

Bülent Ecevit University
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«How Reflective Are You as a Language Teacher?»

Dr. Cagri Ozkose-Biyik

Department of English Language and Literature

Yasar University

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Agenda

- Reflecting on an inspiring moment/experience that made you want to do something more for your students, for your profession, learn more about it recently in your classes
- Introduction to reflection
- Fill out questionnaires on reflective teaching
- What is reflection?
- A systematic approach to reflection: The *ALACT* Model, the onion model and core reflection
- Working in groups to reflect on a problematic situation

People who deserve mention when it comes to «reflection»

- Go to [menti.com](https://www.menti.com) using your smart phones & use code 49 22 18
- Enter your answers. Who comes to your minds when you hear the word “reflection, reflective practice, reflective teaching”?

People deserving mention when it comes to «reflection»

- Dewey (1933, 1938)
- Schon (1983, 1987)
- van Manen (1991) / Killion & Todnem (1991)
- Farrell (2012, 2015)
- Korthagen (2004)
- Zeichner and Liston (2014)

Reflection

- Dewey (1933) “an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of grounds supporting it and future conclusions to which it tends”
- Boud, Keogh and Walker (1985) “a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation.” (p. 3)
- Loughran (2002) “...reflection continually emerges as a suggested way of helping practitioners better understand what they know and do as they develop their knowledge of practice through reconsidering what they learn in practice.” (p. 34).
- Farrell (2015): conscious thinking about what we are doing and why we are doing it

More on Reflection

- Farrell (2012) reflective practice “enables teachers to stop, look, and discover where they are at that moment and then decide where they want to go (professionally) in the future” (p. 7)
- Farrell (2015) Encourages teachers to avoid making instructional decisions based on impulse or routine → more informed decisions with data
- Not just the classroom but the general society that impact teaching practices

Two common elements

- Action
- Critical

What do we need to become a reflective teacher?

- John Dewey, *How We Think*, (1933) “attitudes”
- 3 words...

What qualities do we need to become a reflective teacher?

- Open-mindedness



- Wholeheartedness



- Responsibility

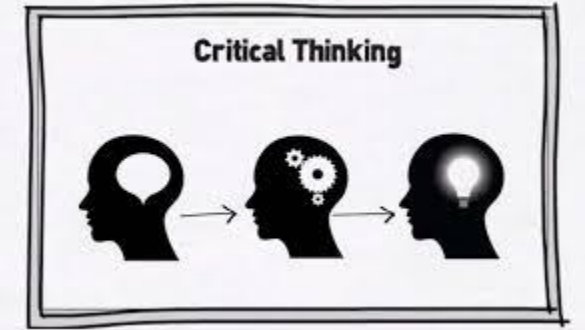


Some considerations...

- Zeichner (1996b) “There is no such thing as an unreflective teacher” (p.207).
- Eekelen, Vermunt, Boshuizen (2006) → “phenomenon of not learning” (p.408).



Thinking vs Reflecting



- Korthagen and Vasalos (2005), “Systematic reflection often differs from what teachers are accustomed to doing” (p.48). Not a “quick fix”
- Structured reflection → “growth competence” Korthagen et al. (2001, p.47)
- Rodgers (2002) suggests a four-phase reflective cycle,
 - presence in experience,
 - description of experience,
 - analysis of experience, and
 - experimentation.

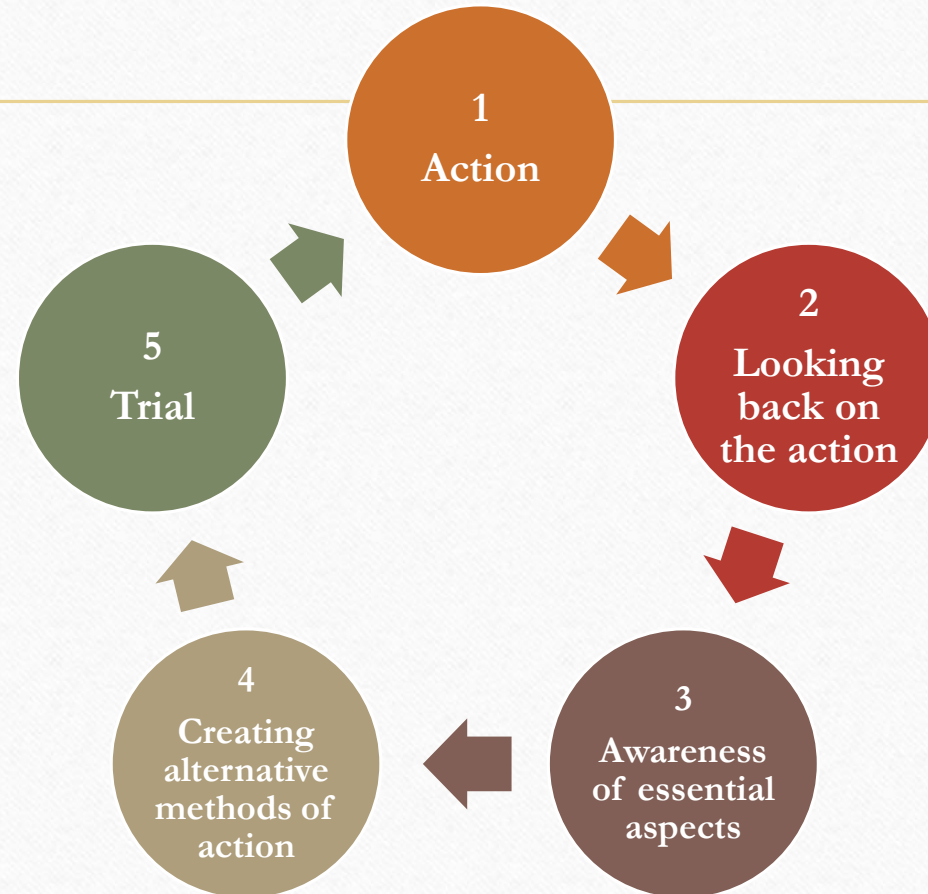


Mann and Walsh (2013) “A Critical Perspective on Reflective Practice”

- RP is not operationalized in systematic ways “rosy summaries”
 - Korthagen and Wubbels (1995)
 - Walsh (2011)
- Not sufficiently data-led/fails to value collaboration/dominated by written forms of reflection/insufficiently detailed about the nature of reflective tools

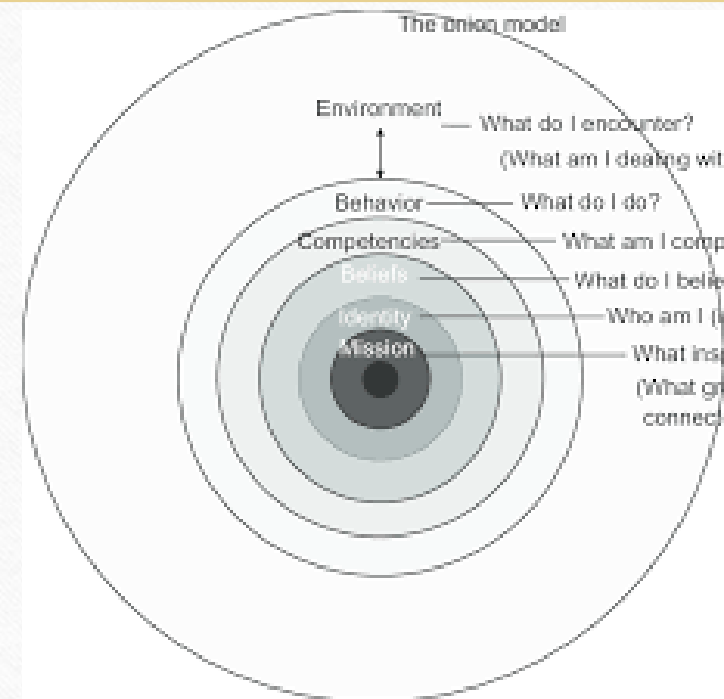
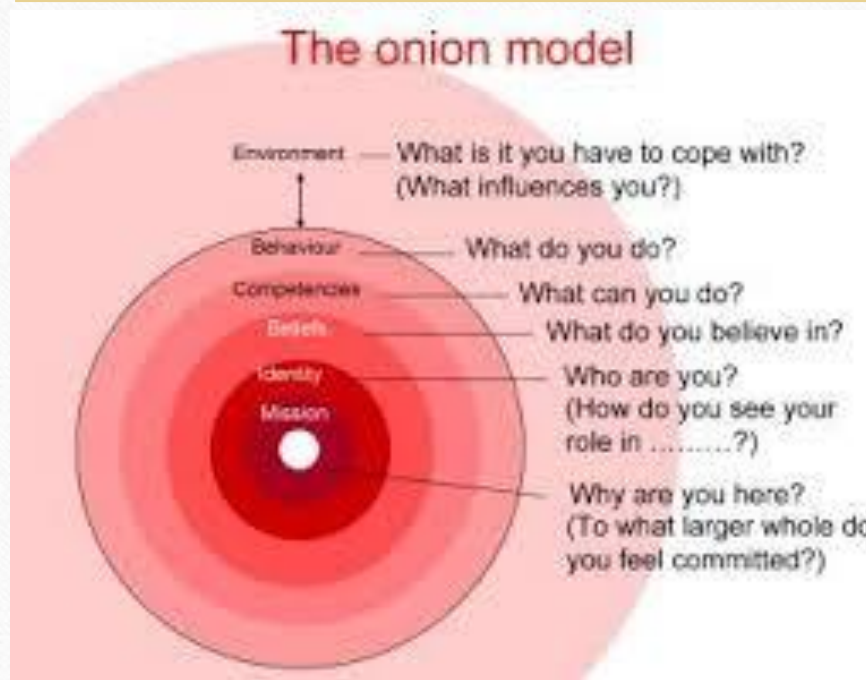
The ALACT Model

Korthagen and Kessels (1999); Korthagen et al. (2001)



Korthagen's Onion Model

describing levels on which reflection can take place



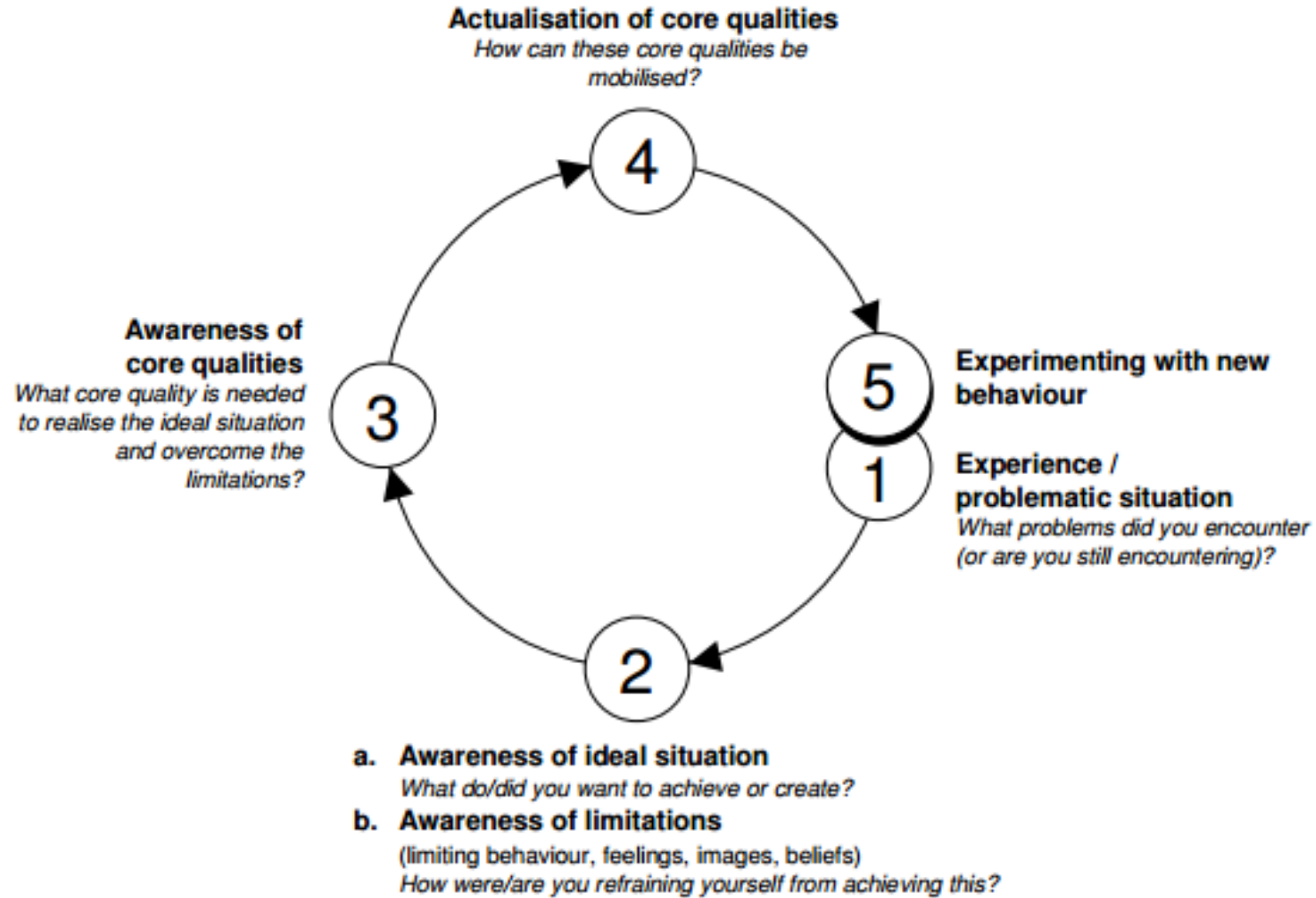


Figure 5: Phase model of Core Reflection (Korthagen & Vasalos, 2005)

How to apply the model

- The ALACT Model:

Level 1 (Action): What problems did you encounter? A feeling of dissatisfaction with what was accomplished/an incident that affected the relationship with the students

Level 2 (Looking back): 0. What was the context? → 1. What did you want? 2. What did you do? 3. What were you thinking? 4. How did you feel? 5. What did the students want? 6. What did the students do? 7. What were the students thinking? 8. How did the students feel?

How to apply the model-Cont.

- During Level 2, **core reflection** should be kept in mind: not focusing too much on the problematic areas, it limits creating room for new possibilities
- 1. What is the *ideal situation*? The situation the teacher wants to bring about.
 - What do you want to achieve/create?
- 2. What are the *limiting factors* preventing the achievement of that ideal?
 - Limiting behavior/limiting feelings/limiting images/limiting beliefs
 - How were you refraining yourself from achieving this?
- Focusing on the character strengths: openness, spontaneity, joyfulness, caring

How to apply the model-Cont.

- Level 3: Awareness of limitations. What core quality is needed to realize the ideal situation and overcome the limitations?
- Level 4: Actualization of core qualities: How can these core qualities be mobilized?
- Level 5: Trial: Experimenting with new behavior

Working in small groups...

- Let's apply the *ALACT* model by taking into account the onion model and core qualities a teacher has but may not necessarily be aware of.
- Then, we will share what we discussed with the whole group.



Thank you!

- “Experience is not what happens to you; it is what you *do* with what happens to you” Aldous Huxley

Contact information:

cagri.ozkosebiyik@yasar.edu.tr