**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter discusses theoretical background concerning with self-reflection in education and previous studies related to the self-reflection.

1. **Self-Reflection**

Actually, as stated by Sellars (2014:3), there is no introduction to self-reflection in education. Nevertheless, according to Goethals et al.(2004:10), self-reflection refers to a powerful means of learning which helps someone to refocus his/her vision as an educator.

* 1. **Reflective Practice**

Loughran (2002) points out that reflective practice is a lens into the world of practice which offers a chance for questioning and investigating of often taken-for-granted, assumptions which have potential to lead to a developing understanding of professional practice. Grant (1984:ix) in his preface elaborates that reflective orientation to teaching occurs when a teacher questions and clarifies why he/she has chosen his/her classroom methods, procedures, and content. It also includes studying the school environment in relation to those choices. Briefly, it is thinking analytically about the teacher’s goal, teaching actions, and teaching environment which then use those thoughts to improve the future teaching.

* 1. **Approaches Related to Reflective Practice**
		+ - 1. **Dewey’s Reflective Thinking**

In the first half of the twentieth century, the philosopher and educationalist, John Dewey introduced the seminal concept of reflective thinking (Barentsen and Malthouse, 2013; Dymoke et al., 2013; Sellars, 2014). Dewey’s view is that opportunity for reflective thinking is prompted mainly by practical events creating feelings of disquiet or confusion or by a sense of wonder and awe. Hence, these are to be resolved by persistent, reasoned thinking identified as reflection which is to be guided by a goal in mind (Sellars, 2014:4).

Anyway, reflective thinking is not always easy or indeed pleasant. It demands a teacher to be honest with him/herself. If he/she is totally honest, he/she needs to admit that he/she doesn’t always have all the answers, get it right and that he/she has more to learn what is called as good teaching (Barentsen and Malthouse, 2013:5). Briefly, Dewey intends the role of the reflection to develop the knowledge and expertise of teaching (Sellars, 2014:4).

* + - * 1. **Schon’s Reflection-in and on-action**

The second approach referring to reflective practice was introduced by Donald Schon in 1983 in which he proposed two sorts of reflection called as reflection-in-action and reflection-on-action (Barentsen and Malthouse, 2013; Dymoke et al., 2013; Sellars, 2014).

Reflection-in-action is considered to be the almost unconscious, instantaneous reflection in which an experienced teacher is trying to solve a problem during the instructional process in response to the needs of the pupils (Dymoke et al., 2013:10). Meanwhile, reflection-on-action takes place after the teaching session and is deemed as a more deliberative and conscious process. Since it involves looking back at an event, it constitutes a form of retrospective reflection which can be stated in a daily teaching journal (Dymoke et al., 2013:10).

* + - * 1. **Kolb’s Experiential Learning**

Since reflection is understood as learning from experience, the relationship between experience and learning is then well-known as ‘experiential learning’. In this regard, David Kolb in 1984 proposed the cycle of experiential learning to describe how someone learned from his/her experiences (Dymoke et al., 2013:11; Sellars, 2014:10). The cycle is illustrated as follows:

**Figure 2.1 The Cycle of Kolb’s Experiential Learning**

**Table 2.1 Description of the Cycle of Kolb’s Experiential Learning**

|  |  |
| --- | --- |
| **Do it** | A teacher teaches a lesson. Perhaps the lesson is assessed so he/she can read the feedback. |
| **Reflect on it** | The teacher thinks about what went well, what went less well, what he/she did, what he/she didn’t do, the reasons for those, etc.  |
| **Read up on it** | The teacher attends library, browses in the internet, or speaks to his/her tutor or peers to get a feedback. |
| **Plan the next stage** | After acquainting him/herself and gaining some suggestions from tutors/peers, the teacher is ready to plan his/her next teaching session.  |

This model of reflection can be started at any stages. Besides, the steps are clear, unambiguous and followed by a logical progression. This model can be very useful for beginning teachers who haven’t taught a particular session before. They may start at the ‘read up on it’ stage which will equip them with the knowledge needed to teach the session (Reece and Walker, 2006:92).

* + - * 1. **Gibb’s Reflective Practice**

Kolb’s model was further developed by Graham Gibbsin in 1988 (Barentsen and Malthouse, 2013: 7). The cycle is represented such below:

**Figure 2.2 The Cycle of Gibb’s Reflective Practice**

**Table 2.2 Description of the Cycle of Gibb’s Reflective Practice**

|  |  |
| --- | --- |
| **Description** | A teacher describes his/her teaching session. |
| **Feeling** | The teacher considers his/her feeling as participant. |
| **Evaluation** | The teacher evaluates the teaching session by considering what might be good and bad. |
| **Analysis** | The teacher uses analysis to make sense of his/her teaching experience and to state what was learned from the experience. |
| **Conclusion** | The teacher considers what he/she could have done differently or in addition. |
| **Action plan** | The teacher considers if such things recur what he/she needs to do |

Gibbs’ reflective cycle is fairly self-explanatory, but in being more descriptive, it has the effect of restricting the user to consider only the points offered.

* + - * 1. **Brookfield’s Critical Lenses**

Stephen Brookfield in 1995 argued that a teacher needed to discover and examine his/her assumption by looking at the practice (what he/she did) through four points of view called as four ‘critical lenses’:

1. The point of view of the teacher
2. The point of view of the learners
3. The point of view of the colleagues
4. The point of view of theories and literature

Reflective practice in this sense considers an experience from many angles and perspective, and is also drawn upon relevant theory to identify an appropriate way forwards (Barentsen and Malthouse, 2013:8; Dymoke et al., 2013:10).

* 1. **Differences between Common Sense Reflection and Reflective Practice**

Biggs (1999:6) alludes that reflection in professional practice produces an autonomous learner which then improves the learner’s understanding of an experience, critical thinking, problem solving, and individual change management skills. In this respect, Barentsen and Malthouse (2013:9) elaborate the differences between ‘reflection and reflective practice’as follows:

**Table 2.3 Differences between Common Sense Reflection and Reflective Practice**

|  |  |
| --- | --- |
| **Common Sense Reflection** | **Reflective Practice** |
| There is no consideration of the organization | It uses the reflective practice cycle |
| It constitutes descriptive writing | It’s mainly about analytical writing |
| There is few links even no links to the previous reflections | It links to the previous considerations |
| It is usually not recorded | It may be recorded formally |
| It is a solitary process, but not intended to be read by others | It is generally a solitary process, but the ideas may be shared with others |
| It is not used as a developmental tool | It is developmental, mainly personal development  |
| It considers the past more than the future | It is often aspirational in nature |
| It is self-absorbed  | It makes clear links to professional practice |
| There is no considerations given for the future practice | It employs the use of an action plan |

* 1. **Professional Reflective Practice**

Professional reflective practice is not restricted to think about teaching lonely, however, it encompasses all aspects of teacher’s professional practice. It can include meetings, conversations, seminars, internal and external training events, conventions, or others to better understand the professional practice. In essence, it can be anything associated with teacher’s work (Barentsen and Malthouse, 2007:69). Tummons (2007:69) refers to professional reflective practice as involving a constant critical appraisal of the teaching and learning, and of the work of the teacher more generally. In this regard, differences among professional reflective practice, common sense reflection and reflective practice are highlighted in the table below.

**Table 2.4 Differences among Common Sense Reflection, Reflective Practice, and Professional Reflective Practice**

|  |  |  |
| --- | --- | --- |
| **Common Sense Reflecting** | **Reflective Practice** | **Professional Reflective Practice** |
| There is no consideration of the organization | It uses the reflective practice cycle | It uses the professional reflective practice cycle |
| It constitutes descriptive writing | It is mainly about analytical writing | It is written in an analytical, evaluative and synthesized level of writing |
| There is few links even no links to the previous reflections | It links to the previous considerations | It links to the previous considerations |
| It is usually not recorded | It may be recorded formally | It is recorded formally |
| It is a solitary process, but not intended to be read by others | It is generally a solitary process, but the ideas may be shared with others | It is a shared process therefore it can be read by colleagues |
| It is not used as a developmental tool | It is developmental, mainly personal development  | It is developmental, mainly professional development |
| It considers the past more than the future | It is often aspirational in nature | It is goal orientated with smart objectives |
| It is self-absorbed  | It makes clear links to professional practice | It makes clear links to professional practice in a broad sense |
| There is no considerations given for the future practice | It employs the use of an action plan | It employs the use of an action plan |

The table enlightens that professional reflective practice is not a solitary process; on the contrary, it is best done on a collaborative basis with peers or colleagues.

* 1. **The Cycle of Professional Reflective Practice**

Professional Reflective Practice Cycle shares the best model from Kolb, Schon and Gibbs (Barentsen and Malthouse, 2013:10). It consists of four stages as shown in the following figure.

**Figure 2.3 The Cycle of Professional Reflective Practice**

**Table 2.5 Barentsen and Malthouse’s (2013) Model of Professional Reflective Practice**

|  |  |
| --- | --- |
| **Experience** | **What Actually Happened** |
| Here, the considerations open a part of larger picture and can include any form of experiences which are not restricted to the classroom environment. For example, attending a course, a meeting or seminar in which a teacher may receive feedback from his/her assessor, tutor, mentor, or colleague after delivering a lesson. |
| **Reflection** | **Thinking About the Experience** |
| This process can take a number of days as a teacher mulls over all the possible causes and effects by addressing a number of questions, such as “What happened?; Why did it happen?; How did it happen?” to him/herself. It is also useful to think about the experience from a number of different perspectives. |

|  |  |
| --- | --- |
| **Professional** **practice** | **How the Experiences Relate to Professional Practice** |
| In this stage, a teacher evaluates his/her experiences by addressing questions like “What did I learn?; How does it relate to my professional practice exactly?; What will I do differently as a result of this?; What did I like, or not like, and why?; How does this relate to me?; Am I being objective or subjective?; Am I being positive or negative?; Why is this?” to him/herself. |
| **Action** **plan** | **The Identification of Smart Objectives and an Action Plan** |
| The final part of the cycle involves the action plan which needs a form of specific goals that should be measurable, achievable, relevant, and time-bound. These goals are derived from considerations of the teacher’s professional practice. When the teacher has achieved the goals, he/she is then ready for the next experience, and so on. |

1. **Previous Studies**

Some previous studies had been conducted to look at how self-reflection better inform the pre-service teachers about their teaching practice. Pedro (2005) conducted qualitative interpretive study to explore how five pre-service teachers constructed meanings of reflective practice; and how these meanings informed them about their teaching practice. Downey (2008) evaluated how the systematic self-reflection improved the development of knowledge, skills, and dispositions needed to be an effective educator. Long and Stuart (2004) focused on studying how self-reflection of the pre-service teachers impacted their decisions as a teachers. In essence, based on the previous studies, self-reflection was approved useful to inform teachers, novice teachers, and even pre-service teachers about their teaching performance as a consideration to be better in the next teachings.