Current Disconnect from Perceived Reflection and True Reflection in the Classroom

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Vince Laverick
Byproduct of dissertation

- Pre-survey of teachers with teacher candidates
- Post survey
- Interviews
Operating Definition of Reflection

- Four key components, based on Dewey’s theory:
  - Meaning making process
  - Systematic method of thinking rooted in scientific inquiry
  - Occurs in community with others
  - Requires individuals to value growth in themselves and others
- (Rodgers, 2002)
Results from Survey 1

- Median results
  - Reflection time 2-5 minutes
  - Reflect 1-3 times per day
Comments

▪ “Reflection is looking back at your lesson/unit and deciding what went well and what could use more work for improvement.”

▪ “Reviewing, compiling and examining previous attempts to discover what could or should be changed to further improve.”
Survey #2

- Median results
  - Reflection time of 6-10 minutes
  - 1-3 reflective periods per day
Comments in Survey 2

- “I think about what went well, what can I do better, & what questions were asked that I need to address in the future.”
- “Did my lesson work. Is it going to help students understand the content.”
Analysis of surveys

- Limited time on reflection to properly achieve 4 elements of Rodgers’ theory on reflection
- No mention of scientific inquiry
- No mention of collaboration with others
Interviews

- “I definitely reflect on ... the lesson delivery to find out if it was successful. When I look at kids results when I formative [sic] assess them, what did I do well and what can I improve.”

- “So always trying to look back. What could you do better, what went well, and what do I need to make notes for next year so hopefully that next year’s lesson you can knock it out of the ball park.”
Analysis of interview comments

- Begin to see more detailed view of reflection of teachers
  - Meaning making process
  - Some scientific inquiry: data
    - Formative assessment used
  - No collaboration mentioned
  - Clear interest in their own growth as educator

- Repeated inhibitor to reflection was time
Not much different than higher education

- Committee work
- Teaching
- Scholarship
- Instructors once conversed over lunch with colleagues and now eat lunch at desk (Foster, 2000)

- Not much time for true reflection
Other organizational issues

- Senior faculty see no need to help new hires develop teaching as new faculty were hired because they were good teachers and scholars.
- Typically set-up as a program for new hires who are partnered with senior faculty (Holmgren, 2005)
Lack of collaboration is lost opportunity

▪ Collaboration increases student achievement (Hargreaves & Shirley, 2012)

▪ Increases positive pedagogical changes (Pella, 2012; Holmgren, 2005)

▪ Leads to teacher improvement (Richardson, Kalvaitis, & Delparte, 2014)
Call to action

- Seems to be a great opportunity
- Growth as educator and benefit for students
Circling back

- Meaning making process
- Systematic method of thinking rooted in scientific inquiry
  - Seems to be done informally and formally
- Occurs in community with others
  - Programs set up at many institutions to facilitate
  - Do we need programs to make this work?
- Requires individuals to value growth in themselves and others
  - Trust
  - Have to get past fear of being criticized and critiqued
    - We have to acknowledge our deficiencies to encounter growth
Works Cited


Contact

- Vince Laverick
- vlaverick12@gmail.com
- 419.618.2706