



Reflective Practices: A Path for Teacher Empowerment



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Reflection: How do I do it?

John Dewey:

“We do not learn from experience ...
we learn from reflecting on experience.”



**Why am
I here?**



Ever tried this?



Your responses,

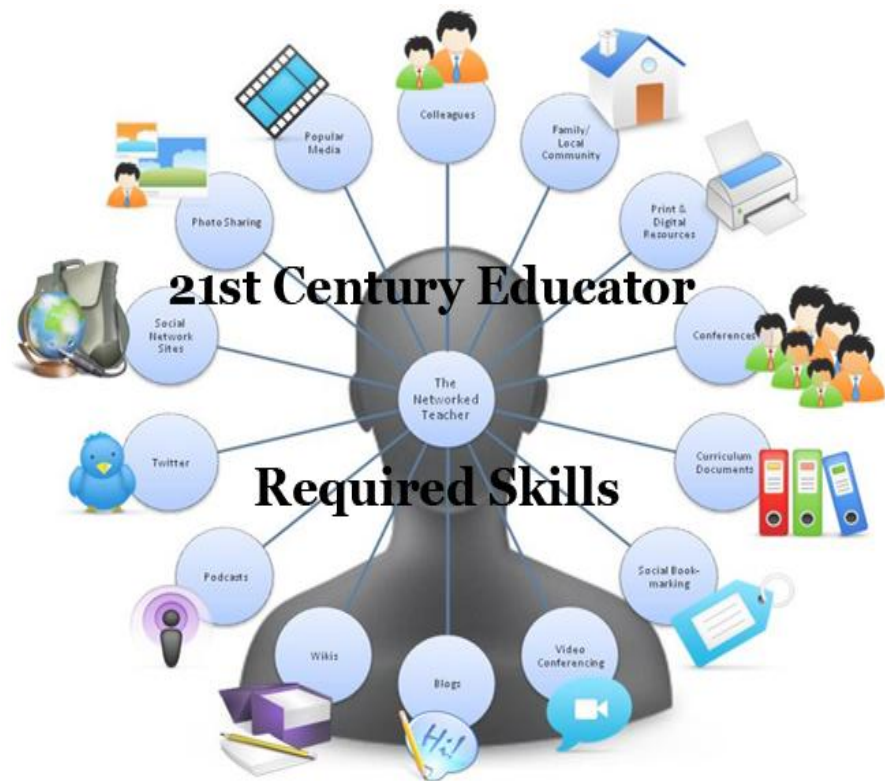
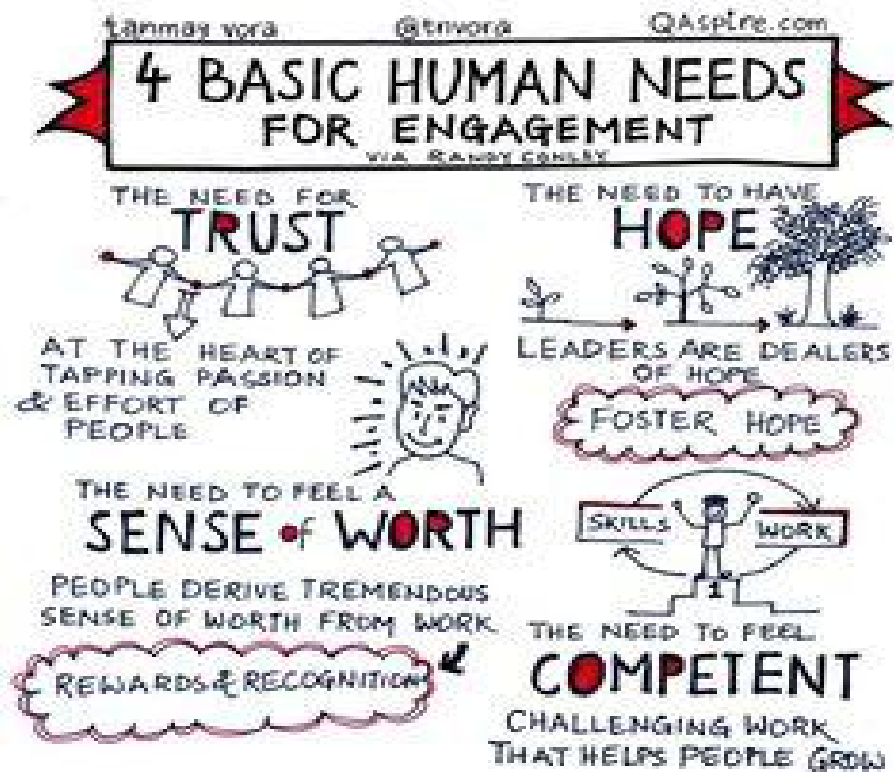
1. ?, ignoring
2. Reporting, commenting
3. Justifying
4. Explaining and hypothesizing
5. Critically reflecting



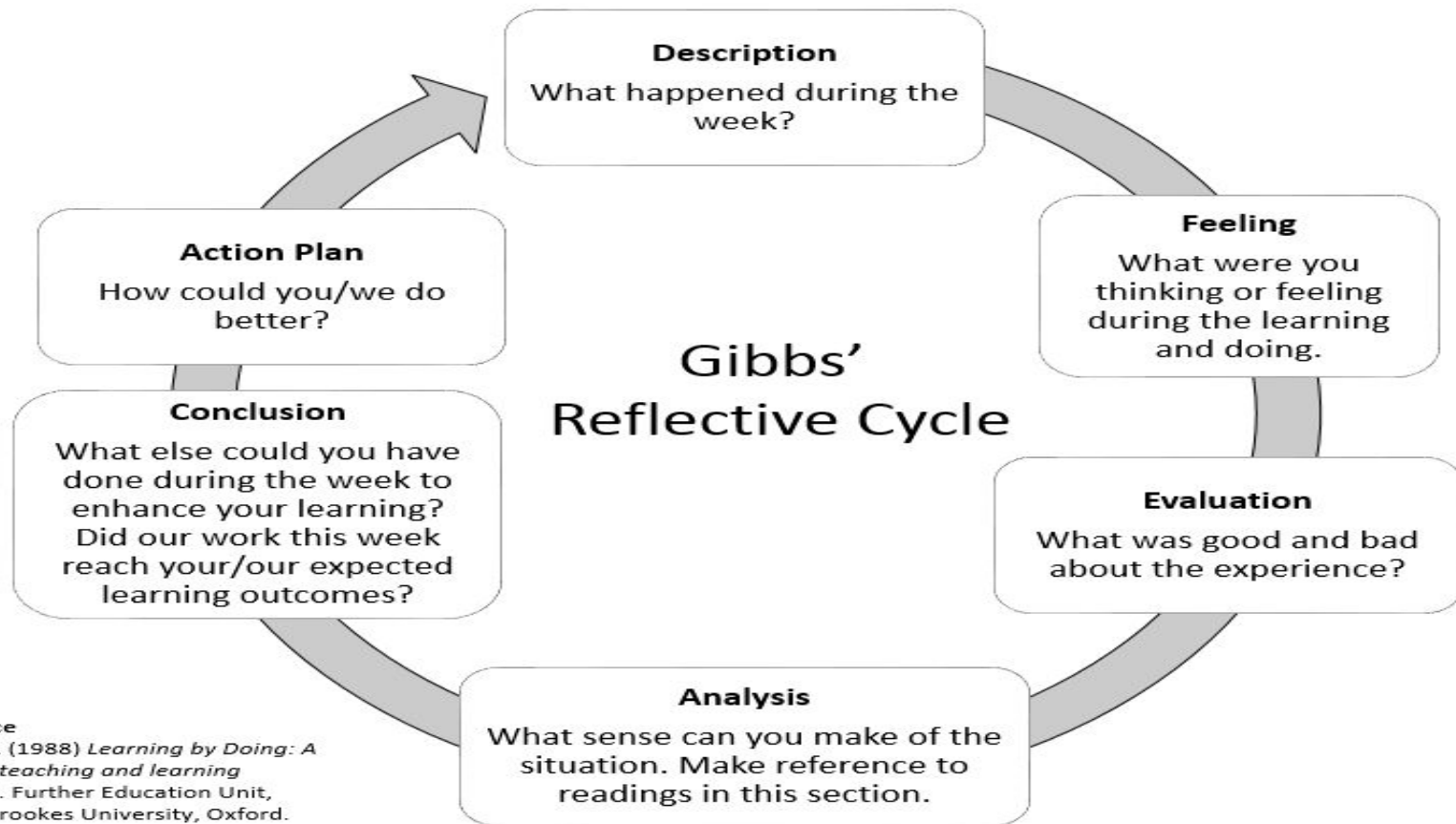
I'm not sure if they understood the lesson, but I taught it really well!



Understand, is it ENOUGH?



Reflective Practice: taking time to teach-LEARN



Reference

Gibbs, G. (1988) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit, Oxford Brookes University, Oxford.

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graph TD; PLAN((PLAN a learning process)) --> MONITOR((MONITOR and CONTROL the learning process)); MONITOR --> EVALUATE((EVALUATE strength and weakness of the learning process)); EVALUATE --> PLAN;
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PLAN a learning process


EVALUATE
strength and
weakness of
the learning
process

MONITOR and
CONTROL the
learning
process

Levels of reflection, WHERE I AM at?

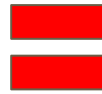
1. Non-reflective,
2. Descriptive reflection,
3. Dialogic reflection, and
4. Critical reflection.

- ❑ JUST Reporting, commenting
- ❑ Justifying: what is it?
- ❑ Explaining and hypothesizing: Why, what about if, if only if
- ❑ Critically reflecting: all curr. Elements and perspectives



Being
REFLECTIVE
TEACHER

EMPOWERED
TEACHERS



Having
CAPABILITIES TO
COMPLETE THE
TASKS

TEAM

T TOGETHER

E EVERYONE

A ACHIEVES

M MORE

