensions like heuristic, creative and insightful thinking which stress on how you solve and deal with issues at hand. Insightful thinking lets you to be rationally informed of what is happening, while creative thinking is about imaginative and original ideas and ways of doing things by identifying alternatives.
- 6] Refer to an expert who may be a peer or a mentor to have a discussion with him/her about emerging issues of your practice. This lets you be open minded to broaden your perspectives as you pose to him/her questions which make the stories memorable.
- 7] Read as a way to find out more about the patterns emerging from the collected information. This keeps you informed.
- 8] Associate with colleagues in a meeting, seminar, conference or workshop.
- 9] Attend seminars, workshops and conferences which provide new perspectives to emerging issues about your practice. The final step is about you deciding on what to do. The aspect of decision making seems to suggest that there are alternatives and their implications. Implement the change if need be as a way of enhancing your professional development.

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