

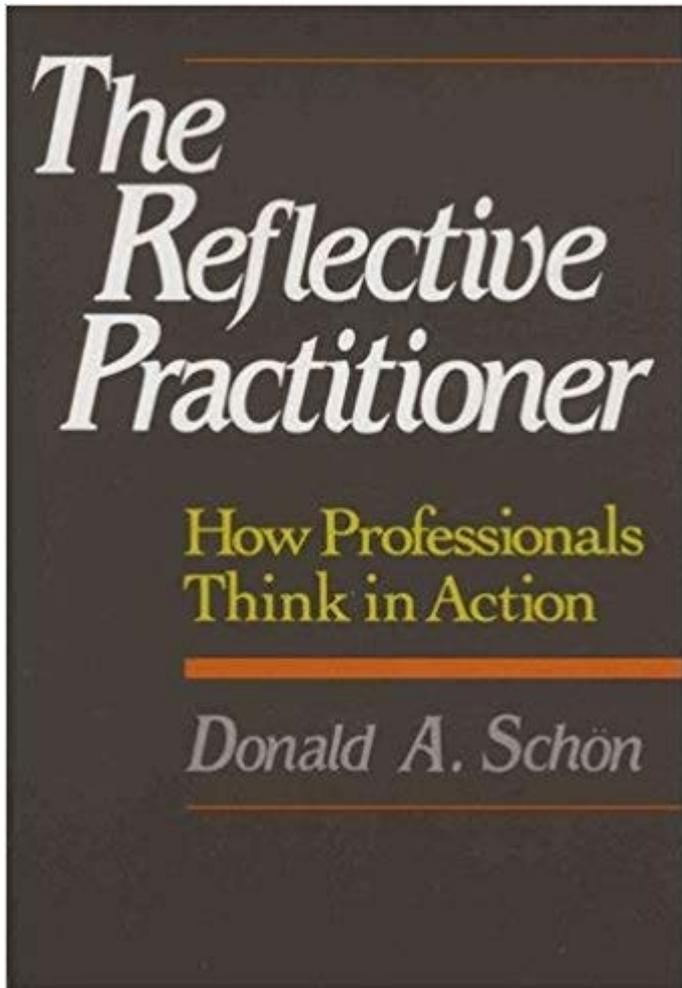
How much social competence does the reflective-practitioner need?

Motivating teacher students to perceive pupils' and parents' perspective

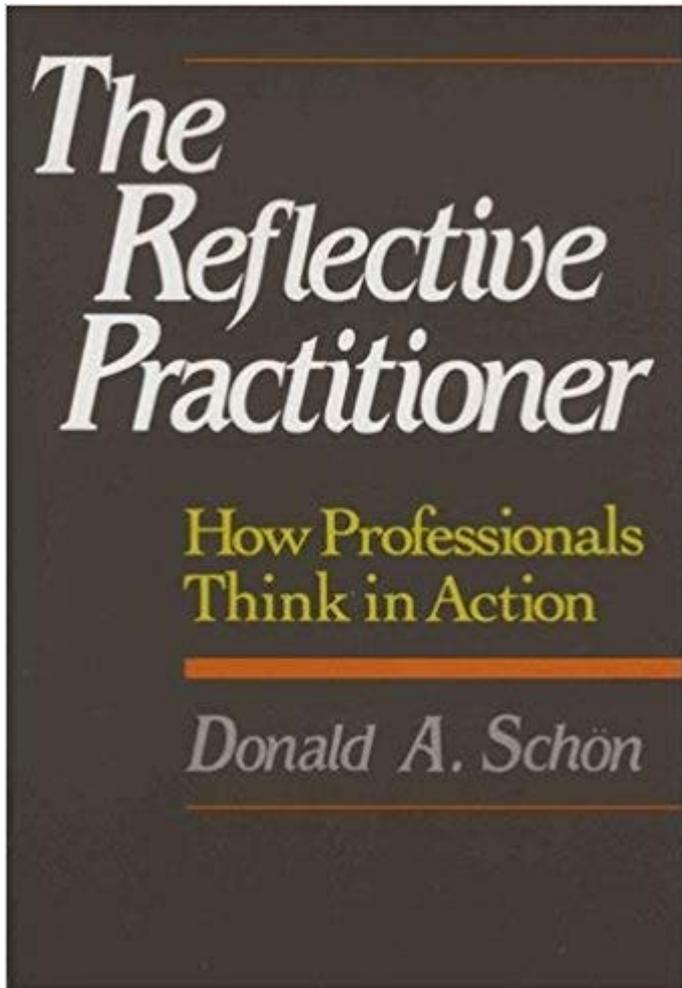
Anne Levin, University of Bremen, levin@uni-bremen.de

Katja Meyer-Siever, University of Bremen, siever@uni-bremen.de

- Teachers as reflective practitioners
- Limitations and challenges in training competence of reflection
- **STORIES - Students' Training Of Reflection In Educational Settings**
- Self-Assessment of reflection and performance – selected results
- Discussion



- Tacit knowing-in-action
- Reflection-in-action
- Reflection-on-action



- Tacit knowing-in-action
 - Reflection-in-action
 - Reflection-on-action
-
- ⇒ Interrupting the action
 - ⇒ conscious thinking
 - ⇒ distanced view of action and thinking

Consequences for teacher-education

- Conceptualization of teachers as reflective practitioners (Schön 1983)
- Reflection-in-action does not work for teacher students

- Competence of reflection is not natural given (Etscheidt et al. 2012)

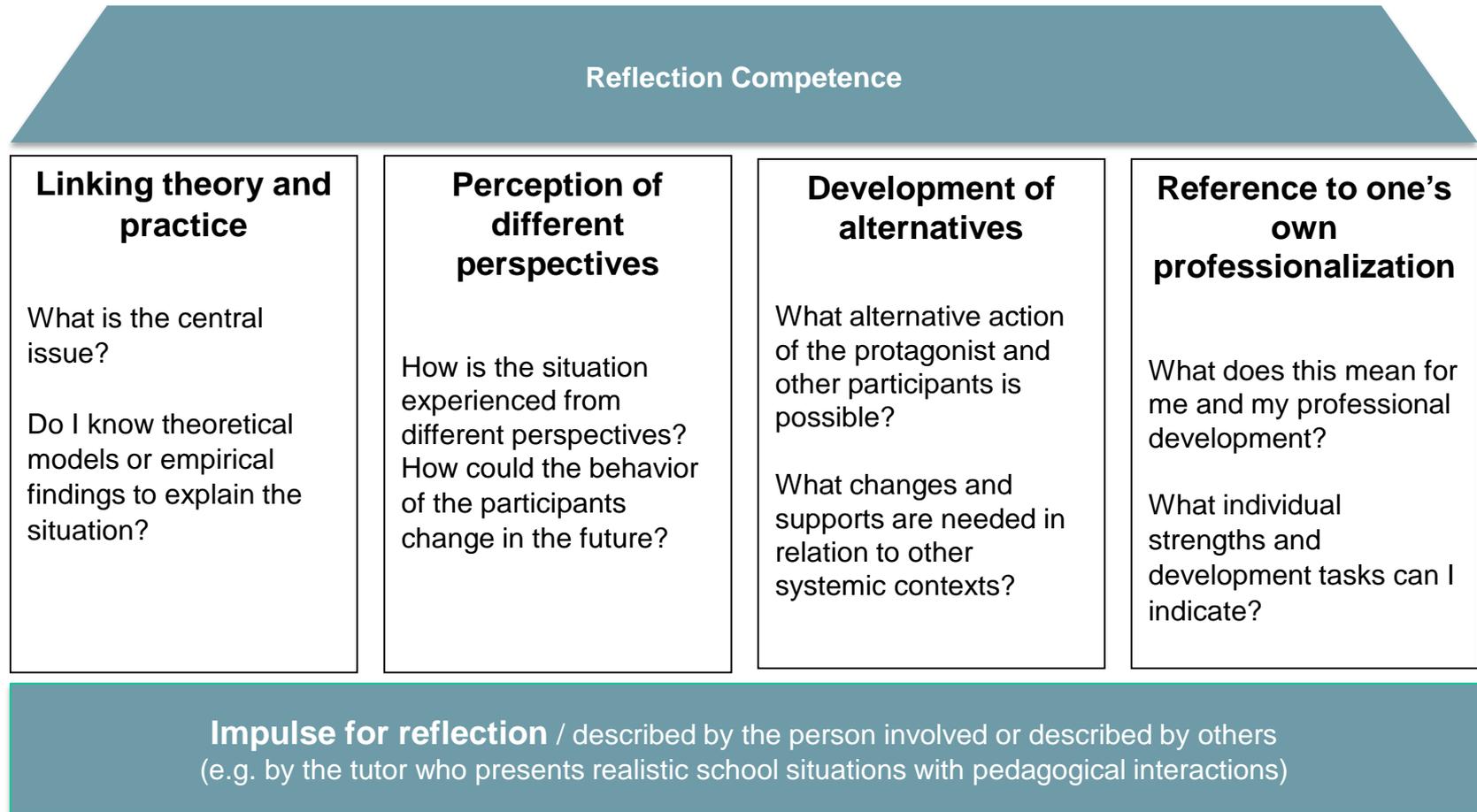
- Training and acquisition in teachers' initial education (Häcker 2017)

Challenges in developing teacher students' competence of reflection

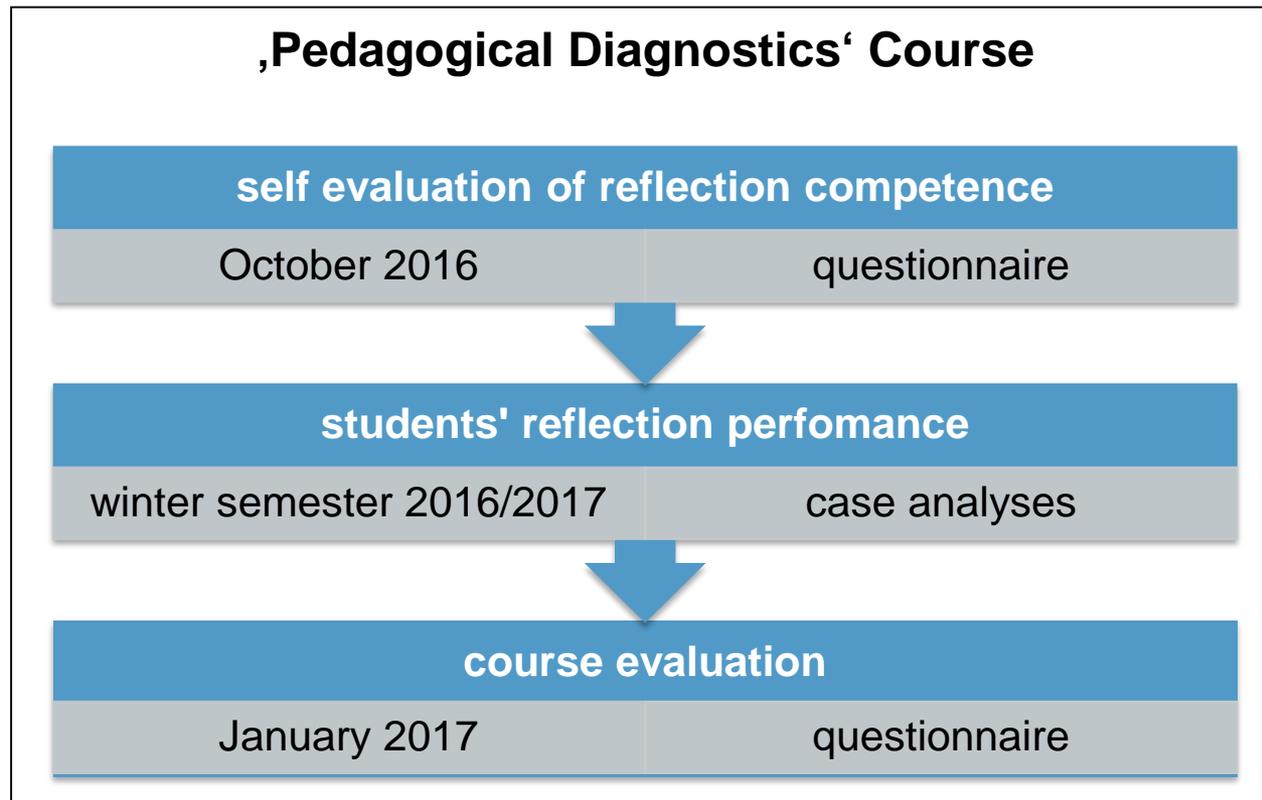
- The frequent use of the request „please reflect“ leads to a mental fatigue (Košinár 2017)
- Using obligatory reflection in teacher education increases the social desirability and leads to feigned reflections (Häcker, 2017)
- Teacher-students reflection is highly self-centered and primarily related to their own pedagogical concerns (Wyss 2013)

STORIES

Students' Training Of Reflection In Educational Settings



Sample: 178 teacher students in the first semester of their master's degree/secondary schools (\bar{x} 24 years of age, ♀ 73%, ♂ 27%)



Data collection: Content Analysis

- development of a category system to collect data from teacher students' written drafts
- Conversion to quantitative data by content analysis method
- Deductive approach
- Each main category is subdivided into further subcategories with increasing depth of reflection (e.g. description, explicit naming, case-related explanation and beyond the case, evaluation of different possibilities)

Results: descriptive results, factor analysis - self-assessed

Factors (number of items)	Cronbach's α	Item example	Descriptive Results (n=149)	
			M	SD

Questionnaire for self-assessment ,reflection competence'

Self reflection (7)	.77	I often think about how I can do something better.	2.3*	.6
Perspective taking (6)	.77	After a conflict I try to understand why the others responded this way.	2.2*	.5

Questionnaire for seminar evaluation (working on the vignettes by applying STORIES)

Importance for professionalization (4)	.83	A reflected manner of dealing with my future students is of vital importance for my profession as a teacher.	2.0*	.6
Willingness to make an effort due to extrinsic motivation (2)	.76	I did the case analyses only to get credit points.	1.9*	.9

*scores from 1 – 5 → lower scores indicate more of it

Results: bivariate correlation analysis (Pearson) of self-assessment & measured reflection competence – vignette 1

	Dimension 1 (linking theory and praxis)	Dimension 2 (perception of different perspectives)	Dimension 3.1 (development of alternatives)	Dimension 3.2 (consideration of other contexts)	Dimension 4 (reference to one's own professionalization)
--	--	---	--	--	---

Questionnaire for self-assessment ,reflection competence'

Self-reflection	-.10	.06	-.07	-.10	.07
Perspective taking	-.02	.19	.11	.02	-.02

Questionnaire for seminar evaluation (working on the vignettes by applying STORIES)

Importance for professionalization (4)	-.12	.40**	.25	.23	.08
Willingness to make an effort due to extrinsic motivation (2)	-.11	-.30*	-.08	-.06	-.05

significance two-tailed: *p < .05, **p < .01, ***p < .001

Students' self-assessed competence of reflection does not go along with the performed issue (almost) at all.

- social desirability leads to overestimation

Need of diagnostic instrument to standardize and simplify feedback to teacher students regarding their reflection competence.

- reflection triggers are not self-experienced

Students have to be able to describe self-experienced situations completely and to write it down adequate.

They have to realize that they can benefit from other experiences.

Students' self-assessed competence of reflection does not go along with the performed issue (almost) at all.

- Depends on personality traits

→ conceptualization of the reflective practitioner and the associated demands needs to be reconsidered

- Depends on cognitive capabilities

→ “Learn from the best”

- How do students with high cognitive capabilities reflect?
- How do they proceed?

Deriving alternatives of instructions and guidance to initiate reflection processes.

→ Crucial cognitive capabilities such as attention: ability to solve simple problems under time pressure

What about the correlations between the second dimension (perception of different perspectives) and the

- self-assessed importance for ones' own professionalization ($r = .40$, $p = <01$), as well as
- the willingness to make an effort due to extrinsic motivation ($r = -.30$, $p = <05$)?

Thank you very much for your attention!

siever@uni-bremen.de