

### RELATING TOPICS

- Transformative learning
- Appreciative Inquiry-> This might help to reflect on the things that are going well to avoid the tendency to make reflection about things that go wrong and need to be fixed.
- Feedback levels from Hattie & Timperley
- Team sports; In a team you can really work on improving the things you are already good at.

### EXAMPLES SHARED TO PRACTICE REFLECTION

- A way of practicing reflection can be to ask student to look at things from another person's point of view.
- Diving into why something didn't work/ but also dive into why it did work!
- a Positive Gossip-practice "people talking about what someone did really good when that someone is in the room with his/her back facing the group"
- A Continue, Start & Stop evaluation.

### ABOUT REFLECTION

- Reflection is not only inward, also outward
- Critical reflection start with a critical incident-> Critical meaning from article: "We defined critical incident as a situation in which unexpected reactions or -outcomes among students or the teacher are observed in class." Its not necessarily negative!
- Reflection versus critical Reflection: Can it be that reflection would lead to better understanding, critical reflection would lead to different behaviour and actions?
- Conflict can be positive i.e. reflection. Tension can create going forward when being addressed properly. But what happens when you, as a lecturer, prefer to avoid conflicts.
- Should reflection focus on the 'person', the incident, or maybe on the interaction between?
- Frame of reference is important, help students (lecturers) to get out of their own frames.
- It sometimes feels that the reflection insights are deeper, when there was a problem that was solved. What about the bias in that? It looks like there is bigger transformation if there is a problem to be solved then when it is about becoming aware...
- The relation of Engineering and reflection is really interesting to consider. Engineers are problem solvers. If you compare that to humanities where it is about exploring & understanding you can imagine the different ways of looking at reflection.
- Reflection versus evaluation.
- Learning needs reflection to move forward.

### FIRST RESPONSES TO THE ARTICLE

- The article puts a nice perspective on what teachers can do. This article focuses on making teachers aware what they are doing and why they are doing it? The implications of teaching: "...professors must have certain dispositions identified in the literature: open-mindedness, commitment, responsibility, and courage (Dewey, 1933) as well as modesty and the ability to deal with uncertainties (Freire, 2006). They should also possess the discipline to meet on a regular basis and to share their explorations with others.
- Feels like a gap between what is needed and what is happening in reality...
- We recognize that reflection is important but we need to integrate it in our schedule as teachers. "I ask my students to reflect, but I don't make time to reflect myself"
- It's a big change to implement reflection. The structure proposed in the article could help reflect with others/ peers.

### ABOUT THE ARTICLE

4 principles to characterize the approach to critically reflective teaching:

- 1) Knowledge emerges from collective or individual reflection in which faculty recognize, critique, and develop theories and practices about their teaching (Zeichner, 1993).
- 2) Critically reflective teaching promotes transformative learning among professors by promoting engagement in collaborative reflection to recognize and question their frames of reference and to build new ones, which in turn lead to new behaviors (Cranton, 2011; Mezirow, 1997).
- 3) Critically reflective teaching increases awareness of the different social and political contexts in which teaching is embedded, as well as of the power relations present in educational contexts.
- 4) Critically reflective teaching is characterized by attitudes like open mindedness, responsibility, continuous questioning, and concern for consequences of one's actions and for the manner of obtaining results (Dewey, 1933).

**Under these principles, the teacher's role is to design learning experiences that actively engage students in sense-making.**

Engaging in critically reflective teaching: from theory to practice in pursuit of transformative learning

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This article presents the critically reflective teaching experience of three university professors. It addresses two research questions:  
1) How to design a critically reflective process aimed at transformative teaching and learning?  
2) What do professors learn about their own practices and about their students' learning when they jointly carry out critically reflective teaching?

### 100 DAYS OF REFLECTION Journal Club 22-02-'22

The authors designed a cyclical process composed of four phases:

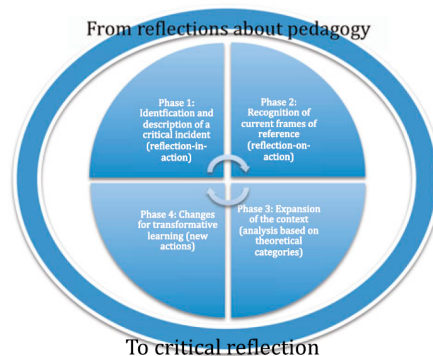


Figure 1. Critically Reflective Teaching Method.