

The Evolution of the Social Roletaking and Guided Reflection Framework in Teacher Education: Recent Theory and Quantitative Synthesis of Research

Alan J. Reiman

While reflective practice is widely recognized as an important element in the teaching/learning process, there is a lack of theoretical constructs for guiding reflection in teacher education. Moreover, there are few tested methods for developing reflective teachers. Reflective practice can be defined as a process of problem solving, reconstruction of meaning, and subsequent reflective judgments while persons are engaged in a significant new activity. Reflecting upon one's new experiences can prompt learning and cognitive development, if certain conditions occur. A theoretical framework (i.e. complex new helping role, guided reflection, balance of experience and reflection, support and challenge, and continuity of all conditions) guided the studies that are summarized in the paper.

A quantitative synthesis of intervention studies, spanning ten years, that were based on this guided reflection and roletaking framework is reported in the article. These studies were based on the assumption that teaching is a complex moral profession and that professional development programs aimed at promoting ethical sensitivity and greater tolerance for ambiguity should be implemented and tested. Seven studies focused on facilitating cognitive structural growth in the conceptual and ethical/moral domains for pre-service and in-service teachers are summarized. The studies employed a guided reflection framework as the independent variable. In each of the studies the educators in the treatment were expected to participate in guided reflection through dialogue journals with their instructor, who learned to employ the guided reflection framework. Dependent variables included various measures of moral judgment and conceptual complexity, as well as new skill acquisition. Findings from the studies indicated significant gains in cognitive-structural growth across conceptual, moral and ego developmental domains. Behavioral data and post hoc analysis indicated that participants gained professional skills associated with more effective and responsible practice.

Since promoting teacher learning and development through reflection is not necessarily an automatic process, a framework to guide reflection is required. This article includes a detailed description of a taxonomy for an instructor to differentiate responses to written reflection according to the needs of the adult learner. The taxonomy is a guide for selecting responses to "match" the students' current developmental level and graduated "mismatching" responses to introduce more challenge.

Guided reflection within the developmental framework can be applied to the mentoring relationship as thoughts, feelings, and actions are considered during discourse. For instance, when a mentor teacher and a novice teacher discuss different possible solutions to classroom management problems, and the mentor encourages the protégé to consider how the students might solve the problem, the mentor is intentionally guiding the protégé to take the multiple perspectives of the students.

The taxonomy includes responses in indirect and direct categories, adapted from the Flanders' interaction system. The indirect categories are accepting feelings, praising or encouraging, clarifying ideas, and prompting inquiry are. Direct categories include providing information, giving direction, and addressing problems. Indirect responses have advantages as the young adult learner develops greater capabilities for abstract reasoning, perspective taking, and ethical reasoning. The direct mode of interaction has advantages when the learner extensively relies on concrete reasoning and exhibits limited perspective taking.

There are several implications for teacher education. Because teachers vary in their ability to reflect upon experience, a flexible framework to guide and differentiate reflection according to the developmental preferences of adult learners represents an important step forward in individualizing instructional strategies. The framework's theoretical underpinnings resolves the lack of directing constructs and research for the professional education of teachers.

Journaling, written coursework, and portfolios can foster new learning and cognitive development for adult learners. The guided reflection framework described in this article pays attention to caring, acknowledging feelings, and the dissonance associated within learning a complex new role. The theory, research, and the action/reflection framework provide support for designing deliberative reflective programs with the goal of promoting learning and teacher development.

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* This study relates to materials in Chapter IX of the *Becoming a Teacher Educator* and to the Adult Learning and Developmental Framework below.

Learning/Coaching Elements

1. Knowledge
2. Demonstration
3. Practice with Feedback
4. Adapt and Generalize

Joyce & Showers, 1995

Conditions for Development

1. Significant New Role Taking
2. Guided Reflection
3. Balance between Experience and Reflection
4. Support and Challenge
5. Continuity in all of the above

Sprinthall & Thies-Sprinthall (1983)



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