

---

# **Ministry of Education**

**Postgraduate Diploma in Teaching (PGDT)**

**Module Syllabus**

**Module Title: Teachers as Reflective Practitioners**

**Developer: Ambissa Kenea (PhD)**

**Editor: Messeret Assefa (PhD)**

**October 2010**

---

## Teachers as reflective Practitioners

### 1. Course Information

Course Title: Teachers as Reflective Practitioners

Course code: PGDE 422

Credit hours: 3

Contact hours: 4

Prerequisite course/s:

- Secondary School Curriculum and Instruction
- Psychological Foundations of Learning and Development
- School and Society

### 2. Course Description

This course is intended to equip trainees with the theory and practice of reflective thinking as applied to the teaching-learning process. Where reflection, as strategy, can be a cross-cutting issue, this course particularly gives the candidates the opportunity to examine the educational theories behind the application of reflective thinking and action to teaching and to exercise it during the block of time allotted to the course. Among the core contents of the course are the meaning and nature of reflection (reflective thinking, reflection-in-action and reflection-on-action); reflective thinking/action versus technical rationality; traditional of reflective practices; levels of reflective practice; reflective teaching; the reflective teacher and strategies of reflective teaching in secondary schools. Action research, as one of the tools of reflection, will be one major part of the course.

### 3. Objectives of the Course

The course is basically planned to help candidates develop a thorough understanding of the professionalism of teaching teacher thinking, teacher learning and teacher actions. After completing the course the candidates will:

- be familiar with the basic idea of teacher thinking and teacher learning,
- develop the capacity and competence for evidence-informed teaching,
- be disposed towards enquiry in teaching,

- 
- develop the skills required for lifelong learning as professional (s).

#### **4. Detailed Syllabus Components**

##### **4.1. Unit One: Reflective thinking and reflective practice (-- hours)**

###### **4.1.1. Learning objectives of the unit**

Upon completion of this unit the candidates will be able to:

- Define reflective thinking and reflective practice
- Identify the various levels of reflection,
- Describe the rationale for and the purposes of reflection
- Identify essential qualities of a reflective practitioner
- Compare and contrast reflection and technical rationality.

###### **4.1.2. Unit Contents and sub-contents**

- Definitions
- Nature of reflection
- Reflection as a thinking process
- Reflective thinking and reflective practice
- Levels of reflective practice
- Traditions of reflective practice
- Benefits of reflection
- Reflection vs. technical rationality
- Strategies for fostering reflection
- Qualities of a reflective thinker

###### **4.1.3. General Approach/Methods/Strategies**

---

Reflection is an aspect of thinking, where thinking is a skill. ‘Like any other skill’, the skill for reflection can only be developed when the learners directly involve in it. Therefore, not only in this unit, active participation shall be practical throughout the course work.

#### 4.1.4. Detailed Activities

##### 4.1.4.1. Students’ activities

Here are the major activities in which the candidates shall engage:

- Analyze the various definitions of reflection and develop their own definition,
- Review articles on the nature and level of reflection,
- Read the core reference materials/source books and present to their class,
- Practice the various strategies for fostering reflection

##### 4.1.4.2. Instructor’s activities

Where the instructor assumes more of a supportive role, here are the major activities s/he engages in:

- Prepare brief handout on the various conceptions of reflection and challenge the candidates to come up with their own definition of reflection,
- Identify essential professional articles and make participants to review based on the guideline s/he is going to distribute,
- Set stages for students’ presentations and practice of the strategies for fostering reflection
- Summary after detailed presentation, or to consolidate group or individual reports

#### 4.1.5. Assessment Strategies and Techniques

- Check contribution of each candidates to group works and class activities
- Assess article review reports
- Assess presentations

➤ The score of assessment from this part of the course is expected to be ---%.

---

#### 4.1.6. Instructional Resources

Handout to be prepared and distributed by the instructor.

#### 4.1.7. Reading Materials for the unit

- a. Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- b. Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston: D.C. Heath.
- c. Kochendorfer, L. (1994) *Becoming a reflective teacher*. Whashington, D.C.: National Education Association
- d. Pollard, A. ed (2002) *Readings for reflective teaching*. Continuum
- e. Moon, A.J. (2004) *A handbook of reflective and experiential learning: theory and practice*. Flamers

### 4.2. Unit Two: Teaching and reflection

#### 4.2.1. Learning objectives

Upon completion of this unit the candidates will be able to:

- Define teaching based on the idea of reflective practice discussed in unit one.
- Describe the identifying features of the professionalism of teaching
- Discuss the reciprocal relations between teaching and change going on around and the effects of such changes on teachers' work.

#### 4.2.2. Unit Contents and sub-contents

- The nature of teaching: complexities, dilemmas and issues of standard
- The professionalism of teaching: teacher thinking, creativity and teacher learning
- Teaching and change in society
- The social roles of the teacher

---

#### 4.2.3. General Approach/Methods/Strategies

This unit sets the stage for the discussions to take place through the subsequent two units. It is a stage at which the candidates are helped to question the conception of teaching they developed as students during their schooling years. Therefore, discussion and dialogue need to inform the general approach the instructor adopts.

#### 4.2.4. Detailed Activities

##### 4.2.4.1. Students' activities

- Brainstorming whereby the candidates talk about what they think teaching is and how they describe the roles of the teacher.
- There will be reading assignments and reviewing of relevant articles to understand the reality of the teaching profession based on the idea of reflective practice discussed above,
- Students will present papers and engage in debates.

##### 4.2.4.2. Instructor's activities

- Facilitate whole class discussion
- Select articles and dispatch for the candidates to review
- Challenge students to make them question the assumptions they hold about teaching, learning, the teacher and students.
- Identify the major implications of the notion of reflective practitioner on our concept of teaching against the assumption traditionally held about teaching and learning.
- Summary after detailed presentation, or to consolidate group or individual reports

#### 4.2.5. Assessment Strategies and Techniques

- assess students' contributions to classroom activities
- Evaluate presentations
- Assess submitted papers
- Check the progress of each and every candidate in terms of conception, assumptions and attitude about teaching.
  - Assessment in this part of the course shall constitute ---%

---

#### 4.2.6. Instructional Resources

Brief handouts to be dispatched by the instructor

Reflective case reports

#### 4.2.7. Reading Materials for the unit

- a. Pollard, A. (2002) *Reflective teaching – effective and evidence-informed professional practice*. London: continuum
- b. Elbaz, F. (1983) *Teacher thinking: a study of practical knowledge*. London: Croom Helm.
- c. Arends, R. ; N. Winitzky and M. Tannenbaum (2000) *Exploring teaching: an introduction to education*. Boston: McGraw Hill.

### **4.3. Unit Three: The notion of reflective teaching**

#### 4.3.1. Learning objectives

Upon completion of this unit the candidates will be able to:

- Define reflective teaching
- Differentiate between routine action and reflective action,
- Learn by reflecting in/on their action,
- Organize and conduct evidence informed classroom.

#### 4.3.2. Unit contents and sub-contents

- Meaning of reflective teaching
- Routine action vs. reflective action
- The process of reflection
- Evidences and teacher judgments
- The evidence-informed classroom
  - Reviewing evidences of classroom performance
  - Classroom enquiry:
    - Planning classroom enquiry

- 
- Techniques of enquiry
  - Action research and reflection in/on teaching
  - Action research vs. exploratory teaching
  - Collegial collaboration and teacher learning

#### 4.3.3. General Approach/Methods/Strategies

The general approach recommended for this part of the course is almost similar with the ones recommended for the preceding two units – candidates’ active participation and say. They have to be given the opportunity to study the theory, test it and adopt it.

#### 4.3.4. Detailed Activities

##### 4.3.4.1. Students’ activities

- Private reading based on the assignment to be given by the instructor,
- Review of professional articles on reflective teaching
- Case analysis
- Paper presentations and discussion
- Critique actual teaching after school/classroom observation

##### 4.3.4.2. Instructor’s activities

- Identify relevant articles and dispatch
- Develop brief handout and distribute
- Develop cases for students to be analyzed
- Challenge students so that they engage in critical analysis of actual teaching activities.
- Summary after detailed presentation, or to consolidate group or individual reports

#### 4.3.5. Assessment Strategies and Techniques

- Assess contribution to classroom activities
- Check the maturity of the candidates’ ideas



- Assess papers and paper presentations
- Assess overall progress of the candidate

➤ The assessment in this part of the paper shall constitute ---%.

#### 4.3.6. Instructional Resources

Cases and handouts to be prepared by the instructor.

#### 4.3.7. Reading Materials for the unit

- Pollard, A. (2002) Reflective teaching – effective and evidence-informed professional practice. London: continuum
- McLaughlin, W. M. (1996) Teacher learning: New policies, new practice. Teachers' College Press
- Aubvsson, P. and S. Schuck, eds (2006) Teacher learning and development: the mirror maze. Springer.
- Elbaz, F. (1983) Teacher thinking: a study of practical knowledge. London: Croom Helm.
- Kincheloe, J. (2002) Teachers as researchers: qualitative inquiry as a path to empowerment. London: Rutledge Flamers.
- Zeichner, K., & Liston, D. (1996). *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum.

### 4.4. Unit Four: Being a reflective teacher

#### 4.4.1. Learning objectives

Upon completion of this unit the candidates will be able to:

- Define contexts for teacher action and reflection,
- Describe the professional identity of a teacher,
- Mention the identifying features of teachers as reflective practitioners,
- Discuss the idea of teachers as lifelong learners.

#### 4.4.2. Unit Contents and sub-contents

- Determinants to teacher actions: the social context

- 
- Professional identity: knowing oneself as a teacher
  - Relationships in teaching: how are we getting on together?
  - Understanding children's development: progress at individual and group level
  - Beliefs about the curriculum: conceptions of knowledge, curriculum relevance and quality of teaching
  - The classroom: teachers' thought on discipline, group dynamics and the unexpected
  - Adapting reflection into one's teaching repertoire: some tips
  - Teachers as lifelong learners
    - The idea of continued professional development (CPD)
    - Approaches to CPD
    - Rationale and purposes of CPD
    - Policy implications of CPD needs

#### 4.4.3. General Approach/Methods/Strategies

In general the candidates need to be assisted to synthesize their own characterization of the reflective teacher based on what they have studied so far. This obviously is much more than giving them tips to be studied. They need to really enter into dialogue with their classmates and with teachers in cooperating schools.

#### 4.4.4. Detailed Activities

##### 4.4.4.1. Students' activities

- Brainstorming to learn what the students still hold about the reflective teacher,
- School visit, classroom observation and dialogue with teachers,
- Review articles
- Write papers and give presentations
- Peer teaching whereby they demonstrate the qualities of the reflective practitioner

##### 4.4.4.2. Instructor's activities

- 
- Facilitate classroom discussions
  - Develop schools and classroom observation guide
  - Bring the novice and acting teachers together and mediate means by which the novice learn,
  - Identify relevant professional articles and reading materials
  - Organize peer teaching opportunities
  - Summary after detailed presentation, or to consolidate group or individual reports

#### 4.4.5. Assessment Strategies and Techniques

- Evaluate students reports
- Assess presentations
- Check behavior in school
- Assess peer teaching activities

➤ The assessment in this part of the course shall constitute --- %.

#### 4.4.6. Instructional Resources

- School/classroom observation guide
- Brief handout to be distributed by the instructor
- Cases to be developed by the instructor.

#### 4.4.7. Reading Materials for the unit

- a) Pollard, Andrew (2002) *Reflective Teaching: Effective and Evidence-informed Professional Practice*. London: Continuum
- b) Beijaard, D and others (2004) *Teacher professional development in changing conditions*. Springer
- c) Kochendorfer, L. (1994) *Becoming a reflective teacher*. Whashington, D.C.: National Education Association

---

## 5. Course Assessment and Strategies

As noted under each unit above, the course is to be assessed mainly in the form of continuous assessment where the students' activities are to be assessed. There will also be final examination.

## 6. Course Requirements

- Successful completion of all the progressive assessments made under all the four units
- Preparation of professional portfolio,
- A minimum of 90% attendance
- Seat for the 30% final examination

## 7. Grading Schemes

- Similar to the grading system for the other courses:
  - Norm referenced
  - Instructor's judgment in grading
  - Department approval of the instructors grading.

## 8. Reading Materials

### 8.1. Mandatory

#### 8.1.1. Books

- a. Schön, D. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.
- b. Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- c. Zeichner, K., & Liston, D. (1996). *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum.

- 
- d. Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston: D.C. Heath.
  - e. Kochendorfer, L. (1994) *Becoming a reflective teacher*. Whashington, D.C.: National Education Association
  - f. Elliott, J. (1991). *Action research for educational change*. Albany: Open University Press.
  - g. Dewey, John (1933 ) *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process* Chicago: Henry Regnery,
  - h. Hoben, F.G. (2002) *Teacher learning for educational change*. Open University Press.
  - i. Smyth, J. ed (1987) *Educating teachers – changing the nature of pedagogical knowledge*. The Flamer Press
  - j. Pollard, A. (2002) *Reflective teaching – effective and evidence-informed professional practice*. London: continuum
  - k. Day, C. and others (2000) *The life and work of teachers. International perspectives in changing times*. London: The Flamers Press
  - l. Mullen, A. C. and Lick, W. D. eds (2000) *New directions in mentoring: creating a culture of synergy*. The Flamers Press
  - m. Fullan, M. (1998) *Change forces: probing the depth of educational reform*. London: the Flamer Press
  - n. Arends, R.; N. Winitzky and M. Tannenbaum (2000) *Exploring teaching: an introduction to education*. Boston: McGraw Hill.
  - o. Eggan, P. and D. Kauchak (2001) *Strategies for teachers – teaching content and thinking skills*. Boston: Allyn and Bacon
  - p. Pollard, Andrew (2002) *Reflective Teaching: Effective and Evidence-informed Professional Practice*. London: Continuum

#### 8.1.2. Articles and Essays

- a. Kuit, J. G. Reay and R. Freeman (2001) Experiences of reflective teaching. *Active Learning in Higher Education*. Vol2 (2): 128 – 142.

- 
- b. Thrope, M. (2000) Encouraging students to reflect as part of the assignment process. Students responses and tutor feedback. *Active Learning in Higher Education*. 1(1): 79-92

## 8.2. Supplementary Reading Materials

### 8.2.1. Books

- a. CALDERHEAD, J. & GATES, P. (eds.) *Conceptualizing Reflection in Teacher Development*. London: Falmer Press, 1993.
- b. Smyth, J. ed (1987) *Educating teachers – changing the nature of pedagogical knowledge*. The Flamer Press
- c. Eby, Judy W. 1998. *Reflective Planning, Teaching, and Evaluation K-12*. Upper Saddle River, New Jersey: Prentice-Hall, Inc.
- d. Feiman-Nemser, Sharon. 1990. "Teacher Preparation: Structural and Conceptual Alternatives", In *Handbook of Research On Teacher Education*, ed. W. Robert Houston. New York: Macmillan Publishing Company, Inc.
- e. Green, Michael. 1989. *Theories of Human Development*. Englewood Cliffs, New Jersey: Prentice Hall.
- f. Henderson, James G. 1992. *Reflective Teaching: Becoming an Inquiring Educator*. New York: Mcmillan Publishing Company.
- g. Liston, Daniel P and Zeichner, Kenneth M. 1996. *Cultural and Teaching*. Mahwah, New York: Macmillan Publishing Company.
- h. Pintrich, Paul R. 1996. *Educational Psychologist*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers, Vol. 31, No. ¾.

### 8.2.2. Articles

### 8.2.3. List of Websites

- a. **Melissa Kelly (2007) Turning Classroom Misbehavior Into Triumph**  
About.com Guide U.S.A Retrieved from [educators about.com/od/teachertips/a/teaching\\_exp.htm](http://educators.about.com/od/teachertips/a/teaching_exp.htm)
- b. Towards **Reflective Teaching** Retrieved from:  
[www.tttjournal.co.uk/uploads/.../Towards\\_Reflective\\_Teaching.pdf](http://www.tttjournal.co.uk/uploads/.../Towards_Reflective_Teaching.pdf)
- c. Reflective teaching practice. Retrieved from: [www.nclrc.org/essentials/whatteach/reflect.htm](http://www.nclrc.org/essentials/whatteach/reflect.htm)
- d. Reflective teaching. Retrieved from: [www.csun.edu/coe/eed/holle/PACT/reflectiveteaching](http://www.csun.edu/coe/eed/holle/PACT/reflectiveteaching)

