

Reflective Thinking Through Teacher Journal Writing: Myths and Realities

Belinda Ho and Jack C. Richards

Abstract

Journal writing is a common practice in teacher education programmes, and is often used to promote critical reflectivity. This study sought to investigate in what ways journal writing promotes reflective thinking. The study focussed on ten teachers enrolled in an in-service TESOL teacher education programme at a tertiary institution in Hong Kong. The study examined (1) what the teachers chose to write about; (2) whether their writing could be described as critically reflective; (3) whether the journal writing experience developed the teachers' sense of critical reflectivity over time. The teachers' journal entries were studied and coded according to the topics they wrote about, and these served as a measure of critical reflectivity. Earlier and later journal entries were compared to check evidence of change. Results show that (1) the teachers mainly wrote about problems faced in their teaching and described the approaches and procedures they used; (2) some teachers appear to be more reflective in their orientation to teaching than others; (3) there was little change in the degree of critical reflectivity that the teachers engaged in over time. Implications for the use of journal writing as a means to promote critical reflection in a TESOL teacher education programme are discussed.

Introduction

The goal of many in-service teacher education programmes is to engage teachers in a process of critical reflection upon their current teaching beliefs and practices. The notion of 'reflective teaching', which is a dominant paradigm in teacher education programmes around the world including ESL teacher education programmes, seeks to develop teachers who

are willing and able to reflect on the origins and consequences of their actions, as well as the material and ideological constraints and encouragements embedded in the classroom, school, and societal contexts in which they live. These goals are directed towards enabling teachers to develop pedagogical habits and skills necessary for self-directed growth and towards preparing them, individually and collectively to participate as full partners in their making of educational policies. (Zeichner and Liston 1986: 4)

A variety of approaches are currently used to help teachers develop a critically reflective approach to their teaching, including action research, ethnography, and journal writing (Zeichner 1987; Calderhead 1989). Journal writing is seen as an opportunity for teachers to use the process of writing to describe and explore their own teaching practices. A variety of claims are made concerning the benefits of journals in teacher education. Brock, Yu and Wong (1992: 295) summarize these as:

- They provide an effective means of identifying variables that are important to individual teachers and learners.
- They serve as a means of generating questions and hypotheses about teaching and learning processes.

Reflective Journal Example For Student Teachers

Shasha Hu



Reflective Journal Example For Student Teachers:

Fostering Reflective Teaching Practice in Pre-Service Education Djoub, Zineb, 2017-08-11 As with any industry the education sector often goes through frequent changes It is every educator s duty to keep up with these shifting requirements and alter their teaching style accordingly Fostering Reflective Teaching Practice in Pre Service Education is an essential reference source that provides a detailed analysis of the most efficient and effective ways for teachers to adapt to changes in their industry Featuring relevant topics such as reflective teaching methodology lifelong learning programs pioneer service learning and technology integration in education this book is ideal for current educators future teachers academicians students and researchers that would like insight into the best practices for keeping up with the demanding changes in the education field

TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy Crawford, Jenifer, Fillback, Robert A., 2021-09-17 The field of TESOL encompasses English teachers who teach English as an additional language in English dominant countries and those teachers who teach English as a foreign language in countries where a language other than English is the official language This range of educators teaches English to children adolescents and adults in primary secondary post secondary popular education and language academies or tutoring centers The diversity of learners and contexts within the TESOL field presents a unique opportunity for educators to address varied educational and societal needs This opportunity calls for TESOL educators who can support the whole learner in a range of contexts for the greater social good There is an urgent need for readily reproducible and step by step research based practices and current standards in TESOL that bridge the gap between critical scholarship and equitable teaching practices This book would serve as a critical addition to current literature in TESOL TESOL Guide for Critical Praxis in Teaching Inquiry and Advocacy is an essential reference that provides practical and equitable step by step guides for TESOL educators through the current best practices and methods for effective and equity minded teaching critical inquiry and transformative advocacy This book is of particular value as it bridges theories to practices with a critical look at racial and social justice in English language teaching which will lead to the integration of social justice focused practice across the new curriculum Covering topics such as integrated language instruction equity and inclusivity critical consciousness and online learning this text is essential for in service and pre service TESOL educators education students researchers administrators teacher educators and academicians

[The Routledge Handbook of English Language Teacher Education](#) Steve Walsh, Steve Mann, 2019-07-03 The Routledge Handbook of English Language Teacher Education provides an accessible authoritative comprehensive and up to date resource of English language teacher education With an overview of historical issues theoretical frameworks and current debates this handbook provides unique insights into a range of teacher education contexts focusing on key issues relating to teacher and learner priorities language and communication current practices reflective practice and research Key features include a cross section of current theories practices and issues providing readers with a resource which can be used in a variety of

contexts the use of data transcripts and tasks to highlight and illustrate a range of practices including examples of best practice snapshots of ELTE from a number of contexts taken from all around the world and examples of current technological advances contemporary thinking on reflective practice and insights gained from recent research This wide ranging and international collection of chapters has been written by leading experts in the field The Routledge Handbook of English Language Teacher Education is sure to be core reading for students researchers and educators in applied linguistics TESOL and language education

Unpacking the Loaded Teacher Matrix sj Miller,Linda Norris,2007 What issues in English teacher education are sidestepped because they are too loaded to address What aren t we talking about when we discuss classroom management censorship standardized tests media literacy social justice issues the standards and technology What really matters to novices entering the profession The authors in this book wrestle with the disparities between preservice English teacher instruction and secondary school space as the two collide and describe the tools that preservice English teachers need to negotiate and navigate between theory and practice This book answers these questions and offers groundbreaking insights about liberatory pedagogy for how teacher educators can mentor preservice teachers on touchy issues providing them with tools to reach today s students

Developing Reflective Practice J. John Loughran,2002-11 This text presents a research study into the development of reflective practitioners in a pre service teacher education programme The teacher educator in the study modelled his own reflections on practice in the hope that it would help students to apply reflection to their own teaching The results of the author s research demonstrate that reflection on practice occurs in three distinct periods before anticipatory during contemporaneous and after retrospective a pedagogical experience The book concludes that when student teachers own learning situations both within their university coursework and their school experiences become the focus for their learning about teaching and learning their understanding of and practice in teaching is enhanced

Routledge Library Editions: Education Mini-Set N Teachers & Teacher Education Research 13 vols Various,2021-06-23 Dealing with all aspects of teacher education in the past 50 years the 13 books in this set originally published between 1969 and 1996 discuss how the education system in the UK has changed the impact of restructuring on teachers teacher expectations around the world and other important topics in the sociology of education and teacher research

Early Language Learning and Teacher Education Subhan Zein,Sue Garton,2019-02-26 Language teacher education is widely identified as one of the most important areas that needs addressing in order to improve early language instruction yet research into teacher education for early language teachers remains relatively sparse This volume responds to this gap by compiling studies with diverse methodological tenets from a wide range of geographical and educational contexts around the world The volume aims to enhance understanding of early language teacher education as well as to address the need to prepare early language teachers and assist them in their professional development The chapters focus on the complexity of teacher learning innovations in mentoring and teacher supervision strategies in

programme development and perceptions and knowledge and assessment in early language learning teacher education The volume offers comprehensive coverage of the field by addressing various aspects of teacher education in different languages The contributions highlight examples of research into current practice in the professional enhancement of early language learning teachers but with an emphasis on the implications for practitioners

The Brain-Targeted Teaching Model for 21st-Century Schools Mariale M. Hardiman, 2012-02-15 Compatible with other professional development programs this model shows how to apply relevant research from educational and cognitive neuroscience to classroom settings through a pedagogical framework The model's six components are 1 Establish the emotional connection to learning 2 Develop the physical learning environment 3 Design the learning experience 4 Teach for the mastery of content skills and concepts 5 Teach for the extension and application of knowledge 6 Evaluate learning Book cover [Research on Teacher Thinking](#)

James Calderhead, Christopher Day, Pam Denicolo, 2012 This is a companion volume to the editors' *Insights into Teachers' Thinking and Practice* Falmer Press 1999 and seeks to carry the discussion on further illustrating that there is a continuing intensity of thought activity and debate on how to conceptualise research on teacher thinking and thus generate knowledge for further understanding and action The ethical questions on undertaking research on the inner lives of teachers remain unresolved The international team present chapters which investigate the relationship between the researcher and the researched and the relevance and role of research in teacher development The papers are not presented as best practice for such definitions would be inevitably value laden Rather they are indications and anticipations of key areas for the development of understanding of teachers' thinking and actions in the 1990s

Supervising Student Teachers Alexander Cuenca, 2013-02-11 The student teaching experience is often considered one of the most influential aspects of teacher preparation Key in the success of student teaching is the university supervisor During the student teaching experience the university supervisor is mainly responsible for helping pre-service teachers relate university coursework with the situated experiences in schools However much like the various other spaces and places in teacher education facilitating teacher learning is an incredibly complex endeavor This edited volume addresses the complexities of supervising student teachers from three distinct vantage points First salient issues regarding the supervision of student teachers such as the preparation of novice supervisors negotiating power in the student teaching triad and the low status of clinical teacher education are examined Second different pedagogical frameworks for the work of supervision are provided such as care theory teacher education for democracy and social justice Finally future directions for field-based teacher education are discussed such as a call to reconsider where supervision takes place the necessity to develop a pedagogy of supervision 21st-century trends facing clinical teacher education and the value added by university supervisors to teacher development Each of these chapters engages the supervision of student teachers through a mix of research theory and personal stories from the field As such this edited volume is designed for new supervisors veteran supervisors and supervision scholars

Becoming and

Being a TESOL Teacher Educator Rui Yuan,Icy Lee,2021-10-05 This book offers insights into the lived experiences e g teaching research and practicum supervision of TESOL teacher educators in diverse institutional and socio cultural contexts Informed by a situated ecological perspective it draws on a variety of research approaches e g qualitative action research and self study and sheds light on how language teacher educators engage in daily practice and social interactions This edited collection examines how TESOL educators cope with potential contextual obstacles e g the theory practice divide and how they seek their continuing professional development in complex shifting higher education settings The book offers critical and thoughtful reflections of current practice and policies in language education and higher education and provides practical implications on the preparation and development of frontline language teachers *Developing Reflective TESOL Practitioners Through Teacher Education* Andrzej Cirocki,Mark Wyatt,Xuesong (Andy) Gao,2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages TESOL and English Language Teaching ELT teacher education programmes There is increasing recognition worldwide that given the centrality of reflective practice to teachers ongoing professional development supporting teachers to become reflective practitioners should be integral to teacher education programmes Consequently tertiary level courses in areas such as TESOL and ELT tend to promote reflective practice supported by theoretical input from the burgeoning literature on reflection much of which is produced in the West Relatively under represented in the literature are global perspectives on reflective practice there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world including Asia Hence this book addresses a gap Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts This textbook showcases how reflective teaching practices are developed supported by frameworks for critical reflection and in interaction with local educational policies These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes This textbook showcases innovative reflective activities and can be used as a principal text or as supplemental reading on a range of TESOL and ELT teacher education courses *A Practical Guide to Teaching Physical Education in the Secondary School* Susan Capel,Joanne Cliffe,Julia Lawrence,2020-11-16 A Practical Guide to Teaching Physical Education in the Secondary School is written for all student teachers on university and school based initial teacher education programmes It offers a wealth of tried and tested strategies together with practical activities and materials to support your teaching to enhance pupils learning It is designed for you to dip in and out of and enable you to focus on specific areas of teaching your programme or pupils learning This third edition is fully updated with the most recent developments in teaching physical education and features five brand new chapters Key topics covered include Planning schemes of work units of work and lessons Safe

practice risk assessment and risk management Promoting positive behaviour Applying theories of learning to your practice
 Overcoming barriers and maximising the achievement of all pupils Assessing learning Physical literacy NEW Health related
 learning NEW Using digital technologies NEW Reflective practice and action research Managing your workload resilience
 health and well being NEW Working with your mentor NEW Photocopiable resources offer assistance in lesson observation
 planning preparation teaching and evaluation An annotated Further resources section at the end of each chapter provides
 information about some useful additional resources to support you in your development as a teacher Illustrated throughout
 with examples of existing good practice this highly practical resource offers valuable support and guidance to all student
 teachers as well as those in the early years of their teaching career Although *A Practical Guide to Teaching Physical
 Education in the Secondary School 3rd Edition* can be used successfully on its own it is also a companion to *Learning to
 Teach Physical Education in the Secondary School 5th Edition* and can be used to reinforce the basic teaching skills covered
 in that core textbook *The New Handbook of Research on Music Teaching and Learning* Richard Colwell, Carol
 Richardson, 2002-04-18 Featuring chapters by the world's foremost scholars in music education and cognition this handbook
 is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on
 arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential
 reference for music education programs The original *Handbook of Research on Music Teaching and Learning* published in
 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the
 literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new
 companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that
 have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi
 cultural music education gender issues in music education and non musical outcomes of music education Other chapters
 offer practical information on maintaining musicians health training music teachers and evaluating music education
 programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating
 musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the
 significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the
 issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an
 invaluable resource for music teachers researchers and scholars *Teaching Reflective Learning in Higher Education* Mary
 Elizabeth Ryan, 2014-11-05 This book is about understanding the nature and application of reflection in higher education It
 provides a theoretical model to guide the implementation of reflective learning and reflective practice across multiple
 disciplines and international contexts in higher education The book presents research into the ways in which reflection is
 both considered and implemented in different ways across different professional disciplines while maintaining a common

purpose to transform and improve learning and or practice The Readers will find this book is innovative and new in three key ways Firstly in its holistic theorisation of reflection within the pedagogic field of higher education Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines and finally in providing conceptual guidance for embedding reflective learning and reflective practice in a systematic way across whole programmes faculties or institutions in higher education The book considers important contextual factors that influence the teaching of forms and methods of reflection It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme The theoretical model accounts for students stage of development in the disciplinary field along with progressive and cyclical levels of higher order thinking and learning and professional practice that are expected within different disciplines and professional fields Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme in terms of demonstrating levels of reflection The book includes images diagrams and different text forms to support the creative applications of reflection And thirdly the book is innovative in providing conceptual guidance for embedding reflective learning and reflective practice systematically across whole programmes faculties or institutions in higher education contexts across the world

Powerful Teacher Education Linda Darling-Hammond, 2012-06-28 Powerful Teacher Education describes the strategies goals content and processes of seven highly successful and long standing teacher education programs Alverno College Bank Street College Trinity University University of California Berkeley University of Southern Maine University of Virginia and Wheelock College All these colleges and universities have succeeded in preparing teachers to teach diverse learners to achieve high levels of performance and understanding In discussing the common features of these programs Linda Darling Hammond shows what outstanding teacher education models do and how they do it and what their graduates accomplish as a result Powerful Teacher Education also examines the policies organizational features resources and relationships that have enabled these programs to succeed

Developing Personal, Social and Moral Education through Physical Education Anthony Laker, 2002-01-04 Personal social and moral development through physical education and sport is a relatively under researched area Most teaching concentrates on the performance aspect of physical education while the National Curriculum requires teachers to address a number of non physical outcomes such as learning rules teamwork cooperation and competition This timely book redresses that balance by providing classroom practitioners and student teachers with practical advice and tried and tested suggestions for activities and strategies to help them use physical education as an effective vehicle for the all round personal development of the individual Tony Laker pays particular attention to curriculum development planning units of work and lesson planning considering different types of assessment

and suggestions on which forms are most appropriate for measuring programme effectiveness and the personal development of pupils the role of the reflective practitioner and a framework within which teachers can reflect on their practice Through using an extensive range of diagrams photos and bulleted lists Laker makes this guide a concise and accessible read giving practitioners the opportunity to extend and develop their abilities in teaching this subject Mentoring Physical Education Teachers in the Secondary School Susan Capel, Julia Lawrence, 2018-10-03 Mentoring Physical Education Teachers in the Secondary School helps trainee and newly qualified mentors of physical education teachers in both developing their own mentoring skills and providing the essential guidance their beginning teachers need as they navigate the roller coaster of the first years of teaching Offering tried and tested strategies based on the best research and evidence it covers the knowledge skills and understanding every mentor needs and offers practical tools such as lesson plans and feedback guides observation sheets and examples of dialogue with beginning physical education teachers Together with analytical tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding physical education teachers Key topics explained include Roles and responsibilities of mentors Developing a mentor mentee relationship Guiding beginning physical education teachers through the lesson planning process Observations and pre and post lesson discussions Filled with the key tools needed for the mentor s individual development Mentoring Physical Education Teachers in the Secondary School offers an accessible guide to mentoring physical education teachers with ready to use strategies that support inspire and elevate both mentors and beginning teachers alike Teachers Who Teach Teachers Tom Russell, Fred Korthagen, 2013-09-13 This is a reflection on the education of teachers written by teacher educators who discuss features of their work and the challenges facing teacher education in the 1990s The book invites the reader to attempt similar analyses of personal practice and development in their own teaching The book deals with the personal development of both new and experienced teacher educators illustrating how strongly teacher educators are influenced by their visions and by the challenge to prove themselves in the university setting In addition the book examines the ways in which teacher educators have acted to promote their own professional development and study their own practices including writing as a tool for reflection a life history approach to self study as well as a study of educative relationships with others and the analysis of a personal return to the classroom Finally it takes a broader look at the professional development of teacher educators and offers a challenge to all teacher educators to consider the tension between rigour and relevance **Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement** Isabel Baca, 2012-11-20 Service learning and Writing Paving the Way for Literacy ies through Community Engagement discusses service learning as a teaching and learning method and its integration with writing The various authors from different disciplines and institutions present service learning as a means of having students practice writing in real world settings and they show how relationship building and partnerships between higher education and

diverse communities produce benefits for all involved the students faculty administrators and the communities themselves This volume demonstrates how writing instruction and or writing practice can complement community engagement and outreach at local national and international contexts Through different cross cultural contexts and academic disciplines the various authors explore reflection assessment internalization diversity and multiple literacies and their importance when integrating service learning in higher education and community literacy

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