Reflection as a Dynamic Tool in Optimizing Teaching-Learning Process
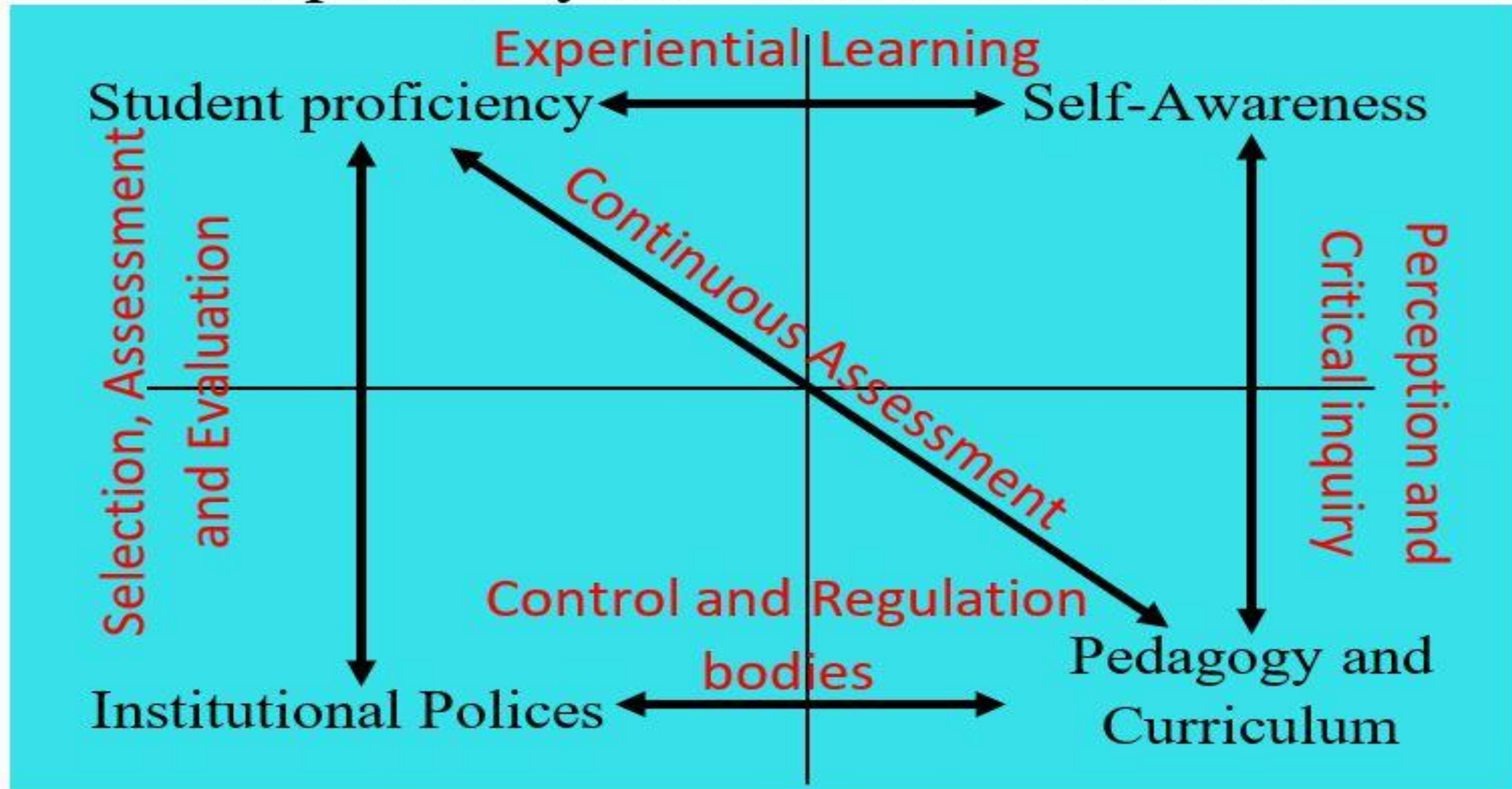
Amit Kumar, Ipshita Chowdhury, Rohan Sharma and Sartaj Ahmad lone

THAPAR INSTITUTE OF ENGINEERING & TECHNOLOGY (Deemed to be University)

OBJECTIVE: To Introduce a Dynamic Reflection Model

AIM: To improve the Teaching-Learning Process

Proposed Dynamic Reflection Model

Reflective Practices focuses on the ways people think about their experiences and formulate responses as the experiences happen (Schon, 1987)
Reflective practice is defined as the contemplative act of self-evaluation of actual tasks which involves decision-making and problem-solving (Larrivee,2008).

What are the components of reflection model?
Student Proficiency: Strengths, observed distress behaviour, motivation, preferred communication channel, entrance exam score

Institutional Policy: Whether institutional policies can be used to create cultures for teaching on a campus? and then whether those cultures might encourage faculty to use effective pedagogical practices?

Self Awareness: a process of getting in touch with our feelings and behaviours (Gold & Roth, 1993). Example: Skillset, personality, interests

Pedagogy and Curriculum (C&P): Should be flexible and subjected to revision. C&P are complex processes and should be implemented with parallel teacher education, reformation of institutional policies and in accordance with regulatory bodies.

References

1. Glickman, C., Gordon, S., & Ross-Gordon, J. (2009). *Supervision and instructional leadership: A developmental approach*. 8th ed. Boston, MA: Pearson Education.
2. Cousin, G. (2002). Strengthening action-research for educational development. *Educational Developments, 1*(3), 5-7.
3. Gold, Y., & Roth, R. A. (1993). *Teachers man- aging stress and preventing burnout: The professional health solution.* Washington, DC: The Falmer Press