

Adoption of Self-Reflection as a Paradigm for a Culture Transformation

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30 YEARS
1988 - 2018



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Richard McGrath (2010):

“The use of reflection in and on practice, seeks to improve the practice of teachers by **understanding themselves as teachers**, the purpose of which is to ultimately assist in improving the education.”

Virve Pekkarinen & Laura Hirsto (2016):

“It is widely accepted among researchers that self-regulation and reflection can be considered the prerequisites and key processes for **developing as an expert** (e.g., Schön, 1983) **and also as a teacher** (e.g., Biggs & Tang, 2007; Brookfield, 1995; Hatton & Smith, 1995; McAlpine, Weston, Beauchamp, Wiseman, & Beauchamp, 1999; Tynjälä, 2010).”

“Schön (1983) considered reflection as the means by which experts, such as teachers, can relate theory to practice, develop their own personal **theoretical understanding, and guide their future actions**. Some researchers see it as a more complex phenomenon, however, with emotional (Boud, Keogh, & Walker, 1985) and social (Connell, 2014; Fleck & Fitzpatrick, 2009; Mälkki, 2011) aspects.”

“**Reflection does not, however, automatically create changes in teachers’ actions** (Hatton & Smith, 1995; Mälkki & Lindblom-Ylänne, 2012). There can be **obstacles** that prevent teachers’ reflections from turning into actions; for example, **if teachers do not have a clear understanding of what reflection is or how to be reflective** (Gay & Kirkland, 2003; Mälkki & Lindblom-Ylänne, 2012). Also, a lack of time or the nature of the knowledge in one’s discipline may restrict a teacher from applying certain teaching methods (Ginns, Kitay, & Prosser, 2010; Mälkki & Lindblom-Ylänne, 2012).”

Ameneh Sammaknejad and Amir Marzban (2016):

“The originator of thinking about reflection, **John Dewey (1938)** said, “**We don’t learn from experience. We learn from reflecting on experience.**”

“The individuals involved in an ongoing cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they operate in themselves and in learners. **This reflection could be on whole aspects of classroom context and teacher itself, like teacher self-reflection** (Brookfield and Thiel (1999)).”

What is self reflection?

➤ Self-Examination (Merriam Webster)

➤ "The activity of thinking about your own feelings and behaviour, and the reasons that may lie behind them." (Cambridge Dictionary)

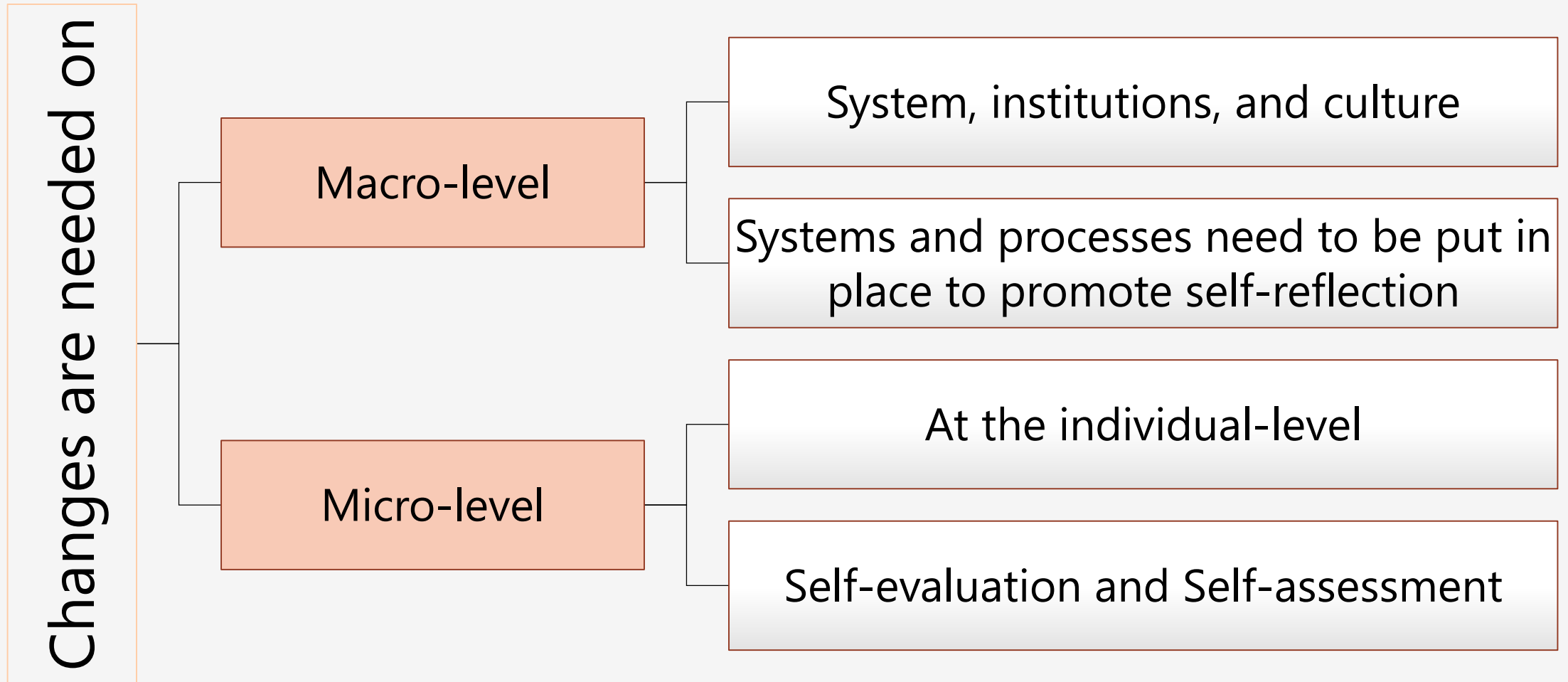


The Importance of Culture and Context:

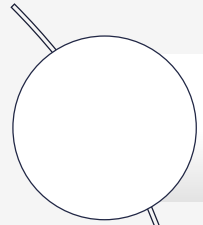
A culture that is self-centered yet positive, empowering and engaging, a culture that is focused on **“results”** and on **accountability**, and is home to the **notion of Life-Long Learning**.



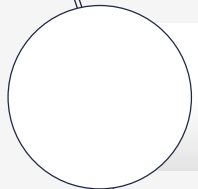
The Need for Transformation – New Paradigm:



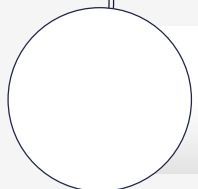
The Need for Transformation – New Paradigm **KNEW**:



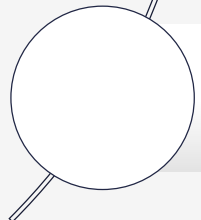
Know thyself first and foremost



Network and benefit from belonging to a community of self-reflective people



Execute and implement actions



Write and reflect on the experience.

KNEW

Socrates "To know thyself is the beginning of wisdom."

1 K is for Know

Know thyself first and foremost

join a network and if one is not there, create a network or a community of self-reflective people and plan your actions benefiting from the network's feedback

2 N is for Network

Network and belong to a community of self-reflective people

Execution with care has a strong bearing on securing the intended outcomes

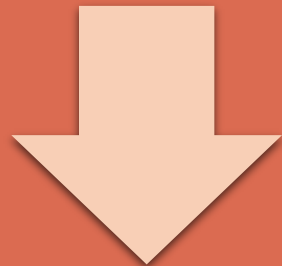
3 E is for Execute

Execute and implement actions

Documenting, reflecting, and closing the loop on continuous process improvement

4 W is for Write

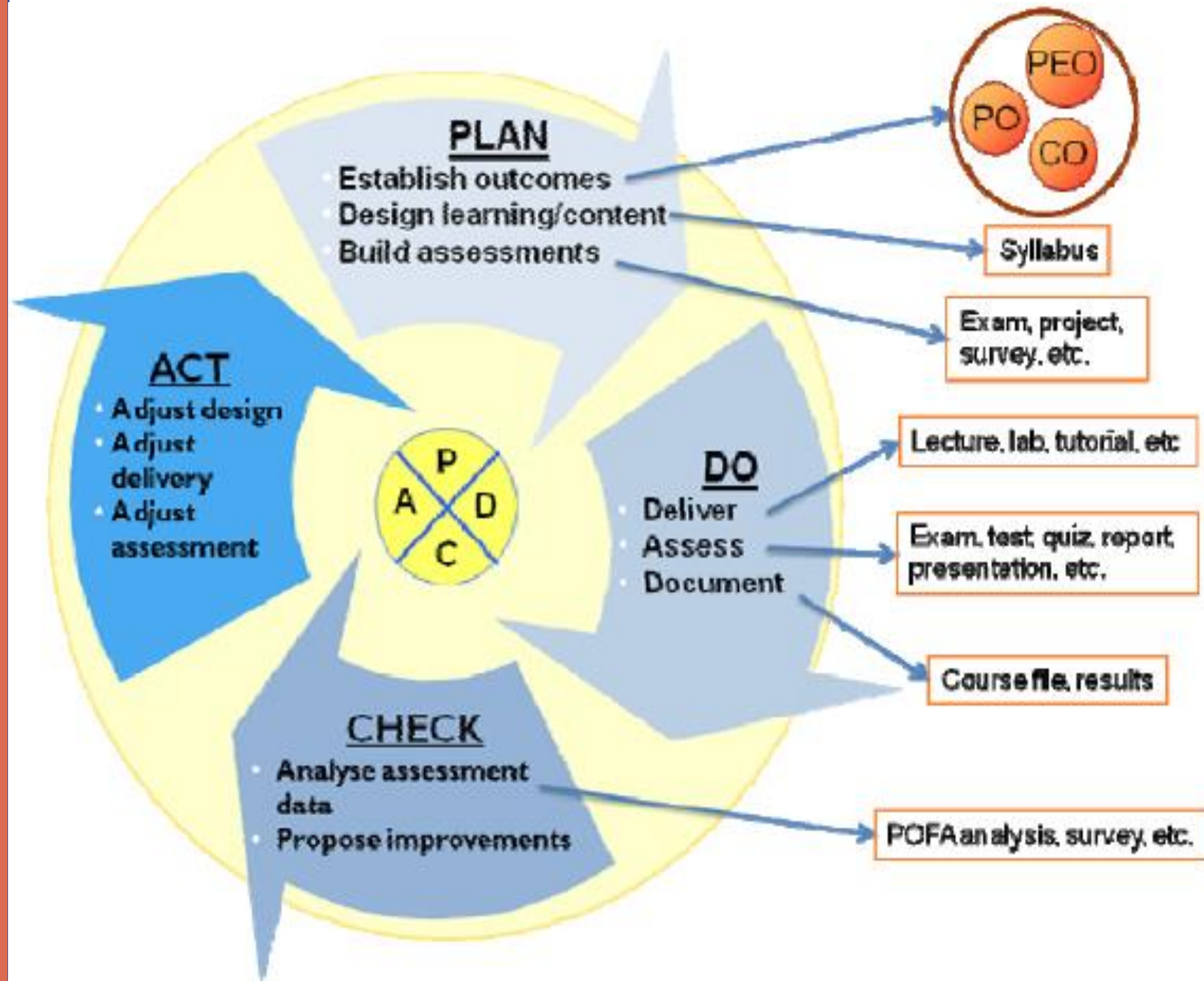
Write and reflect on the experience



KNEW

PDCA

- Plan-Do-Check-Act



Self-Reflection for Educators:

 **How many of us perform the exercise of end-of-year self-assessment? What is self-assessment?**

Self-assessment is a **professional development tool** used by educators to reflect on the activities carried out by them during the year and allows for setting goals for next year in the three areas of **Teaching, Research, and Service**.

A self-reflection questionnaire allows educators to write down their observations by producing records documenting their reflective practices.

Self-Reflection Questions in the Area of Teaching:

- What have I taught and does that match my **area of expertise**
- Have I **supervised graduate projects and Theses** and how effectively?
- Have I engaged myself in **advising students**?
- Have I reflected on data and statements made by students on the evaluation forms?
- Have I upgraded my **courses and course notes**?

Have I offered any **workshops** or developed any new materials?

Have I evaluated my **instructional methods** and my effectiveness?

Have I employed any new instructional methods which might enhance the **students' learning experience**?

Do I understand **assessment practices** and can I share evidence that students are learning?

Am I a recipient of any **teaching awards**?

Self-Reflection Questions in the Area of Research:

Is my research in line with the **research priorities of my institution?** Does the research I do resonate with the **mission statement of the institution?**

Am I producing **new knowledge?** Have I been productive?

Do I have the skills and competencies to produce sound and **credible research output?**

Have I been publishing? What kind of **research outlets?** Are they internationally recognized? Are they locally recognized? What kind of research do I do? What impact is my research having on the world of practice or on theory?

Have I secured any grants? In my discipline, are there funding agencies?

What kind of conferences do I go to? Are they internationally refereed? For what purpose do I attend conferences? What is the impact of my participation? Am I sharing my research and its findings with the larger community (faculty, students and industry)?

What kind of **resources (support) do I need** to help me carry out the type of research I do?

What **kind of researcher** am I? Am I a leader with sound research ideas? Am I a wagon-rider? Have I collaborated with others?

Am I recipient of any research awards?

Am I contributing to the **Scholarship of Teaching and Learning?** Is that allowing for a better understanding of today's learners?

Self-Reflection Questions in the Area of Service:

- 1 Is **service** something I am asked to do?
- 2 What is my contribution to the advancement of:
 - My university
 - My Faculty
 - My department
 - My profession
 - My community
- 3 Am I involved in **curriculum** reform?
- 4 Am I involved in any **educational innovation** activity?



The Cultural Transformation:

True academicians are owners of their institutions and of their own professional development.

The world of Academia needs educators who are “polyvalent”.

Conclusion



Self-reflection is a life-style, a “constructive accountability” measure.



What are you doing to meet your professional obligations?



Do you have the nerve to look in the mirror?



Do you have the courage to self-assess?