

Collaborative Reflection: Vehicle for Professional Growth

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Abstract

This paper relates our own experience in working with our undergraduate students, who are studying to be teachers, in their teaching practice. It shows how these students can be involved in various reflective processes hopefully resulting in becoming increasingly aware of various theories of teaching and in the improvement and the development of their perspective of classroom practices. The framework within which we worked incorporated five criteria: observation, experiential practice, personal evaluation, group discussion, and comments by mentors. Problems in the implementation of this framework and possible solutions will be discussed.

Keywords: collaboration, reflection, observation, mentor, practicum.