

Reflective Teaching Practice

While the term culturally responsive teaching often refers specifically to instruction of African American students in the United States, it can be an effective form of pedagogy for students of all racial and ethnic backgrounds. For instance, in Canada, research suggests the gap between traditional... f8a72ef5e9

Reflective practice Reflective practice is the ability to reflect on one's actions so as to take a critical stance or attitude towards one's own practice and that of one's Reflective practice is the ability to reflect on one's actions so as to take a critical stance or attitude towards one's own practice and that of one's peers, engaging in a process of continuous adaptation and learning. According to one definition it involves "paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential. This leads to developmental insight" f8a72ef5e9

Reflective practice can be an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer... f8a72ef5e9

Reflective equilibrium Reflective equilibrium is a state of balance or coherence among a set of beliefs arrived at by a process of deliberative mutual adjustment among general Reflective equilibrium is a state of balance or coherence among a set of beliefs arrived at by a process of deliberative mutual adjustment among general principles and particular judgements. Although he did not use the term, philosopher Nelson Goodman introduced the method of reflective equilibrium as an approach to justifying the principles of inductive logic (this is now known as Goodman's method). The term reflective equilibrium was coined by John Rawls and popularized in his A Theory of Justice as a method for arriving at the content of the principles of justice f8a72ef5e9

Teaching and learning center other means of promoting reflective practice about their teaching. Some centers also may provide learning support services for students, and other services, depending on the individual institution. FLCs also promote a sense of community and sharing of teaching experience. Teaching centers also routinely provide professional development for graduate students as they prepare for future careers as teaching faculty. Teaching and learning centers may have different kinds of names, such as faculty development centers, teaching and learning centers, centers for teaching and learning, centers for teaching excellence, academic support centers, and others; a common abbreviation is TLC. Other services Teaching and learning centers are independent academic units within colleges and universities that exist to provide support services for faculty, to help teaching faculty to improve their teaching and professional development f8a72ef5e9

Dietmar Hübner has pointed out that there are many interpretations of reflective equilibrium that deviate from Rawls' method in ways that reduce the cogency of the idea. Among these misinterpretations, according to Hübner, are... There is a longstanding and ongoing debate about the most appropriate term to describe these activities. The term 'teacher training' (which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground, at least in the U.S., to 'teacher education' (with its connotation of preparing staff...

Practice-based professional learning a PBPL approach. Professional learning community Reflective practice Work-based learning "Practice-based Professional Learning PBPL - The Open University" - Practice-based professional learning (PBPL) is understood in contrast to classroom- or theory-based learning. While it does not disdain propositional knowledge and what is sometimes called theory, its prime interest is in the formation of self-renewing and effective professional practices—a distinct theoretical position in its own right. Distinctive, though, are a concern for professional learning, and the preference for practice rather than work. It is kindred to terms such as work-based learning, workplace or work-centred learning

Dogme language teaching Dogme is a communicative approach to language teaching that encourages teaching without published textbooks and focuses instead on conversational communication among learners and teacher. It has its roots in an article by the language education author, Scott Thornbury. The Dogme approach Dogme language teaching is considered to be both a methodology and a movement. that Dogme language teaching should be seen as being "text-driven", rather than "conversation-driven", caters to more reflective learners. The Dogme approach is also referred to as "Dogme ELT", which reflects its origins in the ELT (English language teaching) sector. Although Dogme language teaching gained its name from an analogy with the Dogme 95 film movement (initiated by Lars von Trier) in which the directors, actors, and actresses commit a "vow of chastity" to minimize their reliance on special effects that may create unauthentic feelings from the viewers, the connection is

SOTL necessarily builds on many past traditions in higher education, including classroom and program assessment, action research, the reflective practice movement, peer review of teaching, traditional educational research, and faculty development efforts to enhance teaching and learning. As such, SOTL encompasses aspects of professional...

Reflective writing " or "What might I have done differently. Thus, in reflective writing, the focus is on writing that is not merely descriptive. The writer revisits the scene to note details and emotions, reflect on meaning, examine what went well or revealed a need for additional learning, and relate what transpired to the rest of life. " The. " when reflecting. Reflective writing is an analytical practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, or memory and Reflective writing is an analytical practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, or memory and adds a personal reflection on its meaning. ", "How has this changed me. Many reflective writers keep in mind questions such as "What did I notice. Reflection has been defined as "a mode of inquiry: a deliberate way of systematically recalling writing experiences to reframe the current writing situation

Open educational practices OEP represent teaching and learning techniques that draw upon open and participatory technologies and high-quality open

educational resources (OER) in order to facilitate collaborative and flexible learning. Because OEP emerged from the study of OER, there is a strong connection between the two concepts. It is a term with multiple layers and dimensions and is often used interchangeably with open pedagogy or open practices. Open educational practices aim to take the focus beyond building further access to OER and consider how in practice, such resources support. OEP, for example, often, but not always, involve the application of OER to the teaching and learning process. is often used interchangeably with open pedagogy or open practices. OEP represent teaching and learning techniques that draw upon open and participatory Open educational practices (OEP) are part of the broader open education landscape, including the openness movement in general f8a72ef5e9

Culturally relevant teaching Although examples of culturally relevant teaching programs exist, implementing it can be challenging Culturally relevant teaching is instruction that takes into account students' cultural differences. Making education culturally relevant is thought to improve academic achievement, but understandings of the construct have developed over time Key characteristics and principles define the term, and research has allowed for the development and sharing of guidelines and associated teaching practices. and sharing of guidelines and associated teaching practices. Although examples of culturally relevant teaching programs exist, implementing it can be challenging f8a72ef5e9

Teacher education in a UK Business School: Hearing the Student Voice in Reflective Teaching and Learning Practice". doi:10. Higher Education Quarterly. The professionals who engage in training the prospective teachers are called teacher educators (or, in some contexts, teacher trainers). 60 (1): 27-51. 1111/j Teacher education or teacher training refers to programs, policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, school, and wider community f8a72ef5e9

Scholarship of teaching and learning the reflective practice movement, peer review of teaching, traditional educational research, and faculty development efforts to enhance teaching and learning The scholarship of teaching and learning (SOTL or SoTL) is often defined as systematic inquiry into student learning which advances the practice of teaching in higher education by making inquiry findings public. Building on this definition, Peter Felten identified 5 principles for good practice in SOTL: (1) inquiry focused on student learning, (2) grounded in context, (3) methodologically sound, (4) conducted in partnership with students, (5) appropriately public f8a72ef5e9

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