

Reflective Pedagogy Paradigm_ISET_REV_Eng

by ekoyuliyanto

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27,605	4,160	214	16 min 38 sec	32 min 0 sec
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Writing Issues

326	107	219
Issues left	Critical	Advanced

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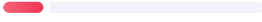





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Writing Issues

104

Clarity

8	Hard-to-read text	
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1	Word choice	
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169

Correctness

41	Punctuation in compound/complex sentences	
29	Determiner use (a/an/the/this, etc.)	
30	Comma misuse within clauses	
4	Unknown words	
17	Misspelled words	
2	Faulty subject-verb agreement	
2	Confused words	
8	Closing punctuation	
11	Wrong or missing prepositions	
1	Misplaced words or phrases	
1	Text inconsistencies	
2	Improper formatting	
9	Misuse of semicolons, quotation marks, etc.	
6	Mixed dialects of english	
2	Pronoun use	
3	Incomplete sentences	
1	Incorrect verb forms	

52 Engagement52 Word choice **1** Delivery1 Inappropriate colloquialisms 

Unique Words**22%**

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unique words

Rare Words**39%**

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rare words

Word Length**5.3**

Measures average word length

characters per word

Sentence Length**19.4**

Measures average sentence length

words per sentence

Reflective Pedagogy Paradigm_ISET_REV_Eng

The

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

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Abstract

The development of the modern age is a lot of changes in education ¹is the
paradigm of teacher-centered learning into student-centered learning which ²
has a very important ³role 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 has been gained⁴ from the learning process?", "What is the value obtained while the process is underway?" And "What will be done next (implementation)?"⁵. The results are still very unsatisfactory, this is due to the limited ability of lecturers in the learning process.

Associated with these conditions, then of course⁶ required intensive changes⁷ and planned for comprehensive improvement associated with the input to be⁸ generated^{9 10}. Efforts to be made is to improve the paradigm of learning. The selected learning paradigm is Reflective¹¹ Pedagogy Paradigm (PPR). Reflective Pedagogy Paradigm was chosen¹² because¹³ based on the results of research¹⁴ can improve the performance of lecturers in teaching, improve the readiness of lecturers in teaching¹⁵, and make students able to reflect the learning process, and students become more active. The research was conducted¹⁶ following a workshop with lecturers who have implemented Reflective Pedagogy at Sanata Dharma University Yogyakarta. Stages in Reflective Pedagogy are context, experience, reflection, action and¹⁷ evaluation¹⁸. It is expected¹⁸ by the end of two¹⁹ meetings. To be able to apply PPR, a lecturer needs to be equipped²⁰ with special² training on PPR-based teaching strategies as well as²² reflection skills (ICAJE, 1993, Gwaza et al., 2010; Schaub-de Jong dkk.²³ 2011; Wijoyo et al., 2016). Based on the results of the teacher reflection, it is increasingly realized that²⁴ the preparation of learning is very important, and it is realized²⁵ .^{26,27 28} While based on the results of reflection students²⁹ stated that the purpose of learning is clear,³⁰ the material relevant to the profession of students, and understanding of the^{31 32} material becomes easier^{31 32}, and the moral values for students.³³ This case study is also in line with previous research that John Dewey (1933)³⁴, He argued that learning from experience is enriched by reflecting on experience³⁵ and Donald A. Schön (1987) theorized that reflective practice represents an important³⁶ factor

to improve professional activity. Jack Mezirow³⁷, (1991, 2000) gives reflection a central role in learning because through it³⁸ we become aware of the ways in which³⁹ 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 and⁴⁰ knowledge construction.

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

Introductionn⁴¹

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 important⁴² role in maximizing his competence in classroom management.⁴³ One of the lessons in Unimus chemistry education that has problems is organic⁴⁴ chemistry course. Organic chemistry is indeed a very large⁴⁵ range of material and raises the question⁴⁶ "what

kind of material will be used by high school teachers?". Application of organic chemistry in semarang chemical education is still minimal. This of course needs to be held a joint improvement where in order to improve the quality of learning in general, of course not only seen from the good test results but also need a comprehensive improvement 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 process of learning improvement is not only teacher-centered, but many things can be done. But there is something important that a teacher has to do in-class learning, this is in accordance with the following statement.

"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"

(Sellars, 2012)

Some basic questions that lecturers present include "What has been gained from the learning process?", "What is the value obtained while the process is in progress?" And "What will be done next (implementation)?" The result of the study of organic chemistry is still very unsatisfactory, this is due to the limited ability of lecturers in the learning process and the ability of supporting facilities of organic chemistry learning. Associated with the condition, then of course required an intensive and planned coaching for comprehensive improvement associated with the input to be generated . Efforts to be made is to improve the paradigm or support in learning. The selected learning paradigm is Reflective Pedagogy Paradigm (RPP).

The workings of the PPR are to form a personal student with experience of a humanitarian value, then the student is facilitated with questions to reflect on

the experience⁷⁶, then facilitated by action questions⁷⁷, so that the students make their intentions and act accordingly (ICAJE, 1993; Metts, 1995). In order to⁷⁸ apply PPR lecturers need to be equipped with special training on PPR-based⁷⁹ teaching strategies and reflection skills⁸⁰ (ICAJE, 1993, Gwaza et al., 2010; Schaub-de Jong dkk.2011; Wijoyo et al., 2016).⁸¹⁸²⁸³

Reflective Pedagogy Paradigm was chosen⁸⁴ because the result of the research was able to improve the lecturer's performance in teaching, improve the readiness of the lecturer in teaching⁸⁵, and make the students able to reflect the learning process, and the students become more active⁸⁶ (Yosef Wijoyo⁸⁷, et al, 2016). This⁸⁸ is similar to:

John Dewey (1933) argued that learning from experience is enriched by reflecting on experience⁸⁹ and⁹⁰ Donald A. Schön (1987) theorized that reflective practice represents an important⁹¹ factor to improve⁹² professional activity. Jack Mezirow, (1991, 2000) gives reflection a central role in learning because through it we become aware of the ways in which⁹³ we interpret reality and give meaning to actions and behavior⁹⁴"

The existence of several advantages RPP hence the need for the⁹⁵ implementation of RPP in the process of organic chemistry learning⁹⁶ collaboratively among lecturers to improve the professionalism of lecturers in⁹⁷ the classroom. The hope of this research will be obtained⁹⁸ various⁹⁹ inputs used in¹⁰⁰ improving the quality of teaching. In addition to developing learning, RPP can improve⁹⁸ the quality of student learning outcomes. Ideally, if the learning process in the classroom is good⁹⁹ and professional, then the impact on¹⁰⁰ student learning outcomes.

Methods

Research Design

This study is a case study based on the facts of the problems that exist in unimus¹⁰¹ 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.¹⁰² The course of organic chemistry is a compulsory subject with the weight¹⁰⁴ of 3 credits. This course consists of 2 parts namely Organic Chemistry I and Organic Chemistry II¹⁰⁵

Research Instruments

This research is a case study conducted on lecturers of organic chemistry in chemical education, University¹⁰⁶ of Muhammadiyah Semarang. The instruments used are lecturer¹⁰⁷ and student reflection sheet and video recording of learning¹⁰⁸ process. Students who follow II organic chemistry lectures as many as 15 students

Research Procedur¹⁰⁹

The study was conducted¹¹⁰ as follows:

Lecturers conduct¹¹¹ an evaluation of learning¹¹² process on semester Even 2015/2016. The components of reflection include: materials, methods, teaching skills, student acceptance of materials¹¹³, evaluation¹¹⁴ 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 ¹¹⁵ was ¹¹⁶ conducted ¹¹⁷ since March 2017. This research is a collaboration between ¹¹⁸ chemical education of Muhammadiyah University of Semarang and Pharmacy University of ¹¹⁸ Sanata Dharma Yogyakarta.

First, to reflect the learning of organic chemistry in 2015/2016, the results obtained reflection data ¹¹⁹ that: a. ¹²⁰ Organic chemistry learning is boring ¹²¹ and students are not active, b. Material on RPP is still too much, c. ¹²² Learning sometimes mentions clear goals, d. Matter tends to be a ¹²³ lot rote, e. ¹²⁴ The suitability of the material with career graduates is less ¹²⁴ appropriate, because ¹²⁵ graduates only teach high school, where the organic material in SMA is still ¹²⁵ limited.

Second, following ¹²⁶ workshop reflective implementation: This activity ¹²⁷ was conducted on ¹²⁸ January 18, 2017, 5-8 ¹²⁹ febuari 2017: At this ¹³⁰ stage we learn about ¹³¹ Reflective Pedagogy Paradigm (RPP). The results include:

Lesson plan (RPP) is ¹³² 4 times the encounter with the carboxylic acid material and its ¹³³ 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. Orgaik¹³⁴ Chemical Learning Module

Third, the application of Pedagogy¹³⁵ Paradigm (RPP) learning process: The learning activity is done on 4 May¹²⁸ 2017 and 18 May¹²⁸ 2017. The learning process begins by giving pre-test questions and¹³⁶ at the end of the meeting, students are¹³⁷ given¹³⁸ learning reflection sheet. Learning activities are recorded¹³⁹ for observation by a team of RPP experts.

Fourth, Evaluate results and learning process:

Evaluation of the learning process is done¹⁴⁰ by triangulation of data: student reflection, teacher reflection and¹⁴¹ video observation of learning¹⁴² process.

Video recording

Student Reflection

Teacher Reflection

Figure 2. Learning evaluation mechanism

Lacturer¹⁴³ 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.¹⁴
At the beginning of the learning has been explained to the student the benefits of carboxylic acid and its derivatives in life.¹⁴⁵ Methyl salicylate, vinegar, apple vinegar, apple scent, pineapple and¹⁴⁶ headache medicine are some of the ingredients used in our lives. In addition,¹⁴⁷ students are also interested in the use of formiat acid¹⁴⁸ used in natural rubber latex. Teachers already explore knowledge¹⁴⁹ they have. Having the same understanding¹⁵⁰ then we continue the next step of knowing carboxylic acid and nomenclature¹⁵¹ and its properties.

Experience Stage: At this stage¹⁵² 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.¹⁵³ Activities undertaken by students are listening to explanations of the carboxylic acid nomenclature, its

properties ¹⁵⁴ and its acidity. At this ¹⁵⁵ stage students are actively involved in discussions when asked questions. In the next ¹⁵⁶ stage students are given a case (¹⁵⁷ problem based learning) about anhydrous acetic acids that evaporate in the laboratory and cause eye irritation. ¹⁵⁸ In addition, 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, 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. ¹⁶⁰

Stage of Action: This stage of the lecturer emphasizes that: the student as an educated person has a lot of knowledge, ¹⁶¹ therefore his students hope to ¹⁶² educate others or the community where they live. ¹⁶³ Certainly a good science is a science that brings benefits to society. Public education can not ¹⁶⁴ be done at all locations, ¹⁶⁵ but students must have special moments to apply knowledge in the community environment such ¹⁶⁶ as: the danger of excessive use of vinegar on the teeth, the use of salicylic acid in infants ¹⁶⁷ or the education of the way of making vinegar.

Evaluation Phase: Based on the module that has ¹⁶⁸ been made already formulated some items that become the charge during the learning process ¹⁶⁹ karboksilta and derivatives as follows:

Competence: Students are systematically and logically able to explain the structure, properties and benefits of carboxylic acids (along with their derivatives), have the skills and creativity in drawing compound structures using computational software (marvin) and able to synthesize carboxylic acids and derivations. ¹⁷⁰ ¹⁷¹ ¹⁷² ¹⁷³

Conscience: Students are honest and meticulous in informing the use¹⁷⁴ and the care of carboxylic acid and its derivation in society.

Compassion: Students have a concern¹⁷⁵ and are involved in educating on the use of carboxylic acids and the dangers in the community.

This is the final stage in the learning process, based on the results of the lecturer's observation, that honest attitude can not be seen¹⁷⁶ that indicators, so the students also care about the community on the use of carboxylic acid and the danger in the community¹⁷⁷. This process is just the beginning, and students are not used to doing this. The process¹⁷⁸ of "conscious" habituation will certainly¹ make the students fully aware to educate¹⁸⁰ the public.

Student Reflections

Learning objectives

Students¹⁸¹ 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 achieved^{182,183} during the learning process.

Relevance to the profession

At this stage¹⁸⁵ the students only write relevant or irrelevant to their profession in the future¹⁸⁶; But not accompanied by a detailed explanation of the relevance in terms of what for their future activities.¹⁸⁴

Learning process

This stage students¹⁸⁷ are asked¹⁸⁸ to explain the flow of learning process that has been followed¹⁸⁹ in detail, but students have not written down the learning process that has been experienced¹⁹⁰ and there are students who do not¹⁹¹ understand how¹⁹² to answer this point.¹⁹³

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 good in writing the knowledge that has been obtained both in terms of science and practical benefits. 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: Willing to listen to others, Have courage in expressing opinions, Respect opinion of others, Willing to cooperate in group, Be honest, Responsible, Thorough, time-management, have polite attitude, Help fellow. Values of life in the learning process by students have been quite often delivered during the learning process. This means that in the learning process is also taught the good attitudes prevailing in the community
 Plan your action as a follow-up to the knowledge and values of life, which you have gained after the learning process. Students have formulated their action plans quite well, although some of them are still normative. There are also students who do not write answers on these reflection points

Discussion

327 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, 1999; Freese, 2006). 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). 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 the other hand

²¹³ learning process, ²¹⁴ offense is not a disgrace. Osterman (1990) indicates that 'Problems become, not dirty linen to be kept from the public's view, but opportunities for dialogue, learning and change' (p. 140).

Improvement of various mistakes made during the learning process can be used as a ²¹⁵ discussion material and found the solution. Of ²¹⁶ course with the ²¹⁷ various problems can be used discussion materials to improve the learning

³³¹ process. Dewey (1933) states that growth comes from a 'reconstruction of experience' (p. 87). Therefore, experiential learning theory holds ²¹⁸ the idea that learning is dependent on the integration of experience with reflection. It puts ²¹⁹ reflection at the ²²⁰ centre of ²²¹ learning process. Based on this theory, it can be ²²² argued that by reflecting on their own experience, teachers as learners can construct their ²²³ own educational perspectives and gain new insights from that experience and develop new strategies to use in subsequent teaching (Kolb, 1984; Boud ²²⁴ et al, 1985; Osterman, 1990; Reiman, 1999).

²²⁵ Concreat ²²⁶ Experirnces

Obervasi & Refleksi

²²⁷ Concep Reconceptualitation

Active Experimentation

Figure 3. Reflection Cycle

332 | ²²⁸ This is in line with some other studies that reflection is ²²⁹ a good method for
improving the learning ²³⁰ process

333 | "Reflection is a powerful procedure that teachers can utilize to ²³¹ investigate, and
make their teaching practices better"(Fatemipour, 2013). ²³² Its also makes
"Individuals can show readiness for learning throughout their career"
(Rădulescu, 2013).

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
334 | problems) and then do the problem solving learning process, as said by
Williams (1998) sees reflection as 'a theory of metacognition which directs
skilled ²³⁵ behaviour during professional activity or assists in the deliberative
processes which occur during problem solving' (p. 31).²³⁶

Not all teachers ²³⁷ are able to reflect, ²³⁸ this is because the reflection process
involves intellectual ability and affective ability, but also an interest in the

335 | world of education. Seeing reflection as an activity for exploring experience and
learning from it, Boud ²³⁹ et al (1985) define ²⁴⁰ reflection as 'a generic term for those

intellectual and affective activities in which individuals engage to explore their experiences in order to²⁴¹ lead to new understandings and appreciation' (p. 19).
In the process of reflection²⁴² teachers should involve the ability to think critically in pouring reflection in the journal. Many researchers emphasise²⁴³ the
336 importance of being critical in the reflective process (Dinkelman, 2000). It
337 allows teachers to stand outside their practice and see what they do from a
wider²⁴⁴ perspective and consider alternative ideas and practices which take into
account of²⁴⁵ the dynamics of power embedded within schools and classrooms
338 (Nicholas, Tippins, and Wiesemen, 1997). If teachers reflect upon their
experience without being critical, their experience²⁴⁶ might become an unreliable
and sometimes dangerous guide for giving advice.
Teachers are people who have an interest²⁴⁷ 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 to²⁴⁸ become²⁴⁹ a professional
339 teacher. During reflection, teachers engage in a problem-solving activity, which
increases their effectiveness (Day, 1999b; Jay, 1999).
340 But, there are some factors affecting teachers' reflection such²⁵⁰ as teachers'
emotions and working conditions. Hargreaves (1998) considers teaching as an
emotional practice. Therefore, it can be argued²⁵¹ that emotions have significance
for reflection as well²⁵² because they can colour²⁵³ our learning, understanding and²⁵⁴
341 decisions (Osterman and Kottkamp, 1993). Therefore, in order to²⁵⁵ foster
reflective practice in schools, teachers' emotions and the working conditions or
contextual factors, which have a direct effect on those emotions, should
carefully be taken into account by schools.
In this research²⁵⁶ involve experts and colleagues in order to²⁵⁷ obtain reflection
342 judgments. Reflection occurs in a collegial environment encouraging social
responsibility, flexibility, consciousness and²⁵⁸ efficacy' (Newell. 1996: p. 568).

Assessment is done triangulation to one lecturer undergoing mentoring process based on: (1) video recording, (2) personal reflection of lecturer, and (3) student reflection journal. The assessment is done qualitatively. Lecturers of mentoring participants are selected based on predetermined criteria.

In the process of reflection, found the type of reflection 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/or critical reflection) in a sequential order to indicate a developmental approach. The type reflection on the learning process is made in writing that describes the process during learning. Reflections are journals, diary or in other forms. The reflective diary helps organise the activity of guided analysis of pedagogical practice experiences aimed at: identifying students' own needs, interests, training motivation, the degree of mastery of past acquisitions, shaping an accurate image on their effectiveness in practical teaching situations" (Trif & Popescu, 2013). By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness (Ferraro, 2000).

In this study reflective learning in the form of reflective pedagogical paradigm (hereinafter 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 the student is facilitated with questions to reflect on the experience, then facilitated by action questions, 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 equipped with special training on PPR-based teaching strategies as well as reflection skills (ICAJE, 1993, Gwaza et al., 2010; Schaub-de Jong dkk.2011; Wijoyo et al., 2016).

Several PPR studies have been conducted²⁸⁵, the majority being observational and qualitative research. The results of his research²⁸⁶ 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 'and lecturers' reflective ability (Crale 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 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 design²⁸⁷ material related to the theory and practice of clinics, and improves critical thinking skills (Pennington et al., 2013). The typical keyword in this research is "Reflection". Reflection on RPP is done by teachers and students²⁸⁸. Reflection can serve as a means to evaluate learning as expressed²⁸⁹ ²⁹⁰ "Reflective writings as an effective form of assessment that would provide a more insightful assessment of students' learning and thoughts"(YuekMing & Manaf, 2014). Writes²⁹¹ a process of learning, not merely rewriting a process, but a cognitive process that requires profound knowledge.

For students to make reflections sometimes like an activity that boring even²⁹² based on the results of learning at first meeting²⁹³, there are some students can not reflect on the learning process that has been experienced²⁹⁴ ²⁹⁵ ²⁹⁶ ²⁹⁷ . This means that students still can not explore and express what they have learned well, but

by²⁹⁸ doing it over and over will certainly²⁹⁹ train their skills in processing experience and make them more aware of what has been received³⁰⁰ or that is not, this³⁰¹ is like the following statement.

345 | Writing is not just a way to express or display our knowledge. Writing in itself is a fundamental mode of learning, allowing³⁰² students to reflect on what they have learned, clarify their thoughts, stimulate and foster the ability to organize knowledge and³⁰³ reflect upon beliefs (YuekMing & Manaf, 2014).

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 and³⁰⁴ knowledge construction. Inquiry^{305,306} is the science, art and³⁰⁷ spirit of imagination. It can be defined³⁰⁸ 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 interests³⁰⁹. 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 investigation³¹⁰, Gathering and recording the data through observation and instrumentation to draw appropriate conclusions³¹²

347 | Dewey (1993) assessed reflective thinking as "active and continuous thinking of any subject"³¹³. Atay(2003: 54) described reflective thinking as a process and³¹⁴ he characterized this process as "remembering, thinking over and assessing with a particular purpose of any experience"³¹⁵. Loughran (1996: 13), on the other hand, described reflective thinking with phases such as claim, problem, hypothesis, reasoning and³¹⁶ 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 requires³¹⁷ methods, strategies or³¹⁸ learning resources alain³¹⁹ 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 include:³²⁰ context, reflection, reflection, action and³²¹ evaluation. In addition,³²² reflective learning is highly recommended in every teacher,³²³ because with³²⁴ reflection teachers are also trained to think critically, inquiry skills, and of³²⁵ course in the learning process more careful.³²⁶

1.	. It is	Hard-to-read text	Clarity
2.	, which	Punctuation in Compound/Complex Sentences	Correctness
3.	a very important → a vital, a significant, a critical, a crucial	Word Choice	Engagement
4.	been gained	Passive Voice Misuse	Clarity
5.	, this → ; this, , and this, . This	Punctuation in Compound/Complex Sentences	Correctness
6.	, of	Punctuation in Compound/Complex Sentences	Correctness
7.	course,	Punctuation in Compound/Complex Sentences	Correctness
8.	associated with → related to	Word Choice	Engagement
9.	be generated	Passive Voice Misuse	Clarity
10.		Intricate Text	Clarity
11.	the Reflective	Determiner Use (a/an/the/this, etc.)	Correctness
12.	was chosen	Passive Voice Misuse	Clarity
13.	because,	Punctuation in Compound/Complex Sentences	Correctness
14.	the research	Determiner Use (a/an/the/this, etc.)	Correctness
15.	teaching → education	Word Choice	Engagement
16.	was conducted	Passive Voice Misuse	Clarity
17.	, and	Comma Misuse within Clauses	Correctness

18.	<i>is expected</i>	Passive Voice Misuse	Clarity
19.	the two	Determiner Use (a/an/the/this, etc.)	Correctness
20.	<i>be equipped</i>	Passive Voice Misuse	Clarity
21.	special → specialized	Word Choice	Engagement
22.	as well as → and	Wordy Sentences	Clarity
23.	<i>dkk</i>	Unknown Words	Correctness
24.	<i>is increasingly realized</i>	Passive Voice Misuse	Clarity
25.	very important → essential, critical, crucial, vital	Word Choice	Engagement
26.	<i>is realized</i>	Passive Voice Misuse	Clarity
27.	realized → understood, recognized, achieved, accomplished	Word Choice	Engagement
28.		Intricate Text	Clarity
29.	, students	Punctuation in Compound/Complex Sentences	Correctness
30.	learning → education	Word Choice	Engagement
31.	easier → more comfortable, more natural, more relaxed, more manageable	Word Choice	Engagement
32.	easier,	Punctuation in Compound/Complex Sentences	Correctness
33.		Intricate Text	Clarity
34.), →).	Hard-to-read text	Clarity

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

51.	course,	Punctuation in Compound/Complex Sentences	Correctness
52.	in order to → to	Wordy Sentences	Clarity
53.	good → excellent	Word Choice	Engagement
54.	need → needs	Faulty Subject-Verb Agreement	Correctness
55.	improvement → development, revision, renovation	Word Choice	Engagement
56.	So that organic → Organic	Wordy Sentences	Clarity
57.	process → method	Word Choice	Engagement
58.	be done	Passive Voice Misuse	Clarity
59.	, this → ; this, . This	Punctuation in Compound/Complex Sentences	Correctness
60.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
61.	policy makers → policymakers	Confused Words	Correctness
62.	teachers.	Closing Punctuation	Correctness
63.	been gained	Passive Voice Misuse	Clarity
64.	"	Punctuation in Compound/Complex Sentences	Correctness
65.	, this → ; this, , and this, . This	Punctuation in Compound/Complex Sentences	Correctness
66.	of supporting → to support	Wrong or Missing Prepositions	Correctness
67.	organic → natural	Word Choice	Engagement
68.	, of	Punctuation in Compound/Complex Sentences	Correctness

69.	course,	Punctuation in Compound/Complex Sentences	Correctness
70.	an intensive	Determiner Use (a/an/the/this, etc.)	Correctness
71.	associated with → related to	Word Choice	Engagement
72.	be generated	Passive Voice Misuse	Clarity
73.		Intricate Text	Clarity
74.	the Reflective	Determiner Use (a/an/the/this, etc.)	Correctness
75.	, then the → . The	Hard-to-read text	Clarity
76.	experience → skill	Word Choice	Engagement
77.	questions,	Punctuation in Compound/Complex Sentences	Correctness
78.	In order to → To	Wordy Sentences	Clarity
79.	, lecturers	Punctuation in Compound/Complex Sentences	Correctness
80.	be equipped	Passive Voice Misuse	Clarity
81.	special → specialized	Word Choice	Engagement
82.	dkk	Unknown Words	Correctness
83.		Intricate Text	Clarity
84.	was chosen	Passive Voice Misuse	Clarity
85.	teaching → education	Word Choice	Engagement
86.	, and the → . The	Hard-to-read text	Clarity

87.	Wijoyo,	Comma Misuse within Clauses	Correctness
88.	<i>This</i>	Intricate Text	Clarity
89.	the experience	Determiner Use (a/an/the/this, etc.)	Correctness
90.	, and	Punctuation in Compound/Complex Sentences	Correctness
91.	important → essential	Word Choice	Engagement
92.	to improve → in improving	Wrong or Missing Prepositions	Correctness
93.	the ways in which → how	Wordy Sentences	Clarity
94.	behavior.	Closing Punctuation	Correctness
95.		Intricate Text	Clarity
96.	<i>be obtained</i>	Passive Voice Misuse	Clarity
97.	from various	Wrong or Missing Prepositions	Correctness
98.	improve → enhance	Word Choice	Engagement
99.	good → excellent	Word Choice	Engagement
100.	then the impact on → it impacts	Wordy Sentences	Clarity
101.	unimus → unique	Misspelled Words	Correctness
102.	problems → issues, difficulties	Word Choice	Engagement
103.		Intricate Text	Clarity
104.	the weight → a weight	Determiner Use (a/an/the/this, etc.)	Correctness
105.	II.	Closing Punctuation	Correctness

106.	the University	Determiner Use (a/an/the/this, etc.)	Correctness
107.	a lecturer	Determiner Use (a/an/the/this, etc.)	Correctness
108.	the learning	Determiner Use (a/an/the/this, etc.)	Correctness
109.	Procedur → Procedure, Procedures	Misspelled Words	Correctness
110.	was conducted	Passive Voice Misuse	Clarity
111.	conduct → do	Word Choice	Engagement
112.	the learning	Determiner Use (a/an/the/this, etc.)	Correctness
113.	materials → documents, articles	Word Choice	Engagement
114.	evaluation → assessment	Word Choice	Engagement
115.	was conducted	Passive Voice Misuse	Clarity
116.	since → in	Wrong or Missing Prepositions	Correctness
117.	the chemical	Determiner Use (a/an/the/this, etc.)	Correctness
118.	Sanata → Santa	Misspelled Words	Correctness
119.	that:	Wordy Sentences	Clarity
120.	Organic → Natural	Word Choice	Engagement
121.	, and	Punctuation in Compound/Complex Sentences	Correctness
122.	Learning → Scholarship, Education, Knowledge	Word Choice	Engagement

123.	lot of	Wrong or Missing Prepositions	Correctness
124.	appropriate,	Punctuation in Compound/Complex Sentences	Correctness
125.		Intricate Text	Clarity
126.	reflective workshop	Misplaced Words or Phrases	Correctness
127.	was conducted	Passive Voice Misuse	Clarity
128.	January 18; 4 May; 18 May	Text Inconsistencies	Correctness
129.	febuari → February	Misspelled Words	Correctness
130.	stage,	Comma Misuse within Clauses	Correctness
131.	the Reflective	Determiner Use (a/an/the/this, etc.)	Correctness
132.	4 → four	Improper Formatting	Correctness
133.	derivatives.	Closing Punctuation	Correctness
134.	Orgaik → Organic	Misspelled Words	Correctness
135.	the Pedagogy	Determiner Use (a/an/the/this, etc.)	Correctness
136.	, and	Punctuation in Compound/Complex Sentences	Correctness
137.	are given	Passive Voice Misuse	Clarity
138.	a learning	Determiner Use (a/an/the/this, etc.)	Correctness
139.	are recorded	Passive Voice Misuse	Clarity
140.	is done	Passive Voice Misuse	Clarity
141.	, and	Comma Misuse within Clauses	Correctness

142.	the learning	Determiner Use (a/an/the/this, etc.)	Correctness
143.	Lacturer → Lecturer	Misspelled Words	Correctness
144.		Intricate Text	Clarity
145.	<i>At the beginning of the learning has been explained to the student the benefits of carboxylic acid and its derivatives in life.</i>	Intricate Text	Clarity
146.	, and	Comma Misuse within Clauses	Correctness
147.	In addition → Also, Besides	Wordy Sentences	Clarity
148.	formiat → format, formic	Misspelled Words	Correctness
149.	the knowledge	Determiner Use (a/an/the/this, etc.)	Correctness
150.	understanding,	Punctuation in Compound/Complex Sentences	Correctness
151.	nomenclature → vocabulary, terminology	Word Choice	Clarity
152.	stage,	Comma Misuse within Clauses	Correctness
153.	<i>Experience Stage: At this stage 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.</i>	Intricate Text	Clarity
154.	, and	Comma Misuse within Clauses	Correctness
155.	stage,	Comma Misuse within Clauses	Correctness
156.	stage,	Comma Misuse within Clauses	Correctness
157.	problem based → problem-based	Misspelled Words	Correctness

158.	In addition → Also, Besides	Wordy Sentences	Clarity
159.	include,	Comma Misuse within Clauses	Correctness
160.		Intricate Text	Clarity
161.	, therefore → . Therefore, ; therefore	Punctuation in Compound/Complex Sentences	Correctness
162.	educate → teach	Word Choice	Engagement
163.	Certainly,	Comma Misuse within Clauses	Correctness
164.	<i>be done</i>	Passive Voice Misuse	Clarity
165.	. Still, students	Hard-to-read text	Clarity
166.	as:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
167.	, or	Comma Misuse within Clauses	Correctness
168.	<i>been made</i>	Passive Voice Misuse	Clarity
169.	<i>karboksilta</i>	Unknown Words	Correctness
170.	, and	Comma Misuse within Clauses	Correctness
171.	marvin → Marvin	Misspelled Words	Correctness
172.	, and	Comma Misuse within Clauses	Correctness
173.		Intricate Text	Clarity
174.	use → user	Confused Words	Correctness
175.	have a concern → are concerned	Wordy Sentences	Clarity
176.	<i>be seen</i>	Passive Voice Misuse	Clarity

177.	community → city	Word Choice	Engagement
178.	process → method	Word Choice	Engagement
179.	certainly → undoubtedly	Word Choice	Engagement
180.	to educate → of educating	Wrong or Missing Prepositions	Correctness
181.	Students,	Punctuation in Compound/Complex Sentences	Correctness
182.	<i>been achieved</i>	Passive Voice Misuse	Clarity
183.	achieved → made	Word Choice	Engagement
184.	<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>	Intricate Text	Clarity
185.	stage,	Punctuation in Compound/Complex Sentences	Correctness
186.	future; → future,	Misuse of Semicolons, Quotation Marks, etc.	Correctness
187.	, students	Punctuation in Compound/Complex Sentences	Correctness
188.	<i>are asked</i>	Passive Voice Misuse	Clarity
189.	<i>been followed</i>	Passive Voice Misuse	Clarity
190.	<i>been experienced</i>	Passive Voice Misuse	Clarity
191.	, and	Punctuation in Compound/Complex Sentences	Correctness
192.	some students do	Wordy Sentences	Clarity
193.	understand how →	Improper Formatting	Correctness

	understand how		
194.		Intricate Text	Clarity
195.	is → are	Faulty Subject-Verb Agreement	Correctness
196.		Intricate Text	Clarity
197.	include:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
198.	a group	Determiner Use (a/an/the/this, etc.)	Correctness
199.	the polite, or a polite	Determiner Use (a/an/the/this, etc.)	Correctness
200.		Intricate Text	Clarity
201.	The values	Determiner Use (a/an/the/this, etc.)	Correctness
202.	been quite often delivered	Passive Voice Misuse	Clarity
203.	This	Intricate Text	Clarity
204.	community.	Closing Punctuation	Correctness
205.	, which	Wordy Sentences	Clarity
206.	Some students do	Wordy Sentences	Clarity
207.	points.	Closing Punctuation	Correctness
208.		Passive Voice Misuse	Clarity
209.	practice → training	Word Choice	Engagement
210.	, and	Comma Misuse within Clauses	Correctness
211.	routinised → routinized	Mixed Dialects of English	Correctness

212.	In → On	Wrong or Missing Prepositions	Correctness
213.	, learning	Punctuation in Compound/Complex Sentences	Correctness
214.	the offense	Determiner Use (a/an/the/this, etc.)	Correctness
215.	a discussion	Determiner Use (a/an/the/this, etc.)	Correctness
216.	course,	Punctuation in Compound/Complex Sentences	Correctness
217.	various → multiple	Word Choice	Engagement
218.	the idea	Wordy Sentences	Clarity
219.	reflection → consideration, thinking, thought, shine	Word Choice	Engagement
220.	centre → center	Mixed Dialects of English	Correctness
221.	the learning	Determiner Use (a/an/the/this, etc.)	Correctness
222.	be argued	Passive Voice Misuse	Clarity
223.	own	Wordy Sentences	Clarity
224.	et al → et al.	Comma Misuse within Clauses	Correctness
225.	Concreat → Concrete	Misspelled Words	Correctness
226.	Experinnces → Experiences	Misspelled Words	Correctness
227.	Concep → Concept	Misspelled Words	Correctness
228.	This	Intricate Text	Clarity
229.	a good → an excellent, a suitable	Word Choice	Engagement

230.	process.	Closing Punctuation	Correctness
231.	investigate,	Comma Misuse within Clauses	Correctness
232.	Its → It	Pronoun Use	Correctness
233.	are done	Passive Voice Misuse	Clarity
234.	problem-solving → problem-solving	Misspelled Words	Correctness
235.	behaviour → behavior	Mixed Dialects of English	Correctness
236.	<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
237.	are able to → can	Wordy Sentences	Clarity
238.	, this → ; this, , and this, . This	Punctuation in Compound/Complex Sentences	Correctness
239.	et al → et al.	Comma Misuse within Clauses	Correctness
240.	reflection → thinking, meditation, representation	Word Choice	Engagement
241.	in order to → to	Wordy Sentences	Clarity
242.	reflection,	Comma Misuse within Clauses	Correctness
243.	emphasise → emphasize	Mixed Dialects of English	Correctness
244.	wider → broader	Word Choice	Engagement
245.			

	of	Wrong or Missing Prepositions	Correctness
246.	experience → expertise	Word Choice	Engagement
247.	interested	Wordy Sentences	Clarity
248.	to become → on becoming	Wrong or Missing Prepositions	Correctness
249.		Intricate Text	Clarity
250.	, such	Punctuation in Compound/Complex Sentences	Correctness
251.	be argued	Passive Voice Misuse	Clarity
252.	as well	Wordy Sentences	Clarity
253.	colour → color	Mixed Dialects of English	Correctness
254.	, and	Comma Misuse within Clauses	Correctness
255.	in order to → to	Wordy Sentences	Clarity
256.	research,	Punctuation in Compound/Complex Sentences	Correctness
257.	in order to → to	Wordy Sentences	Clarity
258.	, and	Comma Misuse within Clauses	Correctness
259.	a mentoring	Determiner Use (a/an/the/this, etc.)	Correctness
260.	on:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
261.	is done	Passive Voice Misuse	Clarity
262.	I found	Incomplete Sentences	Correctness
263.	reflection → thinking, thought,	Word Choice	Engagement

	meditation, representation		
264.		Intricate Text	Clarity
265.	descriptive → expressive, graphic	Word Choice	Engagement
266.	and/or → and, or	Inappropriate Colloquialisms	Delivery
267.	of reflection	Wrong or Missing Prepositions	Correctness
268.	is made	Passive Voice Misuse	Clarity
269.	Reflections → Considerations, Observations, Thoughts, Representations	Word Choice	Engagement
270.	journ a → journal	Misspelled Words	Correctness
271.	, or	Comma Misuse within Clauses	Correctness
272.	diary → journal	Word Choice	Engagement
273.	organise → organize	Mixed Dialects of English	Correctness
274.	at:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
275.	own	Wordy Sentences	Clarity
276.	, reflective	Punctuation in Compound/Complex Sentences	Correctness
277.	hereinafter → from now on, after this, in the future, starting now	Outdated Language	Clarity
278.	, then the → . The	Hard-to-read text	Clarity
279.	experience → skill	Word Choice	Engagement

280.	questions,	Punctuation in Compound/Complex Sentences	Correctness
281.	<i>be equipped</i>	Passive Voice Misuse	Clarity
282.	special → specialized	Word Choice	Engagement
283.	as well as → and	Wordy Sentences	Clarity
284.	<i>dck</i>	Unknown Words	Correctness
285.	<i>been conducted</i>	Passive Voice Misuse	Clarity
286.	research → study	Word Choice	Engagement
287.	design → create, develop	Word Choice	Engagement
288.	; → ."	Misuse of Semicolons, Quotation Marks, etc.	Correctness
289.		Passive Voice Misuse	Clarity
290.	Reflection → Meditation, Consideration, Thinking, Thought	Word Choice	Engagement
291.	<i>It writes</i>	Incomplete Sentences	Correctness
292.	<i>is boring</i>	Incorrect Verb Forms	Correctness
293.	<i>the first</i>	Determiner Use (a/an/the/this, etc.)	Correctness
294.	<i>who can</i>	Pronoun Use	Correctness
295.	<i>been experienced</i>	Passive Voice Misuse	Clarity
296.		Intricate Text	Clarity
297.	<i>This</i>	Intricate Text	Clarity
298.	by	Wrong or Missing Prepositions	Correctness

299.	certainly → undoubtedly	Word Choice	Engagement
300.	<i>been received</i>	Passive Voice Misuse	Clarity
301.	, this → ; this, . This	Punctuation in Compound/Complex Sentences	Correctness
302.	, allowing → . It allows	Hard-to-read text	Clarity
303.	, and	Comma Misuse within Clauses	Correctness
304.	, and	Comma Misuse within Clauses	Correctness
305.	Inquiry → Research, Question, Hearing, Investigation	Word Choice	Engagement
306.	The inquiry, or An inquiry	Determiner Use (a/an/the/this, etc.)	Correctness
307.	, and	Comma Misuse within Clauses	Correctness
308.	<i>be defined</i>	Passive Voice Misuse	Clarity
309.	, and	Comma Misuse within Clauses	Correctness
310.		Intricate Text	Clarity
311.	investigation → study, research	Word Choice	Engagement
312.	conclusions.	Closing Punctuation	Correctness
313.	↪ → ."	Misuse of Semicolons, Quotation Marks, etc.	Correctness
314.	, and	Punctuation in Compound/Complex Sentences	Correctness
315.	↪ → ."	Misuse of Semicolons, Quotation Marks, etc.	Correctness
316.	, and	Comma Misuse within Clauses	Correctness

317.	it requires	Incomplete Sentences	Correctness
318.	, or	Comma Misuse within Clauses	Correctness
319.	alain → Alain	Misspelled Words	Correctness
320.	include:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
321.	, and	Comma Misuse within Clauses	Correctness
322.	In addition → Also, Besides	Wordy Sentences	Clarity
323.	teacher,	Punctuation in Compound/Complex Sentences	Correctness
324.	reflection,	Punctuation in Compound/Complex Sentences	Correctness
325.	course,	Punctuation in Compound/Complex Sentences	Correctness
326.		Intricate Text	Clarity
327.	<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
328.	<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
329.	<i>Without reflection, length of</i>	How does Reflection Help	Originality

	<i>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>	Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	
330.	<i>Osterman (1990) indicates that 'Problems become, not dirty linen to be kept from the public's view, but opportunities for dialogue, learning and change' (p. 140</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
331.	<i>Dewey (1933) states that growth comes from a 'reconstruction of 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...</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
332.	<i>This is in line with some other studies</i>	Non-right-handedness in children born extremely preterm: Relation to early neuroimaging and long-term neurodevelopment	Originality
333.	<i>Reflection is a powerful procedure that teachers can utilize to investigate, and make their teaching practices better</i>	The Efficiency of the Tools Used for Reflective Teaching ... https://www.sciencedirect.com/science/article/pii/S1877042813034964	Originality
334.	<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
335.	<i>Seeing reflection as an activity for exploring experience and learning from it, Boud et al (1985) define reflection as 'a generic term for those intellectual and affective activities in</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality

	<i>which individuals engage to explore their experiences in order to lead to new understandings and appreciation' (p...</i>	become-effective-_58666de1e12e89ae67513135	
336.	<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
337.	<i>It allows teachers to stand outside their practice and see what they do from a wider perspective and 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>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
338.	<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
339.	<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
340.	<i>there are some factors affecting teachers' reflection such as teachers' 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, understand...</i>	How does Reflection Help Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	Originality
341.	<i>Therefore, in order to foster reflective</i>	How does Reflection Help	Originality

	<i>practice in schools, teachers' 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>	Teachers to Become Effective ... https://1pdf.net/how-does-reflection-help-teachers-to-become-effective-_58666de1e12e89ae67513135	
342.	<i>Reflection occurs in a collegial environment encouraging social responsibility, flexibility, consciousness and efficacy' (Newell, 1996: p. 568</i>	How does Reflection Help Teachers to Become Effective ... https://studylib.net/doc/18505540/how-does-reflection-help-teachers-to-become-effective-tea...	Originality
343.	<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
344.	<i>Reflective writings as an effective form of assessment that would provide a more insightful assessment of students' learning and thoughts</i>	quality expected usefulness of Information System expected ... https://www.coursehero.com/file/p4ohv05/quality-expected-usefulness-of-Information-System-expected-usage-simplicity-of/	Originality
345.	<i>Writing is not just a way to express</i>	Teachers https://www.paperrater.com/page/educators	Originality
346.	<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
347.	<i>Dewey (1993) assessed reflective thinking as "active and continuous thinking of any subject". Atay(2003: 54) described reflective thinking as a</i>	Prospective Teacher's Evaluations in Terms of Using ... https://core.ac.uk/download/pdf/82630228.pdf	Originality

process and he characterized this process as "remembering, thinking over and assessing with a particular purpose of any experience". Loughran (1996: 13), o...