BOOK REVIEW: REFLECTIVE THEORY AND PRACTICE IN TEACHER EDUCATION

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"Teaching does not require so much reflection about discrete pedagogical methods and classroom management techniques as it requires skills of perception that situate knowledge in the living context of classrooms by means of reflection on experience" (Connell, 2014, p. 14).

Öz

Yansıtıcı uygulama tartışmaya açık, karmaşık ve zengin bir konudur. Genellikle, öğretmenlerin öğretme ve deneyimlerini derinlemesine incelemek olarak tanımlanır. "*Reflective Theory and Practice in Teacher Education"* (Öğretmen Eğitiminde Yansıtıcı Kuram ve Uygulama) adlı bu kitap, yansıtıcı uygulamanın önemini göstermektedir. Kitabın amacı uygulamadaki yansıtma gücünün incelenmesi ve eğitimin buna göre şekillendirilmesidir.

Bu kitap 3 bölüme ayrılmıştır. Her bölüm alt bölümleri içerir. Bölüm 1, 5 makale ile yansıtıcı uygulamaların perspektiflerini aydınlatır. Bölüm 2, öğrenciler ve öğretmenler arasında yansıtıcı uygulamalar sunmakla ilgilidir. Son bölüm, öğretmen eğitimcilerinin uygulamalarında yansıtıcı düşünmenin ilham kaynağı ile ilgilidir. Her bölüm, öğretmenlerin ve öğretmen eğitimcilerinin ulusal standartlar kazanmasına yardımcı olur. Kitap, hizmet öncesi eğitimciler ve öğretmenler için çeşitli örnekler, etkinlikler ve öneriler sunmaktadır. Öğretmenleri uygulama ve teori arasında denge kurmaya teşvik eder.

Editör ekibinde alanında uzman birçok akademisyen yer almıştır. Her bölüm farklı yazarlar tarafından yazılmıştır, bu nedenle dil, kelime seçimleri ve tercihleri farklıdır. Bazı bölümler akademik biçimsel dilde yazılırken, bazıları daha fazla okuyucu dostudur. Her bölüm farklı açıdan konuyu ele alsa da, hepsi yansıtıcı uygulamaya odaklanmıştır.

Kitapta vurgulandığı gibi, yansıtıcı uygulamada, öğretmenler, değerlendirme görevlerini benimsemeleri, gereken ayarlamaları yapmaları ve kendi değerlendirmelerine göre öğrenme faaliyetlerini yeniden oluşturmaları durumunda öğretime katkıda bulunabilirler. Kitap, güçlü geçmişlere sahip akademisyenler tarafından yazıldığı için farklı perspektiftenlerden alana katkıda bulunurken aynı zamanda teori ve pratiği birleştirir. Her bölüm yansıtıcı uygulama temasını farklı açılardan zenginleştirmektedir. Öğretmenlerin bu zorluğun üstesinden gelmelerine yardımcı olmak için yararlı fikirler, yeni anlayış ve yeni bakış açılarını teşvik eder.

Genel olarak, kitap öğretimlerini yansıtıcı düşünme yoluyla geliştirmek isteyen her öğretmene önerilmelidir. Öğretmenler bu kitapta öğretim uygulamalarını geliştirmek için birçok yararlı fikir bulabilirler.

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Introduction

Reflective practice is a complex and rich topic open to discussion. It is generally defined as looking deeply into the acts of teaching and experiences of teachers. It is a new area of research and ready for the development. This book shows the importance of the reflective practice. The goal of the book is to examine the power of reflectivity in practice and shape the education accordingly.

This book is subdivided into 3 parts. Every part includes subsections. Part 1 enlightens perspectives of reflective practices with 5 articles. Part 2 is about presenting reflective practices between learners and the teachers. The last part is related to inspiration of reflective thinking in the practices of teacher educators. Every chapter helps teachers and teacher educators gain new understanding of expectations and national standards for English teachers.

Chapter 1 Reflective Practice in Teacher Professional Standards: Reflection as Mandatory Practice

Kathryn Glasswell and Josephine Ryan

This chapter focuses on national professional standards of reflective practices in different countries including; the USA, Singapore, Scotland, New Zealand, England, and Australia. It states that there is a gap between theoretical standards and everyday practices of critical thinking. In every country, policy makers are promoting documents of regulations for the standard purposes of teaching practices. There are numerous definitions provided in the chapter from different countries. It also provides standards for reflective thinking practices. Although definitions of standards vary in wide range, they almost fail to encourage critical reflection about education system and schooling. Since it is not possible to constitute one frame, multiple perspectives are necessary to improve administration of reflective practices. It is important to include social and personal values in these definitions. Theories of reflection involve discussions of various types of reflection teachers undertake, such as practical, technical and critical reflection (van Manen 1977). Recently, theories and research affect educational policies; however, the abyss between reflective practice and formal expectation is still wide open.

Chapter 2 Reflective Practice: Epistemological Perspectives on Learning from Experience in Teacher Education

Tom Russell and Andrea K. Martin

The chapter starts with assumptions. For example; reflective practice is included in the education programs, the tenets of reflectivity in teacher education programs and learning of reflection might cause frustration because of the lack of modeling. The study seeks answers to arguments on epistemological challenge of these assumptions. It also inquires relevant topics such as reflective thinking, critical reflection, mastery, mindfulness etc.

Chapter 3 Let's Stay in the Swamp: Post-structural Feminist Reflective Practice

Lesley Coia and Monica Taylor

This chapter analyses reflective practice from the post-structural feministic point of view. It mainly focuses on social justice and some challenges that address power and school structures. The aim of the article is to show importance of the authentic needs of practitioners and demonstrate reflective practices that help to become more meaningful for pre-service educators and teachers. It also underlines the value of self-examination. It motivates teachers to judge their teaching practices to navigate a path between practice and theory. Thus, adopting a new style of thinking is required that is called post-structural feminism. Post-structural feminism is about welcoming all learners despite their personal or social differences. Relationship is the key point for the engaging in collaborative reflection and assessing self-practices within the relation with others.

Chapter 4 Reflective Practice: Ancient Wisdom and Practice—Australian Indigenous Reflections in Teacher Education through Shared Storying

Nerida Blair and Brooke Collins-Gearing

This chapter is a wonderfully depicted literary work that asks you to walk along into the deserts of Australia. It takes you to Aboriginal life to feel the interconnectedness with everything around us. Human beings have abilities to connect with universe to live and survive in the world. Reflection is inherited as an ancient wisdom from Indigenous knowing. In this chapter, reflective practice is presented via a story which derived from a real life experience. It seeks an answer to how to speak with non-Indigenous people who are unfamiliar with the concept of Australian Indigenous culture. They placed themselves between western world and Aboriginal culture and embrace linkage to inner world and the world outside.

Chapter 5 Critically Reflecting on Masculinity in Teacher Education through Narrative Self-Study

Julian Kitchen

Stories have potential to deliver the desired messages. This chapter examines masculinity and gender studies by presenting a story and an autobiography to explain current conceptualizations and challenges. The author describes himself as a new teacher in an education class. In the story, he mainly pays attention to masculinity and its paradigms. "There is no single pattern of masculinity which is found in all cultures and at all periods of history" (Connell, 2008, p. 132). He highlights social dimensions of masculinity through the story. This story demonstrates elements of identity and unpacks beliefs and practices about masculinity.

<div align="center">Part II Enacting Reflective Practice with Teacher Learners</div>

Chapter 6 How Do I Know What I Think I Know? Teaching Reflection to Improve Practice

Joseph C. Senese

Reflection is a systematic inquiry and develops over time. Teacher educators need to establish this habit by adopting assessment tasks, learning activities, providing useful ideas and viewpoints. This chapter discusses the reflective practice and how to internalize and embed it in daily practices. "…teachers are learners and learners are teachers" (Senese, 2005, p. 53).It underlines the significance of modeling that encourages advanced skills and knowledge in teaching. Author works in the field as teacher educator and shares his experience through an action research. Practical suggestions and examples of different perspectives are given to contribute to profound comprehension of reflective practice.

Chapter 7 Using Reflective Practice to Foster Confidence and Competence to Teach Literacy in Primary Schools

Karen McLean

This chapter analyzes policy and practice of reflection in teacher education. Learning perspectives of the pre-service educators is underpinned by engaging learners in process-oriented literacy course. The aim is to understand the perspectives and reflective process of preparedness of pre-service teachers. Instead of school environment, the data has been collected from afterschool program to lower the barriers between teachers and learners. Community Partnership Model is implemented in the research which highlights "command a range of learning strategies, and to be cognitively aware of the pedagogical means that enable the student to learn" (Hattie, 2012, p.16).The data revealed that this model contributes to learning and increases preparedness of pre-service teachers.

Chapter 8 Using Video for Teacher Reflection: Reading Clinics in Action

Erica Bowers, Barbara Laster, Debra Gurvitz, Tammy Ryan, Jeanne Cobb, and JoAnne Vazzano

Using video recording for reflective teaching is an effective tool. It is a powerful instrument that can change positively the practices of teachers. Teaching and video assisted reflection are united in this research. The main aim of the study is to understand the impact of the reflection on teaching through the use of video. Video reflection is studied in different contexts. Participant teachers answered reflective questions about their teaching. The researchers designed a distinctive rubric for inquiry. Two universities' reading clinics took part in the study. Feedbacks, teacher responses and video records were analyzed. It is concluded that video assisted reflective practice is an effective method for teachers and contributes to improvement for ongoing process of practicing.

Chapter 9 Practicing Social Justice: Toward a Practice Based Approach to Learning to Teach for Social Justice

Sarah Schneider Kavanagh

Recently, researchers are interested in shaping teaching education and practice of teaching. They mainly focus on characteristic and beliefs of teaching embedded in instructional methods rather than social justice that affect educational foundations. It is claimed in the chapter that practice base justice is core of the multicultural education. It is a rewarding tool for teachers who deal with issues of power, identity, privilege, equity. Pre-service teachers and educators need to develop professional judgment to adopt dispositional changes. The significance of the justice oriented teaching is underlined in the study. Teacher educators and pre-service teachers need to be involved in specific practices that enable them to realize social justice issues. Examples and activities such as multicultural education, antiracist education, and social justice education are provided in the chapter to practice the justice.

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Part III Enacting Reflection in Teacher Educator Practice

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Chapter 10 Improving a School-Based Science Education Task Using Critical Reflective Practice

Mellita Jones

This chapter is a self-study that elucidates quantity and quality of teaching science at schools. It is intended to show the best model of the science teacher possible. Pre-service teachers took part in the study by presenting a micro teaching of a scientific topic. After the lesson they reported reflection of their own teaching. The data analyzed statistically and characteristically. It is put forth that school-based approach has more potential for achieving balance between practice and theory.

Chapter 11 The Online Space: Developing Strong Pedagogy for Online Reflective Practice

Mellita Jones and Josephine Ryan

This section explores online learning environment by which teacher candidates can report and reflect their practicum experiences. The research established by online forums and teacher educators monitored pedagogical preferences of pre-service teachers constantly. For pre-service teachers who are learning about teaching, the opportunity to be exposed to multiple explanations of their early classroom experiences is essential if they are to avoid simply reproducing the perspectives and practices derived from their apprenticeship of observation (Lortie 1975). The study revealed that engaging teacher educators in the practicum program has a positive impact on teacher candidates and helps them to balance cognitive and social aspect of critical reflection.

Chapter 12 Using Critical Incidents to Reflect on Teacher Educator Practice

Robyn Brandenburg and Sharon McDonough

The goal of this study is to reveal the complexity of reflective practice by providing examples of challenges that teachers encounter in the field. Self-study methodology was proceeded to analyze 32 critical cases. The researchers assigned key themes such as personal expectations, collaborations,

institutional prospects, professional values and statue of teachers. Reflectivity is an "intentional act of mind, engaging a person alone or in collaboration with others in interrogating a puzzling situation or subject of teaching or learning to construct an understanding of its meaning that will shape action" (Lyons et al. 2013, p. 165). The findings of this study clearly showed the importance of the mutual support between teachers and learners, thus they can cope with the obstacles on this long and arduous journey.

Chapter 13 Collaborative Supervision: Using Core Reflection to Understand Our Supervision of Master's Projects

HafdísGuğjónsdóttir, Svanborg R. Jónsdóttir, and Karen Rut Gísladóttir

In Iceland, it is necessary to have master degree to become a professional teacher. This chapter is a reflection of challenges which students encounter during their educational life. It also expresses how teacher educators prepare students to this challenge. The purpose of the study is to understand how to use core reflection to improve learning community and professional identities by using collaborative self-study. Korthagen and Vasalos (2010) present the core reflection model as an "onion" with six layers that are equally important, each representing a part of our professional identities. These six layers are behavior, competencies, beliefs, professional identity, mission and environment. The study focused on this model and the findings of the study showed that master students were able to develop higher understanding of thoughts and actions of others while working in collaborative studies. In fact, analytical meetings and supervisory meetings promoted their pedagogical progress on the way of becoming professional teachers.

Chapter 14 Toward Transformative Reflective Practice in Teacher Education

Robyn Brandenburg and Mellita Jones

This last chapter deliberately analyzes the chapters of the book. It is kind of summary of full edition. It concludes that more authentic and less formal approach is necessary for transformative education. The theoretical perspectives are wide in range; however, they do not provide solutions every problem in real context. The chapter provides different perspectives to definition of the reflective practice and it unifies practice and theory of critical reflective thinking.

<div align="center">**Conclusion**</div>

Reflective practice is a complex and profound topic; however, it is necessary to uncover the real potential of teachers. The primary reason for supporting reflective practice is to improve teaching abilities and gain wider perspectives through mutual understanding between learner and teacher. The book provides a number of examples, activities and suggestions for pre-service educators, and teachers. It encourages teachers to have balance between practice and theory.

This book specifically addresses to teacher educators for the reflective practice and draws attention to teaching reflective thinking. The book was written by a number of scholars with strong backgrounds. The editors of the book contributed the idea of reflection from different perspectives and provided multiple paths through reflective teaching.

As it is emphasized in the book, reflective practice can provide teaching if teachers adopt assessment tasks, make over the settings, and recreate learning activities based on their self-evaluation. It clearly explains how to reach this goal. This scientific book unifies theory and practice. Every chapter enriches the theme of reflective practice from different perspectives. It promotes useful ideas, fresh understanding and new viewpoints to help teachers to overcome this challenge.

A number of scholars took part in the editorial team. All of them are experts in the area. They handled the reflective practice and contributed to the area from their perspectives. Every chapter was written by different authors therefore language, word choices and preferences are different. While some chapters are written in academic formal language some others are more reader friendly. Even though every chapter presents different aspects, all of them focused on reflective practice.

Overall, the book should be recommended to every teacher who wants to improve their teaching by reflective thinking. They can find many helpful ideas to develop their teaching practices.

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