

18. Reflektif Pedagogy ISET

by dodu mulyadi

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18. Reflektif Pedagogy ISET

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PREFACE

This Conference Proceedings volume contains the written version of all of the contributions presented during 3rd¹ International Seminar on Education and Technology (ISET). The conference was taken place in Graduate Program from 10 universities, namely Universitas Negeri Semarang, Universitas Muhammadiyah Semarang, Universitas Kristen Satya Wacana Salatiga, Universitas PGRI Semarang, Universitas Negeri Padang, Universitas Negeri Gorontalo, Universitas Negeri Makasar, Universitas Negeri Yogyakarta, Universitas Negeri Yogyakarta, Universitas Negeri Surabaya, and Universitas Negeri Medan at 24 May² 2017.

The proceedings of ISET came from researchers, practitionaers³, private and public stakeholders, and educators from various field⁴. ISET ks expected to provide acceleration of technological innovation that has the potential to accelerate the progress of industry and economics⁵ growth, solve the multidimensional social problems, and revolutionize the world of education in Indonesia.

We would like to thank all participans⁶ for their contributions to the Conference program and for⁷ their contributions to the Proceedings. Many thanks go as well to the all⁸ invited speakers. Our special thanks go to Rector of Universitas Negeri Semarang, Director of Post Graduate Program of Universitas Negeri Semarang,

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The Proceedings Team,

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Reflective Pedagogy: Case Study of Organic Chemistry at the University of Muhammadiyah Semarang

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Abstract

375 The development of the modern age is a lot of changes in education is the paradigm of teacher-centered learning into student-centered learning which⁹ has a very important¹⁰ role in maximizing its competence in classroom management. One of the lessons in chemistry education that has problems is organic chemistry courses. Based on the reflections applied to teachers and students "What has¹¹ been gained¹² from the learning process?", "What is the¹¹ value obtained while the process is underway?" And "What will be done next¹¹ (implementation)?"¹¹. The results are still very unsatisfactory, this¹³ is due to the limited ability of lecturers in the learning process.

376 Associated with these conditions, then of course¹⁴ required intensive changes and planned for comprehensive improvement associated with¹⁵ the input to be generated¹⁶. Efforts to be made is to improve the paradigm of learning. The selected learning paradigm is Reflective¹⁷ Pedagogy Paradigm (PPR). Reflective Pedagogy Paradigm was chosen¹⁸ because¹⁹ based on the results of research²⁰ can improve the performance of lecturers in teaching, improve the readiness of lecturers in teaching²¹, and make students able to reflect the learning process, and students become more active. The research was conducted²² following a workshop with lecturers who have implemented Reflective Pedagogy at Sanata Dharma University Yogyakarta. Stages in Reflective Pedagogy are context, experience, reflection, action and²³ evaluation²⁴. It is expected by the end of two²⁵ meetings. To be able to apply PPR, a lecturer needs to be equipped²⁶ with special training on PPR-based teaching strategies as well as reflection skills (ICAJE, 1993, Gwaza²⁷ et al., 2010; Schaub-de Jong dkk.²⁸ 2011; Wijoyo et al., 2016).

377 Based on the results of the teacher reflection, it is increasingly realized²⁹ that the preparation of learning is very important³⁰, and it is realized^{31,32}. While based on the results of reflection students³³ stated that the purpose of learning³⁴ is clear³⁵, the material relevant to the profession of students, and understanding of the

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material becomes easier^{36 37}, and the moral values for students. This case study is also in line with previous research that John Dewey (1933), He argued that learning from experience is enriched by reflecting on experience³⁸ and Donald A. Schön (1987) theorized that reflective practice represents an important³⁹ factor to improve professional activity. Jack Mezirow⁴⁰, (1991, 2000) gives reflection a central role in learning because through it⁴¹ we become aware of the ways in which⁴² we interpret reality and give meaning to actions and behavior. Writing-to-learn tasks should encourage students to conceptualize writing in a way that emphasizes exploration, expressive inquiry, discovery, problem-solving, decision making and⁴³ knowledge construction.

Key Word: Reflective Pedagogy Paradigm, case study, Organic Subject

Introductionn⁴⁴

The development of the age and technology of today is much to give a change in education is the paradigm of teacher-centered learning to become student-centered learning where the lecturer has a very important⁴⁵ role in maximizing his competence in classroom management. One of the lessons in Unimus chemistry education that has problems is organic⁴⁶ chemistry course. Organic chemistry is indeed a very large⁴⁷ range of material and raises the question^{48 11} "what kind of material will be used by high school teachers?". Application¹¹ of organic chemistry in semarang⁵⁰ chemical education is still minimal. This⁵¹ of course⁵² needs to be held⁵³ a joint improvement where in order to⁵⁴ improve the quality of learning in general, of course not only seen from the good⁵⁵ test results but also need⁵⁶ a comprehensive improvement⁵⁷ of the learning process. So that organic chemicals can be adapted to the needs of graduates who will play a role as a chemistry teacher. The process⁵⁸ of learning improvement is not only teacher-

centered, but many things can be done.⁵⁹ But there is something important that a teacher has to do in-class learning, this is in accordance with⁶⁰ the following statement.⁶¹

381 "the most powerful, durable and effective agents of educational change are not¹¹ the policy makers,⁶² the curriculum developers or even the education authorities themselves; they are the teachers"¹¹ (Sellars, 2012)

Some basic questions that lecturers present include "What has been gained¹¹ from the learning process?",^{11,64} "What is the value obtained while the process¹¹ is in progress?"¹¹ And "What will be done next (implementation)?"¹¹. The result of the study of organic chemistry is still very unsatisfactory, this is due to the⁶⁵ limited ability of lecturers in the learning process and the ability of supporting⁶⁶ facilities of organic chemistry learning. Associated with the condition, then of⁶⁷ course⁶⁷ required an intensive⁶⁸ and planned coaching for comprehensive improvement associated with⁶⁹ the input to be generated⁷⁰. Efforts to be made is to improve the paradigm or support in learning. The selected learning paradigm is Reflective⁷¹ Pedagogy Paradigm (RPP).

The workings of the PPR are to form a personal student with experience of a humanitarian value, then the⁷² student is facilitated with questions to reflect on the experience,⁷³ then facilitated by action questions,⁷⁴ so that the students make their intentions and act accordingly (ICAJE, 1993; Metts, 1995). In order to⁷⁵ apply PPR lecturers⁷⁶ need to be equipped⁷⁷ with special training on PPR-based teaching strategies and reflection skills (ICAJE, 1993, Gwaza⁷⁸ et al., 2010; Schaub-de Jong dkk.⁷⁹2011; Wijoyo et al., 2016).

Reflective Pedagogy Paradigm was chosen⁸⁰ because the result of the research was able to improve the lecturer's¹¹ performance in teaching, improve the readiness of the lecturer in teaching,⁸¹ and make the students able to reflect the

learning process, and the students become more active (Yosef Wijoyo, et al, 2016). This is similar to:

385 | John Dewey (1933) argued that learning from experience is enriched by reflecting on experience and Donald A. Schön (1987) theorized that reflective practice represents an important factor to improve professional activity. Jack Mezirow, (1991, 2000) gives reflection a central role in learning because through it we become aware of the ways in which we interpret reality and give meaning to actions and behavior "

The existence of several advantages RPP hence the need for the implementation of RPP in the process of organic chemistry learning collaboratively among lecturers to improve the professionalism of lecturers in

the classroom. The hope of this research will be obtained various inputs used in improving the quality of teaching. In addition to developing learning, RPP can improve the quality of student learning outcomes. Ideally, if the learning process in the classroom is good and professional, then the impact on student learning outcomes.

Methods

Research Design

386 | This study is a case study based on the facts of the problems that exist in unimus chemical education. The problems faced by the organic chemistry lecturer in the classroom are the teaching ability of the lecturer and the scope of the taught material. The course of organic chemistry is a compulsory subject

with the weight⁹⁹ of 3 credits. This course consists of 2 parts namely Organic Chemistry I and Organic Chemistry II¹⁰⁰

Research Instruments

This research is a case study conducted on lecturers of organic chemistry in chemical education, University¹⁰¹ of Muhammadiyah Semarang. The instruments used are lecturer¹⁰² and student reflection sheet and video recording of learning¹⁰³ process. Students who follow II organic chemistry lectures as many as 15 students

Research Procedur¹⁰⁴

The study was conducted¹⁰⁵ as follows:

Lecturers conduct an evaluation of learning¹⁰⁶ process on semester Even 2015/2016. The components of reflection include: materials, methods, teaching skills, student acceptance of materials, evaluation of student learning outcomes, and student satisfaction in the learning process, conformity with the profession of graduates using the reflection of teachers (lecturers) Workshop Implementation of Reflective Pedagogy Paradigm (RPP) at Sanata Dharma University (USD) in Yogyakarta.

Plan and develop the learning tool based on Reflective Pedagogy Paradigm (RPP) in the course of Organic Chemistry with expert guidance from USD
Applying the learning process of Organic Chemistry based on Reflective Pedagogy Paradigm (RPP)

Evaluate results and learning process

Results

The research was conducted¹⁰⁷ since¹⁰⁸ March 2017. This research is a collaboration between chemical¹⁰⁹ education of Muhammadiyah University of Semarang and Pharmacy University of Sanata Dharma¹¹⁰ Yogyakarta.

First, to reflect the learning of organic chemistry in 2015/2016, the results obtained reflection data that: a. Organic chemistry learning is boring and¹¹¹ students are not active, b. Material on RPP is still too much, c. Learning¹¹² sometimes mentions clear¹¹³ goals, d. Matter tends to be a lot¹¹⁴ rote, e. The suitability of the material

with¹¹⁵ career¹¹⁶ graduates is¹¹⁷ less¹¹⁸ appropriate, because graduates only teach high school, where the organic material in SMA is still limited.

Second, following workshop¹¹⁹ reflective implementation: This activity was¹²⁰ conducted² on January¹²¹ 18, 2017, 5-8 febuari¹²² 2017: At this stage¹²³ we learn about Reflective¹²⁴ Pedagogy Paradigm (RPP). The results include:

Lesson plan (RPP) is¹²⁵ 4¹²⁶ times the encounter with the carboxylic acid material and its derivatives

Organic Chemistry Learning Module: Carboxylic Acid and its derivatives

Student Reflection Sheet

Teacher Reflection Sheet

Reflection Assessment Instrument

Multiple choice questions Evaluation

Figure 1. Orgaik¹²⁶ Chemical Learning Module

Third, the application of Pedagogy Paradigm (RPP) learning process: The learning activity is done on 4 May 2017 and 18 May 2017. The learning process begins by giving pre-test questions and at the end of the meeting, students are given learning reflection sheet. Learning activities are recorded for observation by a team of RPP experts.

Fourth, Evaluate results and learning process:

Evaluation of the learning process is done by triangulation of data: student reflection, teacher reflection and video observation of learning process.

Video recording

Student Reflection

Teacher Reflection

Figure 2. Learning evaluation mechanism

Lacturer Reflection

Context Phase: This stage of the lecturer explores the prior knowledge of the students and links relevance Course materials to their needs after graduation. At the beginning of the learning has been explained to the student the benefits of carboxylic acid and its derivatives in life. Methyl salicylate, vinegar, apple vinegar, apple scent, pineapple and headache medicine are some of the ingredients used in our lives. In addition, students are also interested in the use

of formiat¹³⁹ acid used in natural rubber latex. Teachers already explore knowledge¹⁴⁰ they have. Having the same understanding¹⁴¹ then we continue the next step of knowing carboxylic acid and nomenclature¹⁴² and its properties. Experience Stage: At this stage¹⁴³ the lecturer presents the material to the students; What activities are done by the students so that they are actively involved in the search and construction of knowledge.¹⁴⁴ Activities undertaken by students are listening to explanations of the carboxylic acid nomenclature, its properties and¹⁴⁵ its acidity. At this stage¹⁴⁶ students are actively involved in discussions when asked questions. In the next stage¹⁴⁷ students are given a case (problem based¹⁴⁸ learning) about anhydrous acetic acids that evaporate in the laboratory and cause eye irritation. In addition,¹⁴⁹ lecturers also guide groups who find it difficult at the time of discussion.

Reflection Phase: This stage of the lecturer guides students to reflect. The forms of guidance at this stage include,¹⁵⁰ helping to recall the purpose of learning, the usefulness of knowledge in everyday life, in addition to asking students to fill out the reflection sheet carefully and carefully so that students can do in totality and obtained the expected information.

Stage of Action: This stage of the lecturer emphasizes that: the student as an educated person has a lot of knowledge, therefore¹⁵¹ his students hope to educate others or the community where they live. Certainly¹⁵² a good science is a science that brings benefits to society. Public education can not be done¹⁵³ at all locations, but students¹⁵⁴ must have special moments to apply knowledge in the community environment such as:¹⁵⁵ the danger of excessive use of vinegar on the teeth, the use of salicylic acid in infants or¹⁵⁶ the education of the way of making vinegar.

Evaluation Phase: Based on the module that has been made¹⁵⁷ already formulated some items that become the charge during the learning process karboksilta¹⁵⁸ and derivatives as follows:

Competence: Students are systematically and logically able to explain the structure, properties and¹⁵⁹ benefits of carboxylic acids (along with their derivatives), have the skills and creativity in drawing compound structures using computational software (marvin)¹⁶⁰ and¹⁶¹ able to synthesize carboxylic acids and derivations.

Conscience: Students are honest and meticulous in informing the use¹⁶² and the care of carboxylic acid and its derivation in society.

Compassion: Students have a concern and are involved in educating on the use of carboxylic acids and the dangers in the community.

The is the final stage in the learning process, based on the results of the lecturer's¹¹ observation, that honest attitude can not be seen¹⁶³ that indicators, so the students also care about the community on the use of carboxylic acid and the danger in the community.¹⁶⁴ This process is just the beginning, and students are not used to doing this. The process¹⁶⁵ of "conscious"¹¹ habituation will certainly¹¹ make the students fully aware to educate¹⁶⁷ the public.

Student Reflections

Learning objectives

Students¹⁶⁸ based on the reflection sheet, can not write down the learning objectives in detail. Students only write down goals achieved or not achieved, but not explained what has been achieved¹⁶⁹ during the learning process.

Relevance to the profession

At this ¹⁷¹stage the students only write relevant or irrelevant to their profession in the future; ¹⁷²But not accompanied by a detailed explanation of the relevance in terms of what for their future activities. ¹⁷⁰

Learning process

This stage ¹⁷³students ¹⁷⁴are asked to explain the flow of learning process that has been followed ¹⁷⁵in detail, but students have not written down the learning process that has been experienced ¹⁷⁶and ¹⁷⁷there are students who do ¹⁷⁸not understand how to answer this point.

What knowledge you have learned after studying this material, which is useful to support your profession in the future. The results of student reflection is ¹⁸⁰ good in writing the knowledge that has been obtained both in terms of science and practical benefits. ¹⁷⁹ However, some students still do not answer this question or misinterpret the question.

What values of life have you gained after following the learning process

The values of life they get include: ¹⁸¹Willing to listen to others, Have courage in expressing opinions, Respect opinion of others, Willing to cooperate in group, ¹⁸² Be honest, Responsible, Thorough, time-management, have polite ¹⁸³ attitude, Help fellow. Values of life in the learning process by students have been quite ¹⁸⁴ often delivered ¹⁸⁵ during the learning process. This ¹⁸⁶ means that in the learning process is also taught the good attitudes prevailing in the community ¹⁸⁷

Plan your action as a follow-up to the knowledge and values of life, which you ¹⁸⁸ have gained after the learning process. Students have formulated their action plans quite well, although some of them are still normative. There are also ¹⁸⁹ students who do ¹⁹⁰ not write answers on these reflection points

Discussion

387 | The slogan of reflection and reflective practice has been embraced by many
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teachers, teacher educators and educational researchers all over the world
 within the last two decades (Schön, 1983, 1987; Elbaz, 1988; Day, 1993; 1999b;
 388 | Eraut, 1994; Hatton and Smith, 1995; Zeichner and Liston, 1996; Newman,
 1999; Freese, 2006). Reflection is defined and interpreted by different
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academics and researchers differently, they all accept that it is a desirable
 attitude and practice to improve one's practice and learning (Cole, 1997;
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 389 | Freese, 1999). Without reflection, length of experience does not automatically
 give insight and wisdom and thus, one can run the risk of relying on routinised
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 teaching and not developing (Reiman, 1999; Hopkins, 1999). In the other hand
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learning process, offense is not a disgrace. Osterman (1990) indicates that
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 „Problems become, not dirty linen to be kept from the public “s view, but
 11 199 200 201 202 203 204,205 206 207 208 11
opportunities for dialogue, learning and change“ (p. 140).
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 Improvement of various mistakes made during the learning process can be
 used as a discussion material and found the solution. Of course with the
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various problems can be used discussion materials to improve the learning
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 390 | process. Dewey (1933) states that growth comes from a „reconstruction of
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 391 | experience“ (p. 87). Therefore, experiential learning theory holds the idea that
 learning is dependent on the integration of experience with reflection. It puts
 reflection at the centre of learning process. Based on this theory, it can be
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argued that by reflecting on their own experience, teachers as learners can
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 construct their own educational perspectives and gain new insights from that
 experience and develop new strategies to use in subsequent teaching
 (Kolb, 1984; Boud et al, 1985; Osterman, 1990; Reiman, 1999).
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Figure 3. Reflection Cycle

392 | ²²³ This is in line with some other studies that reflection is a ²²⁴ good method for
 improving the learning process ¹¹ "Reflection is a powerful procedure that
 teachers can utilize to ²²⁵ investigate, and make their teaching
 practices better ¹¹ (Fatemipour, 2013). ²²⁶ Its also makes ¹¹ "Individuals can show
 readiness for learning throughout their career" ¹¹ (Rădulescu, 2013).
 Because in the process of reflection teachers are required to conduct a review
 to find the shortcomings that ²²⁷ are done during the learning process (finding
 393 | ²²⁸ problems) and then do the ²²⁹ problem solving learning process, as said by
 Williams (1998) sees reflection as ¹¹ 'a theory of metacognition which directs
 skilled ²²⁹ behaviour during professional activity or assists in the deliberative
 processes which occur during problem solving' ¹¹ (p. 31). ²³⁰
 Not all teachers ²³¹ are able to reflect, ²³² this is because the reflection process
 involves intellectual ability and affective ability, but also an interest in the
 394 | world of education. Seeing reflection as an activity for exploring experience and
 395 | learning from it, Boud et al ²³³ (1985) define reflection as ²³⁴ „a generic term for those
 intellectual and affective activities in which individuals engage to explore their
 experiences ²³⁵ in order to lead to new understandings and appreciation' ¹¹ (p. 19).
 In the process of ²³⁶ reflection teachers should involve the ability to think critically
 396 | in pouring reflection in the journal. Many researchers ²³⁷ emphasise the
 397 | importance of being critical in the reflective process (Dinkelman, 2000). It
 allows teachers to stand outside their practice and see what they do from a

398 wider ²³⁸perspective and consider alternative ideas and ²³⁹practices which take into account ²⁴⁰of the dynamics of power embedded within schools and classrooms (Nicholas, Tippins, and Wiesemen, 1997). If teachers reflect upon their experience without being critical, their ²⁴¹experience might become an unreliable and sometimes dangerous guide for giving advice.

Teachers are people who have an interest in the learning process, but he will always try to improve the teaching and learning process. Evidence of his love of the learning world of a teacher will continue to reflect ²⁴²to become a professional teacher. During reflection, teachers engage in a problem-solving activity, which ³⁹⁹increases their effectiveness (Day, 1999b; Jay, 1999).

400 But, there are ^{243,244}some factors affecting teachers ²⁴⁵“ ²⁴⁶reflection such ²⁴⁷as teachers ^{248,249}“ ¹¹emotions and working conditions. Hargreaves (1998) ^{250,251}considers teaching as an emotional practice. Therefore, it can ²⁵²be argued ^{253,254}that ¹¹emotions have significance for reflection as well because they can ²⁵⁵colour ²⁵⁶our learning, understanding and

401 ²⁵⁷decisions (Osterman and Kottkamp, 1993). Therefore, ²⁵⁸in order to foster ²⁵⁹reflective practice in schools, ²⁶⁰teachers ²⁶¹“ ¹¹emotions and the working conditions or contextual factors, which have a ²⁶²direct effect on those emotions, should carefully be taken into account by schools.

In this ²⁶³research involve experts and colleagues ²⁶⁴in order to obtain reflection judgments. Reflection occurs in a collegial environment encouraging social responsibility, flexibility, consciousness ²⁶⁵and ¹¹efficacy' (Newell. 1996: p. 568). Assessment is done triangulation to one lecturer undergoing ²⁶⁶mentoring process based ²⁶⁷on: (1) video recording, (2) personal reflection of lecturer, and (3) student reflection journal. The assessment ²⁶⁸is done qualitatively. Lecturers of mentoring participants are selected based on predetermined criteria.

In the process of reflection, found²⁶⁹ the type of reflection²⁷⁰ on the students in the form of a very short descriptive reflex. Hatton and Smith (1995) place the different types of reflective writing (technical, descriptive, dialogic, and/or²⁷¹ critical reflection) in a sequential order to indicate a developmental approach. The type reflection²⁷² on the learning process is made²⁷³ in writing that describes the process during learning. Reflections²⁷⁴ are journals²⁷⁵, diary²⁷⁶ or in other forms. The reflective diary²⁷⁷ helps organise²⁷⁸ the activity of guided analysis of pedagogical practice experiences aimed at²⁷⁹: identifying students' own¹¹ needs, interests, training motivation, the degree of mastery of past acquisitions, shaping an accurate image on their effectiveness in practical teaching situations" ¹¹ (Trif & Popescu, 2013). By gaining a better understanding of their own²⁸⁰ individual teaching styles through reflective practice, teachers can improve their effectiveness (Ferraro, 2000).

In this study reflective²⁸¹ learning in the form of reflective pedagogical paradigm (hereinafter²⁸² referred to as PPR) is a paradigm. The workings of the PPR are to form a personal student with experience of a humanitarian value, then the²⁸³ student is facilitated with questions to reflect on the experience²⁸⁴, then facilitated by action questions²⁸⁵, so that the students make the intention and act accordingly (ICAJE, 1993; Metts, 1995). To be able to apply PPR, a lecturer needs to be equipped²⁸⁶ with special training on PPR-based teaching strategies as well as reflection skills (ICAJE, 1993, Gwaza²⁸⁷ et al., 2010; Schaub-de Jong dkk.²⁸⁸ 2011; Wijoyo et al., 2016).

Several PPR studies have been conducted²⁸⁹, the majority being observational and qualitative research. The results of his research²⁹⁰ are as follows: (1) PPR is one of the appropriate pedagogical alternatives used in universities, and has a close relationship with various learning theories (Hayes, 2006; Defeo, 2009); (2) PPR-based learning design improves intellectuality and develops life values,

emphasizes excellence and enhances motivation for lifelong learning (Van Hise and Massey, 2010); (3) the application of PPR improves students ¹¹ and lecturers' ¹ reflective ability (Crable and Brodzinski, 2010; McAvoy et al., 2012; van Hise, 2012); (4) the application of PPR will enhance the self-reflection process for students who support the student's ¹¹ commitment as a nurse and can be a model to produce nurses who are able to integrate competence, conscience and compassion (Pennington et al., 2013), and improve understanding of the pharmacotherapy and communication skills of students Pharmacist profession (Wijoyo et al., 2015); (5) for lecturers, the application of PPR improves the ability of reflection, enhances creativity in designing the learning process, is able to design ²⁹¹ material related to the theory and practice of clinics, and improves critical thinking skills (Pennington et al., 2013). The typical ²⁹² keyword in this research is "Reflection". ¹¹ Reflection on RPP is done by teachers and ^{11,293} students. ²⁹⁴ Reflection can serve as a means to evaluate ²⁹⁵ learning ²⁹⁶

²⁹⁷ as expressed "Reflective writings as an effective form of assessment that ¹¹ would provide a more insightful assessment of students' learning and ¹¹ thoughts" (YuekMing & Manaf, 2014). ²⁹⁸ Writes a process of learning, not merely ²⁹⁹ rewriting a ³⁰⁰ process, but a cognitive process that requires profound knowledge. For students to make reflections sometimes like an activity that boring ³⁰¹ even based on the results of learning at first ³⁰² meeting, there are some students can ³⁰³ not reflect on the learning process that has been experienced. ³⁰⁴ This ³⁰⁵ means that students still can not explore and express what they have learned well, but by ³⁰⁶ doing it over and over will certainly ³⁰⁷ train their skills in processing experience and make them more aware of what has been received ³⁰⁸ or that is not, this ³⁰⁹ is like the following statement.

405 | Writing is not just a way to express or display our knowledge. Writing in itself is a fundamental mode of learning, allowing students to reflect on what they have learned, clarify their thoughts, stimulate and foster the ability to organize knowledge ³¹⁰ and reflect upon beliefs (YuekMing & Manaf, 2014).

406 | J Wagner (2005) maintains that writing-to-learn tasks should encourage students to conceptualize writing in a way that emphasizes exploration, expressive inquiry, discovery, problem-solving, decision making ³¹¹ and knowledge construction. Inquiry ^{312,313} is the science, art ³¹⁴ and spirit of imagination. It can be ³¹⁵ defined as the scientific process of active exploration by which we use critical, logical ³¹⁶ and creative-thinking skills to raise and engage in questions of personal interests. Driven by our curiosity and wonder of observed phenomena, inquiry investigations usually involve: Generating a question or problem to be solved, Choosing a course of action and carrying out the procedures of the investigation ³¹⁷, Gathering and recording the data through observation and instrumentation to draw appropriate conclusions ³¹⁸

Dewey (1993) assessed reflective thinking as "active and continuous thinking of any subject" ^{11,319}. Atay(2003: 54) described reflective thinking as a process ³²⁰ and he characterized this process as "remembering, thinking over and assessing with a particular purpose of any experience" ^{11,321}. Loughran (1996: 13), on the other hand, described reflective thinking with phases such as claim, problem, hypothesis, reasoning ³²² and testing. The existence of the reflection process certainly makes us as teachers become more aware there are still many shortcomings in the learning process, therefore requires ³²³ methods, strategies ³²⁴ or learning resources ³²⁵ alain ³²⁶ so that the process of learning process effectively.

Conclusions

Reflective Pedagogy: Cased Study Organic is a case study in the form of a refinement learning improvement process. Improvements to be improved ³²⁷include: context, reflection, reflection, action ³²⁸and evaluation. ³²⁹In addition, reflective learning is highly recommended in every teacher, ³³⁰because with reflection ³³¹teachers are also trained to think critically, inquiry skills, and of course ³³²in the learning process more careful.

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1.	the 3rd	Determiner Use (a/an/the/this, etc.)	Correctness
2.	24 May; January 18; 4 May; 18 May; 13 Oct.	Text Inconsistencies	Correctness
3.	practitionaers → practitioners	Misspelled Words	Correctness
4.	field → fields	Incorrect Noun Number	Correctness
5.	economics → economic	Confused Words	Correctness
6.	participans → participants	Misspelled Words	Correctness
7.	for	Wordy Sentences	Clarity
8.	the all	Determiner Use (a/an/the/this, etc.)	Correctness
9.	, which	Punctuation in Compound/Complex Sentences	Correctness
10.	a very important → a vital, a significant, a critical, a crucial	Word Choice	Engagement
11.	"; lecturer's; one's; ,; " ; ' ; students ' ; lecturers' ; student's ; students'	Text Inconsistencies	Correctness
12.	been gained	Passive Voice Misuse	Clarity
13.	, this → ; this, , and this, . This	Punctuation in Compound/Complex Sentences	Correctness
14.	, of course,	Comma Misuse within Clauses	Correctness
15.	associated with → related to	Word Choice	Engagement
16.	be generated	Passive Voice Misuse	Clarity
17.	the Reflective	Determiner Use (a/an/the/this, etc.)	Correctness

18.	<i>was chosen</i>	Passive Voice Misuse	Clarity
19.	<i>because,</i>	Punctuation in Compound/Complex Sentences	Correctness
20.	<i>the research</i>	Determiner Use (a/an/the/this, etc.)	Correctness
21.	teaching → education	Word Choice	Engagement
22.	<i>was conducted</i>	Passive Voice Misuse	Clarity
23.	<i>, and</i>	Comma Misuse within Clauses	Correctness
24.	<i>The end expects it</i>	Passive Voice Misuse	Clarity
25.	<i>the two</i>	Determiner Use (a/an/the/this, etc.)	Correctness
26.	<i>be equipped</i>	Passive Voice Misuse	Clarity
27.	, Gwaza → ; Gwaza, . Gwaza	Punctuation in Compound/Complex Sentences	Correctness
28.	<i>dkk</i>	Unknown Words	Correctness
29.	<i>is increasingly realized</i>	Passive Voice Misuse	Clarity
30.	very important → essential, critical, crucial, vital	Word Choice	Engagement
31.	<i>is realized</i>	Passive Voice Misuse	Clarity
32.	realized → discovered, recognized	Word Choice	Engagement
33.	<i>, students</i>	Punctuation in Compound/Complex Sentences	Correctness
34.	learning → education	Word Choice	Engagement
35.	clear → specific	Word Choice	Engagement
36.	easier → more comfortable, more straightforward,	Word Choice	Engagement

more accessible, more manageable

37.	easier,	Punctuation in Compound/Complex Sentences	Correctness
38.	the experience	Determiner Use (a/an/the/this, etc.)	Correctness
39.	important → essential	Word Choice	Engagement
40.	Mezirow,	Punctuation in Compound/Complex Sentences	Correctness
41.	it,	Punctuation in Compound/Complex Sentences	Correctness
42.	the ways in which → how	Wordy Sentences	Clarity
43.	, and	Comma Misuse within Clauses	Correctness
44.	Introductionnn → Introduction, Introductions	Misspelled Words	Correctness
45.	a very important → a vital, a significant, a critical, a crucial	Word Choice	Engagement
46.	an organic, or the organic	Determiner Use (a/an/the/this, etc.)	Correctness
47.	a very large → an extensive, a huge, a vast	Word Choice	Engagement
48.	question,	Punctuation in Compound/Complex Sentences	Correctness
49.	The application	Determiner Use (a/an/the/this, etc.)	Correctness
50.	samarang → Semarang	Misspelled Words	Correctness
51.	This	Intricate Text	Clarity
52.	, of course,	Comma Misuse within Clauses	Correctness
53.	held → holding	Confused Words	Correctness

54.	in order to → to	Wordy Sentences	Clarity
55.	good → excellent	Word Choice	Engagement
56.	need → needs	Faulty Subject-Verb Agreement	Correctness
57.	improvement → revision	Word Choice	Engagement
58.	process → method	Word Choice	Engagement
59.	<i>be done</i>	Passive Voice Misuse	Clarity
60.	, <i>this</i> → ; this	Punctuation in Compound/Complex Sentences	Correctness
61.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
62.	policy makers → policymakers	Confused Words	Correctness
63.	<i>been gained</i>	Passive Voice Misuse	Clarity
64.	" ,	Punctuation in Compound/Complex Sentences	Correctness
65.	, <i>this</i> → ; this, , and this, . This	Punctuation in Compound/Complex Sentences	Correctness
66.	of supporting → to support	Wrong or Missing Prepositions	Correctness
67.	, of course,	Comma Misuse within Clauses	Correctness
68.	an intensive	Determiner Use (a/an/the/this, etc.)	Correctness
69.	associated with → related to	Word Choice	Engagement
70.	<i>be generated</i>	Passive Voice Misuse	Clarity
71.	the Reflective	Determiner Use (a/an/the/this, etc.)	Correctness

72.	, then the → . The	Hard-to-read text	Clarity
73.	experience → occasion	Word Choice	Engagement
74.	questions,	Punctuation in Compound/Complex Sentences	Correctness
75.	In order to → To	Wordy Sentences	Clarity
76.	, lecturers	Punctuation in Compound/Complex Sentences	Correctness
77.	be equipped	Passive Voice Misuse	Clarity
78.	, Gwaza → ; Gwaza, . Gwaza	Punctuation in Compound/Complex Sentences	Correctness
79.	dkk	Unknown Words	Correctness
80.	was chosen	Passive Voice Misuse	Clarity
81.	teaching → education	Word Choice	Engagement
82.	, and the → . The	Hard-to-read text	Clarity
83.	Wijoyo,	Comma Misuse within Clauses	Correctness
84.	et al → et al.	Comma Misuse within Clauses	Correctness
85.	This	Intricate Text	Clarity
86.	the experience	Determiner Use (a/an/the/this, etc.)	Correctness
87.	, and	Punctuation in Compound/Complex Sentences	Correctness
88.	important → essential	Word Choice	Engagement
89.	to improve → in improving	Wrong or Missing Prepositions	Correctness
90.	the ways in which → how	Wordy Sentences	Clarity

91.	behavior.	Closing Punctuation	Correctness
92.	the classroom → The classroom	Improper Formatting	Correctness
93.	be obtained	Passive Voice Misuse	Clarity
94.	from various	Wrong or Missing Prepositions	Correctness
95.	improve → enhance	Word Choice	Engagement
96.	good → excellent	Word Choice	Engagement
97.	unimus → unique	Misspelled Words	Correctness
98.	problems → issues, difficulties	Word Choice	Engagement
99.	the weight → a weight	Determiner Use (a/an/the/this, etc.)	Correctness
100.	ll.	Closing Punctuation	Correctness
101.	the University	Determiner Use (a/an/the/this, etc.)	Correctness
102.	a lecturer	Determiner Use (a/an/the/this, etc.)	Correctness
103.	the learning	Determiner Use (a/an/the/this, etc.)	Correctness
104.	Procedur → Procedure, Procedures	Misspelled Words	Correctness
105.	was conducted	Passive Voice Misuse	Clarity
106.	the learning	Determiner Use (a/an/the/this, etc.)	Correctness
107.	was conducted	Passive Voice Misuse	Clarity
108.	since → in	Wrong or Missing Prepositions	Correctness

109.	the chemical	Determiner Use (a/an/the/this, etc.)	Correctness
110.	Sanata → Santa	Misspelled Words	Correctness
111.	, and	Punctuation in Compound/Complex Sentences	Correctness
112.	Learning → Education, Understanding, Wisdom, Knowledge	Word Choice	Engagement
113.	clear → specific	Word Choice	Engagement
114.	lot of	Wrong or Missing Prepositions	Correctness
115.	with → With	Improper Formatting	Correctness
116.	career,	Comma Misuse within Clauses	Correctness
117.	is → are	Faulty Subject-Verb Agreement	Correctness
118.	appropriate,	Punctuation in Compound/Complex Sentences	Correctness
119.	reflective workshop	Misplaced Words or Phrases	Correctness
120.	was conducted	Passive Voice Misuse	Clarity
121.	febuari → February	Misspelled Words	Correctness
122.	stage,	Comma Misuse within Clauses	Correctness
123.	the Reflective	Determiner Use (a/an/the/this, etc.)	Correctness
124.	4 → four	Improper Formatting	Correctness
125.	derivatives.	Closing Punctuation	Correctness
126.	Orgaik → Organic	Misspelled Words	Correctness
127.	the Pedagogy	Determiner Use (a/an/the/this, etc.)	Correctness

etc.)

128.	, and	Punctuation in Compound/Complex Sentences	Correctness
129.	are given	Passive Voice Misuse	Clarity
130.	a learning	Determiner Use (a/an/the/this, etc.)	Correctness
131.	are recorded	Passive Voice Misuse	Clarity
132.	is done	Passive Voice Misuse	Clarity
133.	, and	Comma Misuse within Clauses	Correctness
134.	the learning	Determiner Use (a/an/the/this, etc.)	Correctness
135.	Lacturer → Lecturer	Misspelled Words	Correctness
136.	<i>At the beginning of the learning has been explained to the student the benefits of carboxylic acid and its derivatives in life.</i>	Wordy Sentences	Clarity
137.	, and	Comma Misuse within Clauses	Correctness
138.	In addition → Also, Besides	Wordy Sentences	Clarity
139.	formiat → format, formic	Misspelled Words	Correctness
140.	the knowledge	Determiner Use (a/an/the/this, etc.)	Correctness
141.	understanding,	Punctuation in Compound/Complex Sentences	Correctness
142.	nomenclature → vocabulary, terminology	Word Choice	Clarity
143.	stage,	Comma Misuse within Clauses	Correctness
144.	<i>Experience Stage: At this stage the lecturer presents the material to the students; What</i>	Wordy Sentences	Clarity

activities are done by the students so that they are actively involved in the search and construction of knowledge.

145.	, and	Comma Misuse within Clauses	Correctness
146.	stage,	Comma Misuse within Clauses	Correctness
147.	stage,	Comma Misuse within Clauses	Correctness
148.	problem based → problem-based	Misspelled Words	Correctness
149.	In addition → Also, Besides	Wordy Sentences	Clarity
150.	include,	Comma Misuse within Clauses	Correctness
151.	, therefore → . Therefore, ; therefore	Punctuation in Compound/Complex Sentences	Correctness
152.	Certainly,	Comma Misuse within Clauses	Correctness
153.	be done	Passive Voice Misuse	Clarity
154.	. Still, students	Hard-to-read text	Clarity
155.	as:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
156.	, or	Comma Misuse within Clauses	Correctness
157.	been made	Passive Voice Misuse	Clarity
158.	karboksilta	Unknown Words	Correctness
159.	, and	Comma Misuse within Clauses	Correctness
160.	marvin → Marvin	Misspelled Words	Correctness
161.	, and	Comma Misuse within Clauses	Correctness
162.	use → user	Confused Words	Correctness

163.	<i>be seen</i>	Passive Voice Misuse	Clarity
164.	community → city	Word Choice	Engagement
165.	process → method	Word Choice	Engagement
166.	certainly → undoubtedly	Word Choice	Engagement
167.	to educate → of educating	Wrong or Missing Prepositions	Correctness
168.	Students,	Punctuation in Compound/Complex Sentences	Correctness
169.	<i>been achieved</i>	Passive Voice Misuse	Clarity
170.	<i>At this stage the students only write relevant or irrelevant to their profession in the future; But not accompanied by a detailed explanation of the relevance in terms of what for their future activities.</i>	Wordy Sentences	Clarity
171.	stage,	Punctuation in Compound/Complex Sentences	Correctness
172.	future; → future,	Misuse of Semicolons, Quotation Marks, etc.	Correctness
173.	, students	Punctuation in Compound/Complex Sentences	Correctness
174.	<i>are asked</i>	Passive Voice Misuse	Clarity
175.	<i>been followed</i>	Passive Voice Misuse	Clarity
176.	<i>been experienced</i>	Passive Voice Misuse	Clarity
177.	, and	Punctuation in Compound/Complex Sentences	Correctness
178.	some students do	Wordy Sentences	Clarity
179.	<i>The results of student reflection is good in writing the knowledge that has been obtained both in</i>	Wordy Sentences	Clarity

terms of science and practical benefits.

180.	is → are	Faulty Subject-Verb Agreement	Correctness
181.	include:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
182.	a group	Determiner Use (a/an/the/this, etc.)	Correctness
183.	the polite, or a polite	Determiner Use (a/an/the/this, etc.)	Correctness
184.	The values	Determiner Use (a/an/the/this, etc.)	Correctness
185.	<i>been quite often delivered</i>	Passive Voice Misuse	Clarity
186.	<i>This</i>	Intricate Text	Clarity
187.	community.	Closing Punctuation	Correctness
188.	<i>Plan your action as a follow-up to the knowledge and values of life, which you have gained after the learning process.</i>	Wordy Sentences	Clarity
189.	Some students do	Wordy Sentences	Clarity
190.	points.	Closing Punctuation	Correctness
191.	Many teachers have embraced the slogan of reflection and reflective practice	Passive Voice Misuse	Clarity
192.	different academics	Improper Formatting	Correctness
193.	practice → training, way	Word Choice	Engagement
194.	, and	Comma Misuse within Clauses	Correctness
195.	routinised → routinized	Mixed Dialects of English	Correctness
196.	In → On	Wrong or Missing Prepositions	Correctness

197.	, learning	Punctuation in Compound/Complex Sentences	Correctness
198.	the offense	Determiner Use (a/an/the/this, etc.)	Correctness
199.	Problems become	Improper Formatting	Correctness
200.	not dirty → not dirty	Improper Formatting	Correctness
201.	dirty linen → dirty linen	Improper Formatting	Correctness
202.	linen to → linen to	Improper Formatting	Correctness
203.	to be → to be	Improper Formatting	Correctness
204.	be kept → be kept	Improper Formatting	Correctness
205.	be kept	Passive Voice Misuse	Clarity
206.	kept from → kept from	Improper Formatting	Correctness
207.	from the → from the	Improper Formatting	Correctness
208.	the public → the public	Improper Formatting	Correctness
209.	but opportunities	Improper Formatting	Correctness
210.	opportunities for	Improper Formatting	Correctness
211.	for dialogue → for dialogue	Improper Formatting	Correctness
212.	a discussion	Determiner Use (a/an/the/this, etc.)	Correctness
213.	course,	Punctuation in Compound/Complex Sentences	Correctness
214.	various → multiple	Word Choice	Engagement
215.	reflection → consideration, review, thinking, thought	Word Choice	Engagement

216.	centre → center	Mixed Dialects of English	Correctness
217.	the learning	Determiner Use (a/an/the/this, etc.)	Correctness
218.	be argued	Passive Voice Misuse	Clarity
219.	own	Wordy Sentences	Clarity
220.	et al → et al.	Comma Misuse within Clauses	Correctness
221.	Concreat → Concrete	Misspelled Words	Correctness
222.	Experirnces → Experiences	Misspelled Words	Correctness
223.	This	Intricate Text	Clarity
224.	good → suitable	Word Choice	Engagement
225.	investigate,	Comma Misuse within Clauses	Correctness
226.	Its → It	Pronoun Use	Correctness
227.	are done	Passive Voice Misuse	Clarity
228.	problem solving → problem-solving	Misspelled Words	Correctness
229.	behaviour → behavior	Mixed Dialects of English	Correctness
230.	<i>Because in the process of reflection teachers are required to conduct a review to find the shortcomings that are done during the learning process (finding problems) and then do the problem solving learning process, as said by Williams (1998) sees reflection as 'a theory of metacognition which direc...</i>	Hard-to-read text	Clarity
231.	are able to → can	Wordy Sentences	Clarity
232.	, this → ; this, , and this, . This	Punctuation in Compound/Complex Sentences	Correctness

233.	et al → et al.	Comma Misuse within Clauses	Correctness
234.	reflection → review, thinking, meditation	Word Choice	Engagement
235.	in order to → to	Wordy Sentences	Clarity
236.	reflection,	Comma Misuse within Clauses	Correctness
237.	emphasise → emphasize	Mixed Dialects of English	Correctness
238.	wider → broader	Word Choice	Engagement
239.	practices → techniques	Word Choice	Engagement
240.	of	Wrong or Missing Prepositions	Correctness
241.	experience → expertise	Word Choice	Engagement
242.	to become → on becoming	Wrong or Missing Prepositions	Correctness
243.	there are → there are	Improper Formatting	Correctness
244.	are → is	Faulty Subject-Verb Agreement	Correctness
245.	are some → are some	Improper Formatting	Correctness
246.	some factors → some factors	Improper Formatting	Correctness
247.	factors affecting	Improper Formatting	Correctness
248.	affecting teachers	Improper Formatting	Correctness
249.	teachers → teachers', teacher's	Incorrect Noun Number	Correctness
250.	reflection such	Improper Formatting	Correctness
251.	, such	Punctuation in Compound/Complex Sentences	Correctness
252.	such as → such as	Improper Formatting	Correctness

253.	as teachers → as teachers	Improper Formatting	Correctness
254.	teachers → teachers', teacher's	Incorrect Noun Number	Correctness
255.	emotions and → emotions and	Improper Formatting	Correctness
256.	and working → and working	Improper Formatting	Correctness
257.	<i>be argued</i>	Passive Voice Misuse	Clarity
258.	colour → color	Mixed Dialects of English	Correctness
259.	decisions → Decisions	Improper Formatting	Correctness
260.	in order to → to	Wordy Sentences	Clarity
261.	teachers → teachers', teacher's	Incorrect Noun Number	Correctness
262.	direct effect → direct effect	Improper Formatting	Correctness
263.	research,	Punctuation in Compound/Complex Sentences	Correctness
264.	in order to → to	Wordy Sentences	Clarity
265.	, and	Comma Misuse within Clauses	Correctness
266.	a mentoring	Determiner Use (a/an/the/this, etc.)	Correctness
267.	on:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
268.	<i>is done</i>	Passive Voice Misuse	Clarity
269.	I found	Pronoun Use	Correctness
270.	reflection → thinking, thought, meditation, review	Word Choice	Engagement
271.	and/or → and, or	Inappropriate Colloquialisms	Delivery

272.	<i>of reflection</i>	Wrong or Missing Prepositions	Correctness
273.	<i>is made</i>	Passive Voice Misuse	Clarity
274.	Reflections → Considerations, Reviews, Thoughts	Word Choice	Engagement
275.	journ → journal	Misspelled Words	Correctness
276.	, or	Comma Misuse within Clauses	Correctness
277.	diary → journal	Word Choice	Engagement
278.	organise → organize	Mixed Dialects of English	Correctness
279.	at:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
280.	own	Wordy Sentences	Clarity
281.	, reflective	Punctuation in Compound/Complex Sentences	Correctness
282.	hereinafter → from now on, after this, in the future, starting now	Outdated Language	Clarity
283.	, then the → . The	Hard-to-read text	Clarity
284.	experience → occasion	Word Choice	Engagement
285.	questions,	Punctuation in Compound/Complex Sentences	Correctness
286.	<i>be equipped</i>	Passive Voice Misuse	Clarity
287.	, Gwaza → ; Gwaza, . Gwaza	Punctuation in Compound/Complex Sentences	Correctness
288.	<i>dkk</i>	Unknown Words	Correctness
289.	<i>been conducted</i>	Passive Voice Misuse	Clarity
290.	research → study	Word Choice	Engagement

291.	design → create, develop	Word Choice	Engagement
292.	typical → specific	Word Choice	Engagement
293.	; → ."	Misuse of Semicolons, Quotation Marks, etc.	Correctness
294.	Teachers and students do reflection on RPP	Passive Voice Misuse	Clarity
295.	Reflection → Meditation, Review, Consideration, Thinking	Word Choice	Engagement
296.	learning.	Closing Punctuation	Correctness
297.	as → As	Improper Formatting	Correctness
298.	<i>as expressed "Reflective writings as an effective form of assessment that would provide a more insightful assessment of students' learning and thoughts"(YuekMing & Manaf, 2014).</i>	Incomplete Sentences	Correctness
299.	It writes	Pronoun Use	Correctness
300.	process → revolution	Word Choice	Engagement
301.	is boring	Incorrect Verb Forms	Correctness
302.	the first	Determiner Use (a/an/the/this, etc.)	Correctness
303.	who can	Incomplete Sentences	Correctness
304.	been experienced	Passive Voice Misuse	Clarity
305.	This	Intricate Text	Clarity
306.	by	Wrong or Missing Prepositions	Correctness
307.	certainly → undoubtedly	Word Choice	Engagement
308.	been received	Passive Voice Misuse	Clarity

309.	,this → ; this, . This	Punctuation in Compound/Complex Sentences	Correctness
310.	, and	Comma Misuse within Clauses	Correctness
311.	, and	Comma Misuse within Clauses	Correctness
312.	Inquiry → Search, Question, Quest	Word Choice	Engagement
313.	The inquiry, or An inquiry	Determiner Use (a/an/the/this, etc.)	Correctness
314.	, and	Comma Misuse within Clauses	Correctness
315.	<i>be defined</i>	Passive Voice Misuse	Clarity
316.	, and	Comma Misuse within Clauses	Correctness
317.	investigation → study, research, analysis	Word Choice	Engagement
318.	conclusions.	Closing Punctuation	Correctness
319.	;" → ."	Misuse of Semicolons, Quotation Marks, etc.	Correctness
320.	, and	Punctuation in Compound/Complex Sentences	Correctness
321.	;" → ."	Misuse of Semicolons, Quotation Marks, etc.	Correctness
322.	, and	Comma Misuse within Clauses	Correctness
323.	it requires	Pronoun Use	Correctness
324.	, or	Comma Misuse within Clauses	Correctness
325.	alain → Alain	Misspelled Words	Correctness
326.	effectively → virtually	Word Choice	Engagement

327.	include:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
328.	, and	Comma Misuse within Clauses	Correctness
329.	In addition → Also, Besides	Wordy Sentences	Clarity
330.	teacher,	Punctuation in Compound/Complex Sentences	Correctness
331.	reflection,	Punctuation in Compound/Complex Sentences	Correctness
332.	course,	Punctuation in Compound/Complex Sentences	Correctness
333.	Keogh → Keogh	Misspelled Words	Correctness
334.	Keogh → Keogh	Misspelled Words	Correctness
335.	Reflection → Review	Word Choice	Engagement
336.	agenda → plan, list	Word Choice	Clarity
337.	Researching → Exploring, Studying	Word Choice	Engagement
338.	Skin :	Improper Formatting	Correctness
339.	<i>How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process.</i>	Incomplete Sentences	Correctness
340.	, and	Comma Misuse within Clauses	Correctness
341.	<i>How we think.</i>	Incomplete Sentences	Correctness
342.	professional development schools, a professional development school	Determiner Use (a/an/the/this, etc.)	Correctness
343.	doi → DOI	Misspelled Words	Correctness
344.	ef	Wordy Sentences	Clarity

345.	, Ignatian → ; Ignatian	Punctuation in Compound/Complex Sentences	Correctness
346.	Perspectives.	Closing Punctuation	Correctness
347.	emotions.	Closing Punctuation	Correctness
348.	and → And	Improper Formatting	Correctness
349.	and working → and working	Improper Formatting	Correctness
350.	working conditions	Improper Formatting	Correctness
351.	Hargreaves,	Comma Misuse within Clauses	Correctness
352.	Hargreaves there	Improper Formatting	Correctness
353.	there are → there are	Improper Formatting	Correctness
354.	are → is	Faulty Subject-Verb Agreement	Correctness
355.	are some → are some	Improper Formatting	Correctness
356.	some factors → some factors	Improper Formatting	Correctness
357.	factors affecting	Improper Formatting	Correctness
358.	affecting teachers	Improper Formatting	Correctness
359.	teachers → teachers', teacher's	Incorrect Noun Number	Correctness
360.	reflection such	Improper Formatting	Correctness
361.	such as → such as	Improper Formatting	Correctness
362.	teachers → teachers', teacher's	Incorrect Noun Number	Correctness
363.	Prentice-Hall → Prentice-Hall	Misspelled Words	Correctness
364.	taeching → teaching	Misspelled Words	Correctness

365.	modelling → modeling	Mixed Dialects of English	Correctness
366.	Pres → Press	Confused Words	Correctness
367.	Temple Smith → Temple-Smith	Misspelled Words	Correctness
368.	Wijoye → Wijaya	Misspelled Words	Correctness
369.	Wijoye → Wijaya	Misspelled Words	Correctness
370.	Rahyu → Rahu	Misspelled Words	Correctness
371.	research → Research	Misspelled Words	Correctness
372.	Gandes → Ganges	Misspelled Words	Correctness
373.	<i>Reflective Pedagogy: Case Study of Organic Chemistry at the University of Muhammadiyah Semarang Eko</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality
374.	<i>Abstract The development of the modern age is a lot of changes in education is the paradigm of teacher-centered</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality
375.	<i>student-centered learning which has a very important role in maximizing its competence in classroom management. One of the lessons in chemistry education that has problems is organic chemistry courses. Based</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality
376.	<i>very unsatisfactory, this is due to the limited ability of lecturers in the learning process. Associated with these conditions, then of course required intensive changes and planned for comprehensive improvement associated with the input to be generated. Efforts to be made is to improve the paradig...</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality

377. <i>skills (ICAJE, 1993, Gwaza et al., 2010; Schaub-de Jong dkk.2011; Wijoyo et al., 2016). Based on the results of the teacher reflection, it is increasingly realized that the preparation of</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality
378. <i>very important, and it is realized. While based on the results of reflection students stated that the purpose</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality
379. <i>is clear, the material relevant to the profession of students, and understanding of the material</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality
380. <i>and the moral values for students. This case study is also in line with previous research that John Dewey (1933), He argued that learning from experience is enriched by reflecting on experience and Donald A. Schön (1987) theorized that reflective practice represents an important factor to improve p...</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality
381. <i>the most powerful, durable and effective agents of educational change are not the policy makers, the curriculum developers or even the education authorities themselves; they are the teachers</i>	Teachers and Change: The Role of Reflective Practice ... https://www.sciencedirect.com/science/article/pii/S1877042812039870	Originality
382. <i>very unsatisfactory, this is due to the limited ability of lecturers in the learning process</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality
383. <i>for comprehensive improvement associated with the input to be generated. Efforts to be made is to improve the paradigm</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-	Originality

[case-study-of-organic-chemistry-at-the-university-of-muhamma](#)

384.	<i>learning. The selected learning paradigm is Reflective Pedagogy Paradigm</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality
385.	<i>John Dewey (1933) argued that learning from experience is enriched by reflecting on experience and Donald A. Schön (1987) theorized that reflective practice represents an important factor to improve professional activity. Jack Mezirow, (1991, 2000) gives reflection a central role in learning becaus...</i>	Learning and Sharing through Reflective Practice in ... https://www.sciencedirect.com/science/article/pii/S1877042814005138	Originality
386.	<i>This study is a case study based on</i>	The construction of language value and legitimacy in Aboriginal primary school classrooms in Taiwan	Originality
387.	<i>The slogan of reflection and reflective practice has been embraced by many teachers, teacher educators and educational researchers all over the world within the last two decades (Schön, 1983, 1987; Elbaz, 1988; Day, 1993; 1999b; Eraut, 1994; Hatton and Smith, 1995; Zeichner and Liston, 1996; Newman...</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
388.	<i>Reflection is defined and interpreted by different academics and researchers differently, they all accept that it is a desirable attitude and practice to improve one's practice and learning (Cole, 1997; Freese, 1999</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
389.	<i>Without reflection, length of experience does not automatically give insight and wisdom and thus, one can run the risk of relying on routinised teaching and not developing (Reiman, 1999; Hopkins, 1999). In</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
390.	<i>Dewey (1933) states that growth comes from a</i>	How does Reflection Help Teachers to Become Effective ...	Originality

https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135

391.	<i>p. 87). Therefore, experiential learning theory holds the idea that learning is dependent on the integration of experience with reflection. It puts reflection at the centre of learning process. Based on this theory, it can be argued that by reflecting on their own experience, teachers as learners c...</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
392.	<i>This is in line with some other studies</i>	Mitochondrial diseases in North America Neurology Genetics https://ng.neurology.org/content/6/2/e402	Originality
393.	<i>Williams (1998) sees reflection as 'a theory of metacognition which directs skilled behaviour during professional activity or assists in the deliberative processes which occur during problem solving' (p. 31</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
394.	<i>Seeing reflection as an activity for exploring experience and learning from it, Boud et al (1985) define reflection as</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
395.	<i>generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation' (p. 19). In</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
396.	<i>Many researchers emphasise the importance of being critical in the reflective process</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
397.	<i>It allows teachers to stand outside their practice and see what they do from a wider perspective and</i>	How does Reflection Help Teachers to Become Effective ...	Originality

	<i>consider alternative ideas and practices which take into account of the dynamics of power embedded within schools and classrooms (Nicholas, Tippins, and Wiesemen, 1997</i>	https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	
398.	<i>If teachers reflect upon their experience without being critical, their experience might become an unreliable and sometimes dangerous guide for giving advice.</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
399.	<i>During reflection, teachers engage in a problem-solving activity, which increases their effectiveness (Day, 1999b; Jay, 1999</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
400.	<i>emotions and working conditions. Hargreaves (1998) considers teaching as an emotional practice. Therefore, it can be argued that emotions have significance for reflection as well because they can colour our learning, understanding and decisions (Osterman and Kottkamp, 1993</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
401.	<i>Therefore, in order to foster reflective practice in schools,</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
402.	<i>emotions and the working conditions or contextual factors, which have a direct effect on those emotions, should carefully be taken into account by schools.</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
403.	<i>By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness (Ferraro, 2000</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality

404.	<i>To be able to apply PPR, a lecturer needs to be equipped with special training on PPR-based teaching strategies as well</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality
405.	<i>Writing is not just a way to express</i>	Teachers - PaperRater.com https://www.paperrater.com/page/educators	Originality
406.	<i>writing-to-learn tasks should encourage students to conceptualize writing in a way that emphasizes exploration, expressive inquiry, discovery, problem-solving, decision making and knowledge construction.</i>	Reflective Pedagogy: Case Study of Organic Chemistry at ... https://www.neliti.com/publications/176560/reflective-pedagogy-case-study-of-organic-chemistry-at-the-university-of-muhamma	Originality
407.	<i>Inquiry is the science, art and spirit of imagination. It can be defined as the scientific process of active exploration by which we use critical, logical and creative-thinking skills to raise and engage in questions of personal interests. Driven by our curiosity and wonder of observed phenomena, i...</i>	Unit 1 Assignment 1 - Compare and Contrast Scientific ... https://www.coursehero.com/file/14592193/Unit-1-Assignment-1-Compare-and-Contrast-Scientific-Inquiry-with-Everyday-Assumptions/	Originality
408.	<i>Cole, A.L. (1997). Impediments to reflective practice: toward a new agenda for research on teaching. Teachers and Teaching: Theory and Practice 3. 1: 7-27.</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
409.	<i>Day, C. (1993). Reflection: a necessary but not sufficient condition for professional development. British Educational Research Journal 19. 1: 83-93.</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
410.	<i>Day, C. (1999b). Researching teaching through reflective practice. In J. Loughran (ed.) 1999. Researching Teaching: Methodologies and Practices for Understanding Pedagogy, London, Falmer Press: 215-232.</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality

411.	<i>Dewey, J. (1933). How we think: a restatement of the relation of reflective thinking to the educative process,</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
412.	<i>Dewey, J. (1933). How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process. Boston, D.C. Heath and Company.</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
413.	<i>Elbaz, F. (1988). Critical reflection of teaching: insights from Freire. Journal of Education for Teaching 14. 2: 171-181. Eraut, M. (1994). Developing Professional Knowledge and Competence. London, The Falmer Press.</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
414.	<i>The Efficiency of the Tools Used for Reflective Teaching in ESL Contexts.</i>	The Efficiency of the Tools Used for Reflective Teaching ... https://www.sciencedirect.com/science/article/pii/S1877042813034964	Originality
415.	https://doi.org/10.1016/j.sbspro.2013.10 .	The Efficiency of the Tools Used for Reflective Teaching ... https://www.sciencedirect.com/science/article/pii/S1877042813034964	Originality
416.	<i>Hargreaves, A. (1998). The emotional practice of teaching. Teaching and Teacher Education 14. 8: 835- 854.</i>	How does Reflection Help Teachers to Become Effective ... https://pdfs.semanticscholar.org/3911/b9389e78643f361f467eb02f59d7129d225f.pdf	Originality
417.	<i>Hatton, N. & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. Teaching and Teacher Education, 11,</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
418.	<i>Hopkins, D. (1999). Generic Teaching Strategies</i>	How does Reflection Help	Originality

	<i>Handbook. School of Education PGCE Course, The University of Nottingham, Nottingham, 1999.</i>	Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	
419.	<i>1993, Ignatian Pedagogy Practical Approach. Originally published as a monograph: Reprinted as Appendix B in The Jesuit Ratio Studiorum of 1599: 400th Anniversary Perspectives</i>	Jesuit Resource - Management Information Systems https://www.xavier.edu/jesuitresource/online-resources/mission-focused-pedagogy/faculty-work-management-information	Originality
420.	<i>Jay, J. K. (1999). Untying the knots: examining the complexities of reflective practice. Paper Presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, Dc,</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
421.	<i>Kolb, D.A. (1984). Experiential Learning: Experience as the Source of Learning and Development. New Jersey, Prentice Hall.</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
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424.	<i>Osterman, K.F. (1990). Reflective practice. Education and Urban Society 22. 2: 133 -153. Osterman, L. F. & Kottkamp, R.B. (1993). Reflective Practice for Educators: Improving Schooling Through Professional Development. London, Sage Publications Ltd. Pennington,</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
425.	https://doi.org/10.1016/j.sbspro.2013 .	The Efficiency of the Tools Used for Reflective Teaching ...	Originality

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