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Thank you for your request for **research on reflective teaching**. **Ask A REL** is a collaborative reference desk service provided by the 10 regional educational laboratories (REL) that, by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research-based education questions. **Please note that REL Southwest has not done an evaluation of the resources themselves, but offers this list to you for your information only.**

## BACKGROUND

Reflective Teaching is a process used by teachers whereby they think about and engage in a critical analysis of their own practice. Common uses of reflective teaching include learning about one's teaching, improving an aspect(s) of one's teaching, or focusing on a problem(s) their students are having.<sup>1</sup>

Following an established REL Southwest protocol, we conducted a search for research reports, websites, as well as descriptive briefs on reflective teaching. **We searched the references in the response from the most commonly used resources of research, but they are not comprehensive and other relevant references and resources may exist.** The sources included federally funded organizations, additional research institutions, educational databases, and general Internet searches using Google and Bing. See the methods section at the end of this Ask A REL for additional information on how we identified the following sources.

## QUESTION

**What is the research on reflective teaching?**

## SOURCES

Impedovo, M. A. and Malik, S. K. (2016). Becoming a reflective in-service teacher: Role of research attitude. *Australian Journal of Teacher Education*, v41 n1 Article 6.  
<https://eric.ed.gov/?id=EJ1088187>

*From the ERIC abstract:* "In this article we consider the importance of reflective practice and research attitude for the professional development of in-service teachers. Nine teachers engaged in an international master's course (in a Belgium and French university) were interviewed to obtain self-narratives. The two year full-time master's course aims to develop skills in educational science research. The interview was conducted at the end of the master's course to explore students' reflective practices and to evaluate the impact of the research attitude developed during the course on their

<sup>1</sup> Adapted from: <http://study.com/academy/lesson/what-is-reflective-teaching-definition-methods-quiz.html>.

reflective practices. From the results we can see that reflective practice differs among the teachers interviewed, especially between those of varying seniority. The research activities learned in the master's course enabled the teachers to develop and expand their reflective practice through analysis of their experience. The study highlights the need for regular and more guided support in improving reflective practice, especially for junior teachers.”

Jones, J. L. and Jones, K. A. (2013). Teaching reflective practice: Implementation in the teacher-education setting. *Teacher Educator*, v48 n1 p73-85.

<https://eric.ed.gov/?id=EJ995081>

*From the ERIC abstract:* “Over the past several decades a growing amount of research has considered the role, challenges, and complexities of teaching reflective inquiry to preservice teachers. Generally accepted as a valuable component of a teacher education program, there are persistent levels of ambiguity regarding how reflective inquiry can be intentionally fostered during initial stages of teacher preparation. This qualitative research study seeks to provide one exemplar of this promising practice by exploring the instructional approaches used to promote reflective inquiry in preservice teachers by a veteran teacher educator from Niagara University, NY. Using participant observer research protocols, data were collected and analyzed according to qualitative research methodologies (Spradley, 1980). Grounded in the theories of Dewey (1935) and Schon (1983), this study examines how the teacher educator studied created opportunities for preservice teachers to develop their reflective inquiry skills in a Methods of Secondary Education course. Advice for other teacher educators and implications for the greater teacher education community will be discussed.”

Murray, E. (2015). Improving teaching through collaborative reflective teaching cycles, *Investigations in Mathematics Learning*, v7 n3 p23-29.

<https://eric.ed.gov/?id=EJ1057515>

*From the ERIC abstract:* “Reflection and collaboration are two activities teachers can use to change and improve their practice. However, finding the time and space to do so can be challenging. The collaborative reflective teaching cycle is a structured activity teachers can use to engage in reflection and collaboration. This article describes how a seventh grade teaching team implemented a series of cycles and in what ways the cycles impacted their practice. Implications for instruction and suggestions for use of the cycles in practice are discussed.”

Rieger, A., Radcliffe, B. J.; Doepker, G. M. (2013). Practices for developing reflective thinking skills among teachers. *Kappa Delta Pi Record*, v49 n4 p184-189.

<https://eric.ed.gov/?id=EJ1023819>

From the ERIC abstract: “In this article, the authors advocate the practice of reflection and reflective thinking skill development. More specifically, they offer definitions of reflection, identify reasons that may inhibit preservice teachers' reflection, and suggest practices that specifically encourage reflection on teaching among preservice and inservice teachers. While the focus of this article is on preservice teachers, inservice teachers are included in many areas. Reflective practice should begin in teacher

education programs, but such practice must continue long after teachers have entered the profession.”

Reinholz, D. L. (2016). Developing mathematical practices through reflection cycles. *Mathematics Education Research Journal*, v28 n3 p441-455.  
<https://eric.ed.gov/?id=EJ1113140>

From the ERIC abstract: “This paper focuses on reflection in learning mathematical practices. While there is a long history of research on reflection in mathematics, it has focused primarily on the development of conceptual understanding. Building on notion of learning as participation in social practices, this paper broadens the theory of reflection in mathematics learning. To do so, it introduces the concept of reflection cycles. Each cycle begins with "prospective" reflection, which guides one's actions during an experience, and ends with "retrospective" reflection, which consolidates the experience and informs the next reflection cycle. Using reflection cycles as an organizing framework, this paper synthesizes the literature on reflective practices at a variety of levels: (1) metacognition, (2) self-assessment, (3) noticing, and (4) lifelong learning. These practices represent a spectrum of reflection, ranging from the micro level (1) to macro level (4).”

Salmani Nodoushan, M. A. (2011). Reflective teaching in EFL classes: An overview. *Journal on School Educational Technology*, v6 n3 p1-6.  
<https://eric.ed.gov/?id=EJ1102745>

*From the ERIC abstract:* “Since the beginning of the 20th century, professionals in language teaching have strived for ways that could guarantee better outcomes in language teaching classes. Different methods were used mostly in the first half of that century. Then some language teaching professionals moved beyond methods with the hope of gaining greater results. In one case, some language teachers moved towards what is now called reflective teaching (RT). RT requires teachers' self-observation as well self-evaluation which should go on in a cyclical manner to ensure teachers' understanding of their own classroom actions so that refinements can be introduced where necessary. RT is a process whereby teachers' reflect on their own classroom actions to collect and analyze descriptive data which can show where a change for better can be made. RT results in teacher and material flexibility and teacher professionalism. This paper provides a descriptive account of RT in language classrooms.”

Smith, M. D. and Glenn, T. L. (2016). "Reflecting on the reflection...": Exploring teacher candidates' assumptions of self and others through facilitated reflection. *Teacher Educator*, v51 n4 p314-334. <https://eric.ed.gov/?id=EJ1113326>

*From the ERIC abstract:* “The literature on culturally responsive pedagogy suggests an interaction between teachers' biases and subsequent encounters with students. To gain perspective on these (un)conscious biases, teacher candidates are encouraged to (re)consider their assumptions about "the other" through reflection. This article presents findings from a study that used a two-part reflection assignment to explore teacher candidates' beliefs and predispositions about diversity, teaching, and learning. This

assignment was designed as a set of companion reflection papers accessing teacher candidates' assumptions about students, families, and communities of color at the beginning and end of a diversity course. Findings from this study indicate the degree to which the "reflection-on-the-reflection" assignment (a) captures teacher candidates' initial reflections about cultural and linguistic diversity; (b) facilitates reflection on initial beliefs after exposure to diversity course content; and (c) provides instructors with data about course elements that influenced candidates' reported beliefs and assumptions."

Summers, S. E., Chenette, H. C. S., Ingram, E. L. and McCormack, J. P. and Cunningham, P. J. (2016). Cross-disciplinary exploration and application of reflection as a high impact pedagogy. *InSight: A Journal of Scholarly Teaching*, v11 p29-47. <https://eric.ed.gov/?id=EJ1110133>

*From the ERIC abstract:* "Reflection is a high-impact practice in education. This paper explores the premise, approach, and outcomes of a learning community centered on scholarly engagement with the literature of reflection. Using the reflection model operationalized by a national consortium, we developed, implemented, and assessed reflection activities designed to create opportunities for transfer of skills and conceptual change. Two case studies reveal commonalities in using reflection in a college setting. We explore the questions that emerged as a result of our experiences, and connect this work to the importance of engaging with colleagues in a community of learners."

Tajik, L. and Pakzad, K. (2016). Designing a reflective teacher education course and its contribution to ELT teachers' reflectivity. *Australian Journal of Teacher Education*, v41 n9 Article 4 p58-80. <https://eric.ed.gov/?id=EJ1122897>

*From the ERIC abstract:* "Researchers in the present study planned a reflective teacher education course and documented the contribution of such a course to improving teachers' reflectivity. Five English teachers took part in the reflective teacher education course designed by the researchers. To record how the course could help improve reflective teaching, researchers asked participants to take part in stimulated recall prior to and after the course and to write reflective journals. Thematic analysis of the stimulated recall interviews and journals showed improvements in teachers' reflective teaching as a result of attending the reflective course."

Trauth-Nare, A. and Buck, G. (2011). Using reflective practice to incorporate formative assessment in a middle school science classroom: A participatory action research study. *Educational Action Research*, v19 n3 p379-398. <https://eric.ed.gov/?id=EJ953021>

*From the ERIC abstract:* "Our purpose was to investigate the efficacy of using reflective practice to guide our action research study of incorporating formative assessment into middle school science teaching and learning. Using participatory action research, we worked collaboratively to incorporate formative assessment into two instructional units, and then engaged in systematic reflection on our teaching practices so as to make instructional decisions that supported student learning. Data sources included audio-taped reflective teaching sessions, student documents, instructional planning documents, and reflective research journal. Findings indicated we initially held divergent

ideas of formative assessment, but ongoing attempts to fully utilize reflective teaching sessions helped us come to workable terms for classroom practice. As a result of reflective practice we made timely curricular enhancements to address students' learning needs. Critical reflection on formative assessment outcomes was essential for evaluating our instruction and for enhancing curricula in ways that genuinely supported academic needs of individual students. (Contains 3 figures and 2 notes.)”

Yanisko, E. J. (2016). Negotiating perceptions of tracked students: Novice teachers facilitating high-quality mathematics instruction. *Journal of Urban Mathematics Education*, v9 n2 p153-184. <https://eric.ed.gov/?id=EJ1124960>

*From the ERIC abstract:* “In this article, the author reports on a participant-observation case study that explored how alternatively certified, middle school teachers' expectations of tracked students affect their ability to learn to teach in ways that promote students' mathematical struggle and participation in productive mathematical discussions. Two teachers--one teaching a "high-tracked" course and the other a "low-tracked" course--were participants. Both teachers initially held perceptions of their students that limited their efficacy and self-efficacy with respect to providing high-quality mathematics instruction. However, through program- and school-based mentoring, including participation in a modified reflective-teaching cycle, the teachers learned to learn from their teaching and modify their practice. Both teachers began to allow their students opportunities to struggle with rigorous mathematics and participate in student-centered discussion.”

## ADDITIONAL RESOURCES

Farrell, T. S. C. (2013). Reflective teaching. *TESOL International Association*.  
<https://eric.ed.gov/?id=ED549562>

*From the ERIC abstract:* “Thomas Farrell's "Reflective Teaching" outlines four principles that take teachers from just doing reflection to making it a way of being. Using the four principles, Reflective Practice Is Evidence Based, Reflective Practice Involves Dialogue, Reflective Practice Links Beliefs and Practices, and Reflective Practice Is a Way of Life, Farrell provides a comprehensive overview of the concept of reflective practice and why it is important for language teachers. The book contains the following chapters: (1) Introduction; (2) Reflective Practice; (3) Principle 1: Reflective Practice Is Evidence Based; (4) Principle 2: Reflective Practice Involves Dialogue; (5) Principle 3: Reflective Practice Links Beliefs and Practices; (6) Principle 4: Reflective Practice Is a Way of Life; and (7) Conclusion. Also included are References.” NOTE: This source was not peer reviewed.

## METHODS

### Keywords and Search Strings Used in the Searches

Reflective teaching; Reflection

## Search of Databases and Websites

- Institute of Education Sciences (IES) website (<http://www.ies.ed.gov>) and IES sources: Regional Educational Laboratory (REL) Program, National Center for Education Statistics (NCES), National Center for Education Research (NCER), What Works Clearinghouse (WWC)
- ERIC database ([www.eric.ed.gov](http://www.eric.ed.gov))
- Google Scholar (<https://scholar.google.com/>)
- Google ([www.google.com](http://www.google.com))
- Bing ([www.bing.com](http://www.bing.com) )

## Criteria for Inclusion

REL Southwest selected resources that provide research on reflective teaching. When REL Southwest staff reviewed resources, we considered – among other things – three factors:

1. Date of Publication: The most current information (primarily published from 2010 to the present) is included.
2. Source and Funder of the Report/Brief/Article: Priority was given to publications written in relevant, peer-reviewed journals or reports or produced by well-known research organizations.
3. Methodology: sources include reported studies, literature reviews and policy reports.

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