

REFLECTIVE TEACHING-LEARNING PROCESS

Dr. V. S. Murkute,
Associate Professor,
College of Education, Nashik.

Abstract:

Reflective teaching requires an teacher not only to teach but teach with methodology and also verify whether whatever goals he/she is trying to achieve are getting fulfilled and if not what are the reasons for that and also possible solutions to these problems. In short, reflective teaching requires teacher to evaluate his/her teaching methodology to fulfill teaching goals. By adopting reflective teaching pedagogy teacher educator imparts inspiration among teacher trainees, so as to enable them to practice the same in their teaching practice sessions. The paper focuses on the importance of innovative teaching -learning pedagogy that should be practiced in open and distance education to sustain interest among teacher trainees who obtain the teacher training degree through open and distance education.

Keywords: Reflective teaching, Pedagogy, Innovative teaching

Introduction:

Reflective teaching is a way of teaching in which teachers reflect on what they have taught. For example, what worked and what didn't work? How could I make this lesson better in the future ? Do the students truly understand the content of the lesson? Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

Trainee teachers might express an opinion that 'this theory stuff is very well but it doesn't work in the real world '. Teachers saying this might have a point as conditions teachers have to face while teaching are very difficult and vary much variable from one environment to another so it gets difficult to implement things as they are stated. And also theories are only supposed to be guidelines for the teacher and not supposed to be followed as they are written. However it is the starting point for developing teaching and learning in practice. Reflections in and on practice allows teachers to continually improve their practice and even to development of practice based theory.

Why to implement reflective teaching :

In order to implement reflective teaching, it is teacher's role to :

- Reflect on the provision you make for your pupils;
- Assess the quality of provision within your own classroom; and
- Decide how the quality of your work is contributing to improvement throughout the whole school.

It is also seen that teaching takes place in a social setting that has its own unique characteristics, opportunities and constraints. The practice of Reflective teaching explores the implications of all these complex factors with the intention of understanding and improving teaching – learning practice. Now many might wonder what is problem in only following teaching methodology as they provide simplicity for teaching work. Here are some reasons why is it beneficial to evaluate your work?

Instinctively, teachers evaluate their practice; you may make changes to lessons, for example :

1. When you feel you are losing the attention and motivation of some of the pupils;
2. When some pupils are not achieving the learning outcomes you have planned for them;
4. When you become aware of an aspect of a colleague's work that you feel you could adopt.
5. To ensure that you are providing the best possible outcomes for the pupils in your care; and
6. Your own work contributes to improvement in the experiences of the pupils and the standards which they attain.

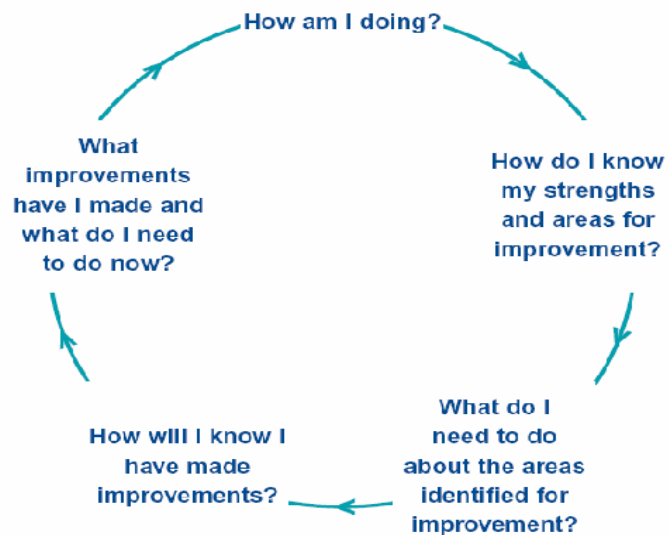
How to implement reflective teaching :

As indicated, the process of self-evaluation is important to help you to establish :

- the strengths of your practice on which you can build; and
- Where there might be areas for improvement which could be addressed.

The majority of teachers writes and record some evaluation of the work outlined in their planning. These evaluations can vary from brief notes about resources needed, to more insightful comments on their own teaching and the teaching strategies which need to be developed further.

Continuous evaluation is very useful and adds to your own evidence of how the pupils are learning. There are many ways to evaluate, but in an effective manageable process of self-evaluation, you will ask yourself questions such as the following:



Using these questions will help you to identify an area you may wish to improve.

Reflection is a process and an activity which teachers undertake primarily for themselves. It is certainly not about the production of mountains of papers for the sake of managers and trainers. When it becomes chore for managers or trainers, it loses its value. Reflection will rather lead to some fruitful documentation such log files, diary or PDJ (professional development journal).

Professional Development Journal (PDJ) is a written record of experiences of and feelings about planning, preparing and delivering teaching and learning. It will contain general accounts of leaning sessions but more importantly will identify critical incidents which can be basis for learning and continuing improvement. PDJ is subjective and is written by teachers for themselves. However trainees and mentors might see journal so should not make any personal comments in the journal. According to the management, some guidelines might be provided for how to write into the journals and what data it should contain but every teacher can write them as suited as they are meant for themselves. One thing to remember while writing any evaluation document is that it should be more than just description and should help one improving himself/herself.

The right mental attitude :

Reflection is not an end or some fixed period process but is a continuous process which needs self-motivation and will. The basis of all reflection is willingness to undertake the process and to value it as means of improvement and development. Reflection can be difficult and even threatening as it forces us to be honest with our self and recognize not only our success but also

areas where we need to improve. It makes us taking responsibility for teaching and learning. Being a reflective practitioner is like being your own observer and critic. We can refer this willingness to reflect and develop as the ‘right mental attitude’, without which the whole process of reflection is pointless.

Conclusions :

Research on reflective teaching over the past two decades has shown that it is linked to inquiry, and continuous professional growth.

It helps teachers improve their teaching methodology as per the environment in which they work.

By reflective teaching learning technique view of the pupils, colleagues, parents can be considered and it should lead to achieve intended improvements in teaching and learning.

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