

Original Article

Towards Reflective Teaching: Meta-Synthesis of Reflection in Teaching-Learning Process

Nazanin Ghasemi*
Marzieh Dehghani**

Introduction

Reflection and teaching are two inseparable concepts and the combination of these two has led to the formation of the concept of reflective teaching. In reflective teaching, teachers think about the entire teaching-learning process that takes place in the classroom. The purpose of this study is to explore different aspects of teachers' reflective teaching at school.

Method

This study was conducted using Qualitative approach and Meta-Synthesis method. In the Meta-Synthesis, the seven-step method of Sandeliski and Barroso (2006) was used, which includes some processes like; setting research questions, systematic review, finding out and selecting basics, extracting and analyzing findings, analysis and synthesis, quality control and presenting meta-synthesis.

Results

The research findings showed reflective teaching mainly has three aspects. One of them is the various dimensions of reflective teaching, including reflection before the act of teaching, during the teaching, and after the teaching. The second aspect refers to reflective teaching strategies like; observing own self-performance of teaching, students' feedback, action research, journalling, using portfolio, and collaboration with colleagues in teaching. The third and last aspect is related to the requirements of reflective

* M.A. Student, Faculty of Psychology and Education University of Tehran, Tehran, Iran.

** Associate Professor of Department of Curriculum and Instruction, Faculty of Psychology and Education University of Tehran, Tehran, Iran. *Corresponding Author:*

dehghani_m33@ut.ac.ir

teaching, which is included professional, personal, and socio-cultural factors.

Discussion

The meta-Synthesis showed that teachers' reflective teaching in school is a complex and multi-dimensional practice. Teachers' reflection in reflective teaching is not limited to reflection before teaching, they reflect on the teaching and learning process during and after teaching. By using different strategies, teachers look at teaching and learning from different perspectives, including themselves, students, and colleagues. Of course, reflective teaching of teachers in school needs requirements such as personality factors, professional factors, and socio-cultural factors. For reflective teaching, teachers must have unique personality traits such as patience, criticism, and flexibility. Professional factors related to teachers' reflective teaching also include things such as how to face teaching and learning issues, providing learning opportunities, and how to communicate with students. Socio-cultural factors are another requirement of reflective teaching, which is related to the existence of a suitable social and cultural atmosphere for the interaction of teachers with students, the interaction of teachers with each other, and school staff.

Keywords: Reflective teaching, teachers' reflection, reflective thinking, meta-synthesis

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