

Teachers and Reflective Teaching: Diversity and Professional Development
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- I. Introduction: Definition of reflective teaching
- II. Reflection-**IN**-action and reflection-**ON**-action
- III. Five dimensions of reflective teaching (see Figure 1 below)
- IV. Three key attitudes of reflective teachers (Dewey, 1933)
- V. The survey instrument: Background information
- VI. Quantitative findings: Teachers' experience with & the appeal of 18 activities
- VII. Attitudes about employers, schools and reflective teaching
- VIII. Issues of diversity: Initial findings and future analyses

Figure 1: Dimensions of Reflection (from Zeichner and Liston, 1996, p. 47).

1. RAPID REFLECTION	Immediate and automatic Reflection-in-Action
2. REPAIR	Thoughtful Reflection-in-Action
3. REVIEW	Less formal Reflection-on-Action at a particular point in time
4. RESEARCH	More systematic Reflection-on-Action over a period of time
5. RETHEORIZING and REFORMULATING	Long-term Reflection-on-Action informed by public academic theories

- Dewey, J. 1933. *How we think*. Chicago: Henry Regnery.
- Richards, J.C. & C. Lockhart. 1994. *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Russell, T. & H. Munby. 1991. Reframing: The role of experience in developing teachers' professional knowledge. In D.A. Schön (ed.), *The reflective turn: Case Studies in and on educational practice*. New York: Teachers College, 164-187.
- Schön, D.A. 1987. *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.
- Zeichner, K.M. and Liston, D.P. 1996. *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.

Reflective Teaching Survey Responses

(Means and Standard Deviations [SD] are based on a 9-point Likert scale. N = 1,200+)

Procedure	Experience		Appeal		Correlation: Appeal and Experience
	Mean	SD	Mean	SD	
Making notes on our lesson plans	6.11	2.24	6.96	2.14	.70
Getting feedback from our students	6.51	2.37	7.17	2.05	.69
Discussing teaching with colleagues	6.87	1.91	7.69	1.62	.59
Observing other teachers' lessons	5.04	2.38	7.10	2.04	.46
Being observed by colleagues	4.07	2.36	5.97	2.38	.56
Audio-recording our lessons	2.35	2.08	4.40	2.71	.48
Video-recording our lessons	2.82	2.22	5.07	2.72	.44
Making entries in a teaching journal	3.54	2.51	5.19	2.70	.60
Compiling a teaching portfolio	5.96	2.81	6.82	2.46	.72
Posting materials on a website	2.87	2.68	5.11	2.87	.54
Reading cases about teaching	6.08	2.42	6.83	2.20	.72
Writing cases about teaching	2.80	2.40	4.88	2.74	.55
Conducting action research	3.95	2.73	5.97	2.71	.60
Language learning experiences	7.04	2.19	7.86	1.65	.65
Team teaching with a colleague	4.62	2.74	6.31	2.39	.53
Being mentored by other teachers	4.55	2.64	6.92	2.23	.46
Mentoring other teachers	5.39	2.87	7.06	2.10	.59
Reciprocal coaching with other teachers	3.09	2.73	5.82	2.65	.51

(All correlations are statistically significant: $r_{crit} = .1946$, $df = 100$, 2-tailed test, $p < .05$.)