



Reflective thinking and Teaching Games for Understanding: The case of a seed teacher's teaching reflection

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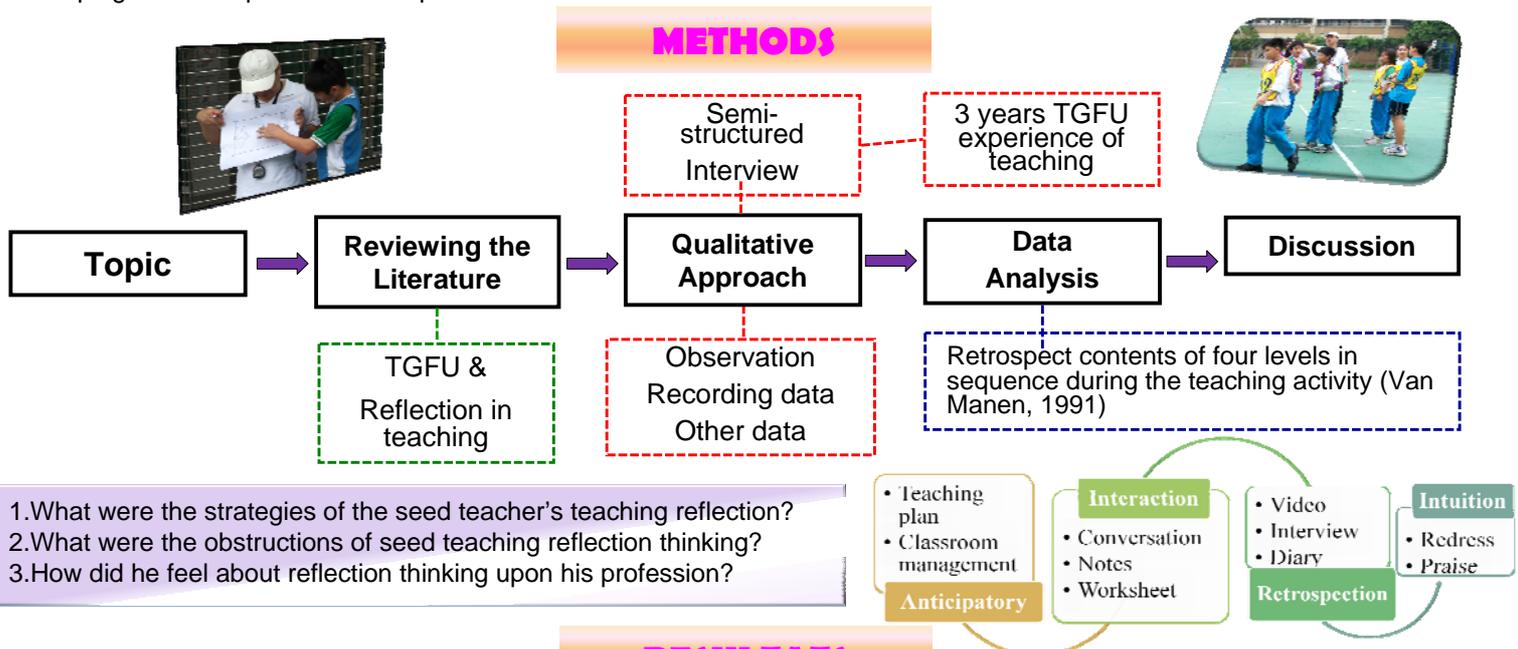


INTRODUCTION

Pennington (1992) described reflective teaching as "a movement in teacher education in which ... teachers analyze their own practice and their underlying basis and then consider alternative means of achieving their ends."

Students can get the best learning opportunity while teachers introspect during practical teaching period and celebrate from teaching experience in the progress of developing teacher's professional experience.

Reflection plays an important role in learning and teaching system. No matter for children, adults, or experts, behavior introspection is the first step. Based on what they have learned, people can adjust behaviors via reflection. Teachers must have cognitive and introspective ability which are considered as the key to motivate the development of a teacher's professional (Chiu, 2004).



RESULTS

- ★ The strategies of seed teaching reflection thinking were teaching journal, video watch, profile, and deep-interview with researchers.
- ★ The interaction between teacher and students, structures of learning ability, and learning process structure were the main aim of teaching reflection thinking for the seed teacher.
- ★ The obstructions of the seed teacher in teaching reflection thinking were the limit of time, administrative work, and self-critical thinking ability.
- ★ The affection of self-teaching, adjusting a teacher's role, and having the attitude of lifelong learning helped this TGFU seed teacher's professional progress.



	Retrospect contents
Teaching level	<p>S : We don't want to play it ! T : Why not ? S : It's not amusing !</p> <p><i>I have observed that in some of the courses that I can hardly get chances to participate in, so I feel discouraged and would rather take a break and see others than actively join them.</i></p> <p>Adjustment of the rule: field, equipments, grouping with similarities</p>
Self-career level	<p><i>I was always willing to participate in the activities which may benefit my teaching skills, what we have learned can be passed on children, and how to teach them required some techniques.</i></p> <p><i>At school, I found elder teachers may not care about PE class very much, and they just allow these kids playing with each other. However, I believed that it was not quite helpful to kids, and I started to wonder if I would become one of this kind of teachers in the future? After a second thought, I realized that being a teacher, we had to give our best to the students, so I will...now I still followed my own enthusiasm which started in my career life, and tried not to be influenced by elder teachers.</i></p>

DISCUSSION

Retrospection is not only the process of self-examination, but also involved in the collection of past experiences, and think of the solutions to current problems. Except for the construction of knowledge, the individual's belief and movements will also be adjusted, fulfilled or maintained in order to achieve a better result and construct the knowledge and propose of individual's movements (Binkley & Brandes, 1995; Chen, 1999; Korthagen & Wubbles, 1995).

The promotion of retrospective teaching should be emphasized on how to put the concepts of educationalists into practice. TGFU seed teachers apply the retrospect method to solve the problems of lecturing difficulties, and career tiring under the expectation of self-career. They provided students with diverse learning spaces, and accomplished the teaching experiences of self-enlightened knowledge and professional growth. Self-critical thinking on teaching was one of the keys.