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Reflections On Learning

J. John Loughran



Reflections On Learning:

Reflection in Learning and Professional Development Jennifer A. Moon, 2013-09-05 Reflection is a technique for aiding and reinforcing learning used in education and professional development This volume offers practitioners and students guidance that cuts across theoretical approaches enabling them to understand and use reflection to enhance learning in practice

Beyond the Books Francis Russell Hart, 1989

Learning Critical Reflection Laura Béres, Jan Fook, 2019-08-13 Learning Critical Reflection documents the actual learning experiences of social work students and practitioners It explores how a more in depth understanding of the process of learning combined with an analysis of how to critically reflect will help improve the learning process The contributors are all professionals who have learnt in a formalised way how to critically reflect on their practice They speak in depth and with feeling about their experiences how downsides and upsides worked together to transform the way they understood themselves their professional identity and their practice Existing literature about critical reflection is reviewed identifying the details of learning and pulling no punches in recognising the difficulty and complexity of becoming transformed through this learning process The editors of this book also contribute their own reflections on learning how to teach critical reflection and include the findings of a research study conducted on students learning Edited by two experienced educators this book showcases the process of learning from the perspective of the learners in order that educators and students managers supervisors and frontline practitioners alike may make the most of opportunities to critically reflect in both educational and workplace settings It should be considered essential reading for social work students practitioners and educators

Reflections on Learning Tony Ghaye, Doug Dennis, 1996

Developing Reflective Practice J. John Loughran, 2002-11 This text presents a research study into the development of reflective practitioners in a pre service teacher education programme The teacher educator in the study modelled his own reflections on practice in the hope that it would help students to apply reflection to their own teaching The results of the author s research demonstrate that reflection on practice occurs in three distinct periods before anticipatory during contemporaneous and after retrospective a pedagogical experience The book concludes that when student teachers own learning situations both within their university coursework and their school experiences become the focus for their learning about teaching and learning their understanding of and practice in teaching is enhanced

The Habit of Passionate Teaching: Reflections on Teaching For Learning Deborah Rickey, Randall Wisehart, 2024-04-10 Deborah Rickey and Randall Wisehart have spent more than 80 years in the field of education as teachers and administrators In The Habit of Passionate Teaching they share what they have learned from their students in middle school high school and teacher preparation programs The motivation for this book comes from the authors deeply held belief that it is crucial for teachers to share their knowledge about teaching their craft knowledge so that every generation of teachers can build on what has worked in the past Based on interviews with dozens of experienced teachers and with the addition of their own experience

the authors describe and explore what teachers said about becoming effective and passionate teachers and how the practices became a habit. The teachers whose voices are shared throughout the book have found success in teaching over a span of five, ten, even twenty and more years. They have bucked the trend that has seen so many teachers leaving the profession after three years or fewer. The authors sought to discover why these teachers chose to stay in the profession. The emerging answer to the question is that these teachers learned and employed practices of passionate teachers and honed the practices until they became a habit, a habit of passionate teaching. The authors highlight the importance of practices that veteran teachers shared during interviews and focus group sessions. One practice is reflecting. Teachers reported the importance of reflecting before, during, and after teaching in order to help them focus on student learning. Another practice is nurturing relationships. Teachers shared that building positive relationships with their students was an essential practice. The practice of engaging in an action research mindset was also listed as an important practice. Teachers were clear that having a question or wondering about student learning was crucial. Yet another practice is seeking the perspective of their own students in their journey to the habit of passionate teaching. Seeking the student perspective was an essential element of their teaching practice. Teachers shared how they sought and acted on the student perspective in both formal and informal ways. Finally, the practices of listening and questioning were described as being threaded throughout these teachers' professional lives. Listening was crucial in understanding the student perspective and helped create a classroom culture that led to teachers and students being partners in learning. Questioning was described in a very specific way in the context of this book. Teachers explained the importance of asking questions they did not know the answer to as an important way to emphasize that answers lay in exploration, not in the teacher's head. Learning and employing practices of passionate teachers is not an easy process. Teacher anecdotes and examples clearly demonstrated a commitment of these veteran teachers to being lifelong learners. The teachers whose words are shared throughout this book were clear that being a good teacher means always inquiring about what is working and what isn't and making the necessary adjustments. This book is built around stories and insights of teachers who have made a commitment to the habit of passionate teaching. This book includes important ideas that teachers reported were key to filling them with hope and helping them understand what it means to be a good teacher. In addition, the teachers and authors share specific strategies, practices, and protocols that can be adapted for elementary, secondary, and post-secondary classrooms. This book describes the craft knowledge of the authors and veteran teachers in hopes that other educators can build on the ideas and in the future share their own craft knowledge.

Teaching and Learning through Reflective Practice Tony Ghaye, 2010-12-09. Now in its second edition, Teaching and Learning through Reflective Practice is a practical guide to enable all those involved in educational activities to learn through the practices of reflection. The book highlights the power that those responsible for teaching and learning have to appraise, understand, and positively transform their teaching. Seeing the teacher as a reflective learner, the book emphasises a strengths-based

approach in which positivity resilience optimism and high performance can help invigorate teaching enhance learning and allow the teacher to reach their full potential This approach busts the myth that reflection on problems and deficits is the only way to better performance The approach of this new edition is an appreciative one At its heart is the exploration and illustration of four reflective questions What s working well What needs changing What are we learning Where do we go from here With examples drawn from UK primary teacher education the book reveals how appreciative reflective conversations can be initiated and sustained It also sets out a range of practical processes for amplifying success This book will be a must have for undergraduate and PGCE students on initial teacher training programmes It will also interest practising teachers teacher educators and those on continuing professional development courses

Reflections on Learning Howard Mumford Jones,1958 Reflection in Learning and Professional Development Jennifer A. Moon,2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company

Using Reflection and Metacognition to Improve Student Learning Matthew Lee Kaplan,Naomi Sliver,Danielle LaVaque-Manty,Deborah Meizlish,2023 Principles that teachers in higher education can put into practice in their own classrooms to improve student engagement with course material and help students become self regulated learners actively employing metacognitive and reflective strategies in their education

Reflections on Learning. (Brown and Haley Lectures, 1958.). Howard Mumford Jones,1958 **Using Peer Assessment to Inspire Reflection and Learning** Keith Topping,2018-07-17 There is increasingly strong evidence that K 12 learners who assess each other s work and then engage in related reflections discussions and negotiations benefit mutually from the process In this practical volume Keith J Topping provides suggestions for implementing effective peer assessment across many classroom contexts and subjects Using Peer Assessment to Inspire Reflection and Learning offers pre and in service teachers a variety of teaching strategies to best fit their particular students and school environments along with straightforward tools to evaluate peer assessment s impact on their classrooms

Introducing Reflective Learning Caroline Ramsey,Open University,2007-09-10 This booklet contains a range of ideas and study activities about reflection a key concept for effective work based learning It helps you develop an approach to learning called reflective practice and aims to move you from a better understanding of your work problems and issues to thinking about what you can do with your new knowledge and what happens when you do act on it

Strategic Learning in a Knowledge Economy Robert L Cross,Sam Israelit,2009-11-03 Strategic Learning in a Knowledge Economy defines unique and powerful ways that organizations can foster learning at the individual group and organizational levels a capability critical to both strategic objectives and business performance The book explains how individuals and organizations learn clarifying cognitive and social aspects of the topic Readers will understand how learning enables organizations and individuals to better create assimilate and transfer knowledge Strategic Learning in a Knowledge Economy helps managers create individual and collective processes that maximize the quality of the knowledge created and learned and ensures this knowledge is effectively used The book

appropriately redefines the frequently narrow and technology oriented view of learning and explains how an effective learning strategy ensures that a broad base of employees learn and implement vital organizational lessons Strategic Learning in a Knowledge Economy features focused discussions of organizational core competencies learning and innovation communities of practice assessing organizational learning capabilities and other important learning topics This authoritative compendium helps readers master organizational issues crucial in today s knowledge economy by **Moments that Matter in the Learning and Development of Children** Kelly Ann Kolodny,2020-08-01 Moments that Matter in the Learning and Development of Children Reflections from Educators explores the significant moments that unfold for young people in their schooling from the perspectives of teachers and school staff Educators often reflect on moments as being a critical piece of their work with children They can help make things better for students and produce a difference in lives They are meaningful for young people as well as consequential for teachers and school staff as they reflect on the outcomes of their efforts Yet as they are difficult to define and capture these moments often are not studied for the value they offer This book promotes awareness of these moments as well as their connected meanings and possibilities Recognizing the significance of moments extends an opportunity to situate schooling in broader contexts and to understand learners as whole embodied beings engaged in social interactions making sense of their surrounding world and generating transformations in it When educators reflect deeply about the possibilities connected to the moments they share with children they recognize the multitude of opportunities that support their learning and development They become awake to some of moments promises

A Handbook of Reflective and Experiential Learning Jennifer A. Moon,2004 Reflective and experiential learning are now common currency in education and training and are recognized as important tools This handbook acts as an essential guide to understanding and using these techniques in educational and training contexts **Reflections on Learning** Queens' University of Belfast. School of Education. Essential Skills,2007 *A Teacher's Reflection Book* Jean Koh Peters,Mark Weisberg,2011 In university teachers hectic lives finding space to reflect restore renew and recommit can seem impossible Jean Koh Peters and Mark Weisberg believe regular reflection is critical and have designed A Teacher s Reflection Book to help teachers and other professionals find that space Growing out of the authors extensive experience facilitating retreats and leading teaching and learning workshops the book builds on their discoveries in those settings supporting and promoting teachers self directed development Inviting that development A Teacher s Reflection Book is a cornucopia of stories exercises and examples that will inspire teachers to make reflection a cornerstone of their daily lives With its multiple suggestions and strategies it offers something for every reader and is responsive to teachers needs at all stages of their careers The book s six chapters offer readers several perspectives from which to reflect Some sections offer glimpses of teachers in the midst of their daily teaching lives while others step away inviting readers to reflect on what it means to have a vocation as a teacher The book explores how we listen a crucial yet rarely taught skill essential for reflecting as well as for

learning and teaching And it invites teachers to reflect on their students who they are and what and how they learn For those latter reflections the authors turn the focus on fear which so pervades university life and which can distort learners and teachers perspectives and responses Throughout this book readers will visit several classrooms and listen to the evocative voices of several thoughtful students Revelatory practical and wise A Teacher s Reflection Book is a valuable companion and guide One key strength of the book is its authentic writing style which engages the reader and builds the trustworthiness of the authors Another strength is the book s wealth of readings and the activities it offers to catalyze teacher reflection

Teaching Theology and Religion Ryan S Gardner This excellent book should be part of every teacher s professional library It is a book pitched at all teachers in higher education and through the processes of reflection a book that advances important principles of good teaching practice that are usually introduced all too briefly in the basic texts on teaching in higher education Several descriptive words come to mind when reading this book It is a polite and gentle book Politeness is revealed in the book s sub title Exercises stories invitations It is the idea of invitation that characterizes much of the book It is not didactic but rather invites us to use the book and the processes described in it in ways that work best for us It does this through questions and inductive approaches to reflection Through these approaches and the careful use of real life examples we are gently invited to explore the perspectives presented in the text and apply these to our personal and professional lives It is also an accessible book Most refreshingly it is not burdened with unnecessary technical jargon and convoluted language that sadly cripples too much writing in education today and makes learning inaccessible to many particularly for those readers whose first language is not English Higher Education Research dividing and depleting our energies How many times do we arrive in class breathless with hardly a moment to think about what we have planned for the day I harbor no illusions that a blog entry is going to change our lives but I would like to use this one to reiterate the need to make time for reflection for contemplation about what we do and how and why we do it The value of doing so is laid out clearly in this new book

Teaching Professor Blog Maryellen Weimer **The Manager's Pocket Guide to Organizational Learning** Stephen J. Gill, 2000 Today s organizations are in the learning business Employees must take in a constant supply of new information and apply it to their work regardless of their position **Teaching Students to Self-Assess** Starr Sackstein, 2015-10-26 In this essential guide Starr Sackstein a National Board Certified Teacher explains how teachers can use reflection to help students decipher their own learning needs and engage in deep thought provoking discourse about progress She explains how to help students set actionable learning goals teach students to reflect on and chart their learning progress and use student reflections and self assessment to develop targeted learning plans and determine student mastery Filled with practical tips innovative ideas and sample reflections from real students this book shows you how to incorporate self assessment and reflection in ways that encourage students to grow into mindful receptive learners ready to explore a fast changing world

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