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Reflective Learning In Practice

Jennifer A. Moon



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Reflective Learning Deborah A. Sugerman,2000 (Re)learning as Reflective Practitioners Linley Cornish,2024-07-15

This book examines significant developments in reflective practice delving into research conducted with novice teachers It fills a gap in existing literature by examining the how of reflective practice How do professionals learn reflective practice fostering relearning How do they guide students mentees and novices in adopting reflective practices Stemming from teacher education the focus is extended beyond this field emphasizing the relevance of these strategies across professions It is divided into three parts thinking about reflection learning to reflect and becoming a reflective practitioner It offers fresh perspectives on conceptualizing reflective practice and suggests practical strategies for integrating it into pre service coursework assessment training and development Intended for academics practitioners and educators across disciplines this book serves as a comprehensive guide for anyone committed to fostering reflective practice within their professional sphere

Reflective Learning in Practice Nic Beech,Anne Brockbank,Ian McGill,2002

Reflective Learning in Practice Anne

Brockbank,Ian McGill,2017-07-05 This book gathers together details of seventeen case studies of learning in practice after having set the issue of reflective learning in a theoretical context The cases are drawn from a wide range of situations and discuss both apparent successes and failures The cases are used as a basis to develop general findings These general findings are expressed as themes and questions so that as readers come across new circumstances they are not limited by prescriptive recipes Instead they are empowered by having both an open and focused approach open because the starting point is questions rather than answers and focused because the questions direct attention to factors that have been found to be influential for effective reflective learning The crucial factor is the ability of managers and others to extract quality learning from experience **Reflective Learning in Practice** develops an approach that will help this to happen **Reflective Learning in Practice** Anne Brockbank,Ian McGill,2017-07-05 This book gathers together details of seventeen case studies of learning in practice after having set the issue of reflective learning in a theoretical context The cases are drawn from a wide range of situations and discuss both apparent successes and failures The cases are used as a basis to develop general findings These general findings are expressed as themes and questions so that as readers come across new circumstances they are not limited by prescriptive recipes Instead they are empowered by having both an open and focused approach open because the starting point is questions rather than answers and focused because the questions direct attention to factors that have been found to be influential for effective reflective learning The crucial factor is the ability of managers and others to extract quality learning from experience **Reflective Learning in Practice** develops an approach that will help this to happen

Reflection in Learning and Professional Development Jennifer A. Moon,2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company **Reflective Practice to Improve Schools** Jennifer York-Barr,William A. Sommers,Gail S. Ghere,Jo Montie,2005-12-21 This reference tool for mastering reflective practice and initiating it in your

school offers ideas for reflective practice alone with partners in small groups and schoolwide *A Handbook of Reflective and Experiential Learning* Jennifer A. Moon, 2013-04-15 This handbook acts as an essential guide to understanding and using reflective and experiential learning whether it be for personal or professional development or as a tool for learning It takes a fresh look at experiential and reflective learning locating them within an overall theoretical framework for learning and exploring the relationships between different approaches As well as the theory the book provides practical ideas for applying the models of learning with tools activities and photocopiable resources which can be incorporated directly into classroom practice This book is essential reading to guide any teacher lecturer or trainer wanting to improve teaching and learning

Teaching and Learning Through Reflective Practice Tony Ghaye, 2010-12-09 This 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 **The Learning**

Portfolio John Zubizarreta, 2009-03-16 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios *Developing Reflective Practice* J. John

Loughran, 2002-11-01 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 *Introducing Reflective Learning* Caroline Ramsey, Open

University, 2006-12 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 CURRENTLY OUT OF STOCK **Beyond Reflective Practice** Helen Bradbury, Nick

Frost, Sue Kilminster, Miriam Zukas, 2012-09-11 Reflective practice has moved from the margins to the mainstream of professional education However in this process its radical potential has been subsumed by individualistic rather than situated understandings of practice Presenting critical perspectives that challenge the current paradigm this book aims to move

beyond reflective practice It proposes new conceptualisations and offers fresh approaches relevant across professions Contributors include both academics and practitioners concerned with the training and development of professionals Definitions of reflection which are often implicit often focus on the individual's internal thought processes and responsibility for their actions The individual what they did thought felt is emphasised with little recognition of context power dynamics or ideological challenge This book presents the work of practitioners educators academics and researchers who see this as problematic and are moving towards a more critical approach to reflective practice With an overview from the editors and fourteen chapters considering new conceptualisations professional perspectives and new practices Beyond Reflective Practice examines what new forms of professional reflective practice are emerging It examines in particular the relationships between reflective practitioners and those upon whom they practise It looks at the ways in which the world of professional work has changed and the ways in which professional practice needs to change to meet the needs of this new world It will be relevant for those concerned with initial and ongoing professional learning both in work and in educational contexts

Reflective Learning for Social Work Nick Gould, Imogen Taylor, 2017-03-02 Since the publication of Donald Schön's *The Reflective Practitioner* in 1983 there has been a dramatic growth of research and writing developing the concept of reflective learning Surprisingly there has been little application of concepts of reflective learning to social work education This volume makes accessible for the first time to a social work readership a book which focuses on reflective learning in social work brings together material on reflective learning from both academic and practice settings creates a seminal text for educators and trainers in universities and practice settings has relevance to an international readership with contributions from the UK USA Canada and Australia

Facilitating Reflective Learning in Higher Education Anne Brockbank, Ian McGill, 2007-05-16 Praise for the previous edition This is a passionate and practical book Teaching in Higher Education This book offers valuable insights into a process for becoming a reflective learner and for developing students into reflective learners as well Studies in Higher Education This significantly revised edition includes the most current thinking on reflective learning as well as stories from academics and students that bring to life the practical impact of reflection in action Based on sound theoretical concepts the authors offer a range of solutions for different teaching situations taking into account factors such as group size physical space and technology They also offer facilitation rather than traditional teaching methods as a productive and useful skill that helps teachers and encourages students to interact and develop reflexive skills that can be used beyond their student years Based on rigorous theories Facilitating Reflective Learning in Higher Education offers new insights for university and college teachers seeking to enhance or diversify their practices and allows them to effectively facilitate their students reflective learning

Facilitating Reflective Learning In Higher Education Brockbank, Anne, McGill, Ian, 2007-05-01 This revised edition includes the most current thinking on reflective learning as well as stories from academics and students that bring to life the practical impact of reflection in action Based on sound

theoretical concepts the authors offer a range of solutions for different teaching situations taking into account factors such as group size physical space and technology They also offer facilitation rather than traditional teaching methods as a productive and useful skill that helps teachers and encourages students to interact and develop reflexive skills that can be used beyond their student years

Reflective Learning in Management, Development and Education David Higgins, 2017-07-05 In recent years there has been a growing interest in the ideas surrounding reflective practice specifically in the areas of learning in management development and education This interest has developed in a growing number of professional fields thus making for very diverse understandings of what can be regarded as complex approaches to learning In order to understand how reflective practice can support and aid learning it is helpful to acknowledge how we learn First all learners start from their own position of knowledge and have their own set of experiences to draw upon Second learning is contextual something which managers need to acknowledge To make sense and achieve a deep understanding of material and experiences one needs to relate new information to existing knowledge and experiences This is best achieved through a process of reflection Indeed the underlying rationale for the chapters in this publication is to explore how the role of practice reflection and critical reflection are understood and developed within a learning process which is supported through the application of reflective tools This book recognises and makes explicit the diverse yet inclusive nature of the field By including a range of contributions from both subject specific disciplines and professional contexts it seeks to enable the reader in documenting some of the current uses of reflection and critical reflection while also illustrating some of the newer methods in use as well as the current contributions to thinking in the subject domain Through this publication the editor and authors hope to provide a basis from which continuing professional development and education can be enhanced This book was originally published as a special issue of Reflective Practice International and Multidisciplinary Perspectives

Teaching Reflective Learning in Higher Education Mary Elizabeth Ryan, 2014-11-05 This book is about understanding the nature and application of reflection in higher education It provides a theoretical model to guide the implementation of reflective learning and reflective practice across multiple disciplines and international contexts in higher education The book presents research into the ways in which reflection is both considered and implemented in different ways across different professional disciplines while maintaining a common purpose to transform and improve learning and or practice The Readers will find this book is innovative and new in three key ways Firstly in its holistic theorisation of reflection within the pedagogic field of higher education Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines and finally in providing conceptual guidance for embedding reflective learning and reflective practice in a systematic way across whole programmes faculties or institutions in higher education The book considers important contextual factors that influence the teaching of forms and methods of reflection It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across

disciplines and at different stages of a programme The theoretical model accounts for students stage of development in the disciplinary field along with progressive and cyclical levels of higher order thinking and learning and professional practice that are expected within different disciplines and professional fields Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme in terms of demonstrating levels of reflection The book includes images diagrams and different text forms to support the creative applications of reflection And thirdly the book is innovative in providing conceptual guidance for embedding reflective learning and reflective practice systematically across whole programmes faculties or institutions in higher education contexts across the world Reflective Practice for Educators Karen F.

Osterman, Robert B. Kottkamp, 2004-04-08 Anyone serious about leading the reform of teaching and learning in our schools should read this book Kottkamp and Osterman reframe the conversation about what it means to lead a learning organization Their reflective processes hold promise for educators as they struggle together to create new possibilities for student learning Nelda Cambron McCabe Professor Miami University OH In this age of mandated reforms reflective practice is a truly effective empowering way to make meaningful positive changes Written for teachers administrators and professional development specialists in schools and universities this book is an educators guide to reflective practice In clear accessible language the authors explain the potential to create meaningful change in schools and show you how to integrate reflective practice effectively into the daily work of schools The book Explains reflective practice as a professional development strategy and its importance for school reform Offers ideas and practical strategies to facilitate collaborative data based inquiry dialogue and problem solving in schools Describes reflective practice in action and illustrates its power to create meaningful change in classrooms Shows how reflective practice is an important step in creating professional learning organizations Reflective practice has the potential to renew your sense of optimism commitment and efficacy as you learn how to support meaningful professional growth shape a culture of learning and make important changes in students learning

Reflective Learning Teresa Budworth, Waddah Shihab Ghanem Al Hashemi, 2014-07-11 Reflective Learning is the essential reference for health and safety practitioners wanting to develop their professional skills and practice Whether you are a new practitioner looking to expand your knowledge or an experienced professional seeking to build on existing skills this book is indispensable Step by step Reflective Learning guides you through the principles to help you to learn and improve your ability to reflect on your past experiences The use of clear explanations diagrams and practical tools throughout help you to improve your understanding and advance your professional development The only book on reflective learning to focus on health and safety Written by experts in the field of health and safety A cost effective way of learning and developing for health and safety practitioners

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