



Guiding student teachers reflection in practicum: Two patterns of joint reflection between students and their university tutors

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Theoretical framework

- ✓ Reflection on practice is a key element of (pre-service) teacher training
- ✓ We define “reflection” as a thinking process which gives coherence to a situation which is initially incoherent and unclear

(Dewey, 1933, 1938; Schön, 1983)

Theoretical framework

- ✓ “Productive reflection”:
 - Is interpretation-oriented
 - Allows a more complex, holistic and systemic view of educational practice and situations
 - Considers the dilemmatic nature of educational practice and situations
 - Is informed by academic, disciplinary knowledge

(Clandinin, 1986; Davis, 2006; Dewey, 1933, 1938; Mauri, Clarà, Colomina, Onrubia, & Ginesta, 2013; Moore-Russo & Wilsey, 2014; Pareja-Roblin & Margalef, 2013; Postholm, 2008)

Theoretical framework

- ✓ Productive reflection is difficult
- ✓ From a sociocultural perspective, joint reflection can be a potential way to promote individual productive reflection
- ✓ For joint reflection to promote productive reflection, experts' guide and assistance is needed

(Davis, 2006; Gelfuso & Dennis, 2014; Harford & MacRuairc, 2008; Husu, Toom, & Patrikainen, 2008, Korthagen, 2001; Mena, Sanchez, & Tillema, 2011; Postholm, 2008; Quinton & Smallbone, 2010)

Aim - Research questions

- ✓ Which forms and patterns of joint reflection are co-constructed by university tutors and student teachers throughout the discussion of situations of teaching practice?
- ✓ How do these different forms and patterns of joint reflection contribute to productive reflection?

Method

- ✓ Participants and situations observed:
 - Two groups of student teachers (13 to 15 student teachers/group) and their university tutors
 - The student teachers were in *Practicum 2* (2nd practicum period, 15 weeks, 4 whole days/week at school, 1 tutorial meeting/week, 3 hours/meeting, on the 3rd training year)
 - The two tutors were experienced and members of the research team

Method

- ✓ Participants and situations observed:
 - 5 joint reflection sessions per group
 - Reflection was focused on concrete “situations” of teaching practice, observed or experienced by the student teachers in the school, and considered by the students as “remarkable” or “interesting”
 - Student teachers had to prepare a written narration of the “situations” that they proposed for discussion

Method

- ✓ Participants and situations observed:
 - Tutors tried to follow two general guidelines:
 - Promoting “authentic”, “true” conversation and dialogue among all the participants
 - Keeping the focus of discussion on the interpretation of the “situation” (vs. judgement or resolution)
 - After each session, students had to individually analyse a similar “situation”, as a written assignment

Method

✓ Participants and situations observed:

	<i>Sessions</i>	<i>Total time</i>	<i>Mean time per session</i>	<i>Discussed situations</i>	<i>Mean time per situation</i>
Case A	5	7 h 19 m	1 h 27 m	14	31 m
Case B	5	5 h 32 m	1 h 06 m	8	41 m

Method

- ✓ Data collection:
 - Videotapes of all the joint reflection sessions
 - All the individual “post-session” written analysis of “situations”

Method

✓ Data analysis:

- Joint reflection sessions were analysed through “interactivity analysis”

(Coll, Onrubia, & Mauri, 2008; Mauri, Clarà, Colomina, & Onrubia, 2015)

- Students’ individual written reflections were analysed through content analysis

(Mauri, Clarà, Colomina, Onrubia, & Ginesta, 2013)



Results

- ✓ Two different patterns of joint reflection were identified:
 - A more “conversational”, students-centered pattern, based on a *general exploration* → *element/s exploration* → *recapitulation* sequence (Pattern A)
 - A more directive, “monological”, teacher-centered pattern, based on a *general exploration* → *focusing/framing* → *tutor interpretation* sequence (Pattern B)
 - Pattern A was typical of Case A sessions and Pattern B was typical of Case B sessions



Results

- ✓ These two patterns seemed to relate to the post-sessions individual written reflections of the student teachers:
 - Individual scores on “Dilemma” and “Interpretative orientation” dimensions improved more for students coming from Pattern B joint discussions
 - Individual scores on “Academic knowledge” dimension were higher for students coming from Pattern A joint discussions



Conclusions

- ✓ Joint reflection on real situations of field experience seems to be confirmed as a potential way to promote individual productive reflection
- ✓ The importance of tutor's assistance for joint reflection to promote productive reflection seems also to be confirmed

Conclusions

- ✓ The balance between “maintaining true dialogue” and “keep reflection focused” seems to be a key issue for designing productive reflection discussions
- ✓ It is worth further exploring the potential of a “mixed pattern” of joint reflection, combining general and specific exploration, recap, focusing/framing, and tutor interpretation



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Thank you very much!

Method

✓ Data analysis:

- Analysis of joint reflection sessions through “interactivity analysis”:
 1. Identification of “segments” (fragments) of joint activity, based on participation structure and conversation content
 2. Description of student teachers/tutor patterns of action for each kind of joint activity segments

Method

✓ Data analysis:

- Analysis of joint reflection sessions through “interactivity analysis”:
 3. “Mapping” joint activity segments for each session
 4. Analysis of joint activity segments frequency, duration, distribution and articulation within and across sessions

(Coll, Onrubia, & Mauri, 2008; Mauri, Clarà, Colomina, & Onrubia, 2015)

Method

- ✓ Data analysis:
 - Analysis of students individual written reflections through content analysis:
 - Interpretative orientation of the student reflection
 - Identification of different factors involved in the situation
 - Dilemmatic understanding of the situation
 - Use of academic knowledge to understand the situation

(Mauri, Clarà, Colomina, Onrubia, & Ginesta, 2013)



Results

✓ Analysis of joint reflection sessions -- Group A

<i>Segments</i>	<i>Time</i>	<i>% of time</i>	<i>Situations</i>	<i>% of situations</i>
Sit. Clarif.	0:29:55	9%	6	43%
Exploration	2:52:59	51%	14	100%
Element Expl.	1:10:22	20%	8	57%
Recap.	0:26:54	8%	9	64%
Focus	0:04:14	1%	2	14%
Tutor questions	0:00:00	0%	0	0%
Tutor interp.	0:18:43	6%	3	21%
Sinthesis	0:00:00	0%	0	0%
Acad. Knowl.	0:18:42	6%	2	14%

Results

✓ Analysis of joint reflection sessions -- Group B

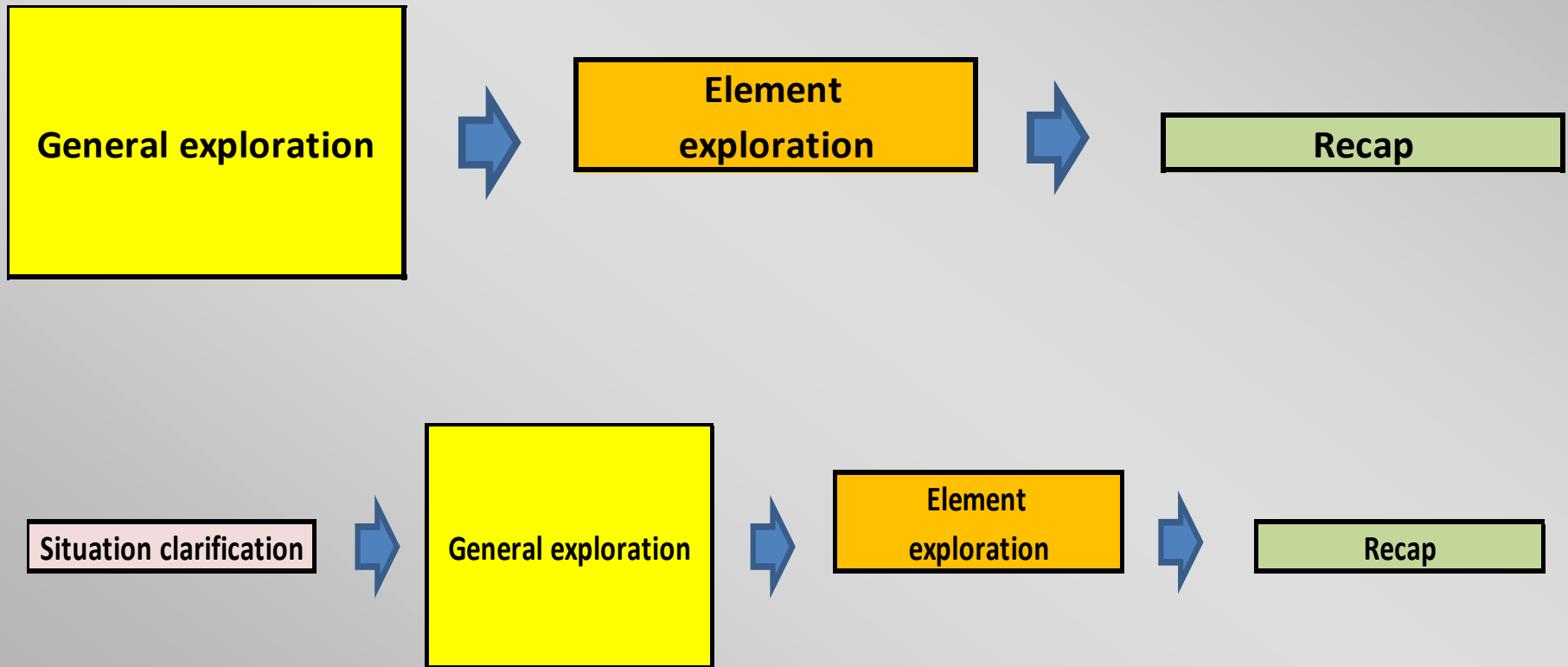
<i>Segments</i>	<i>Time</i>	<i>% of time</i>	<i>Situations</i>	<i>% of situations</i>
Sit. Clarif.	0:00:00	0%	0	0%
Exploration	0:56:53	22%	7	88%
Element Expl.	0:00:00	0%	0	0%
Recap.	0:00:00	0%	0	0%
Focus	1:02:05	24%	6	75%
Tutor questions	0:28:00	11%	2	25%
Tutor interp.	1:18:14	30%	7	88%
Sinthesis	0:11:15	4%	2	25%
Acad. Knowl.	0:20:55	8%	1	13%

Results

- ✓ Analysis of joint reflection sessions
 - “Mapping” of joint activity segments – Case A
 - “Mapping” of joint activity segments – Case B

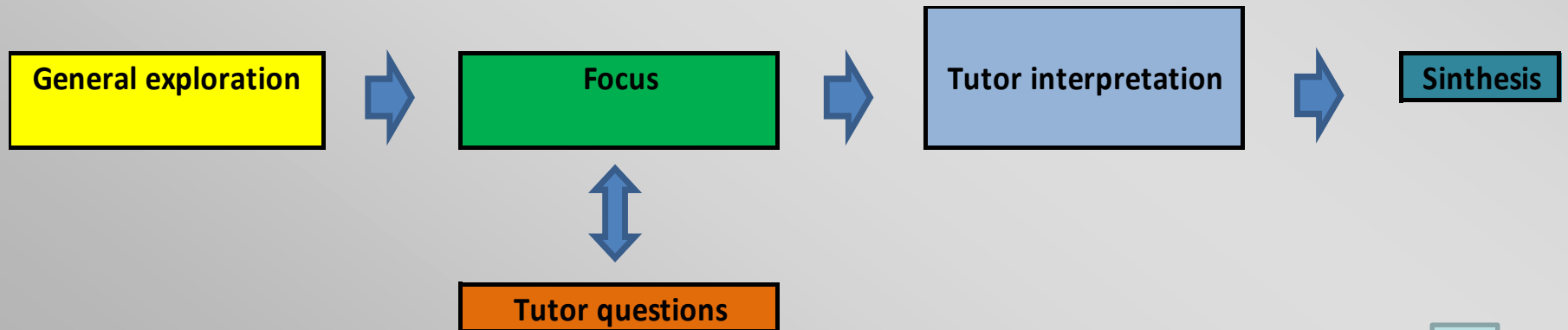
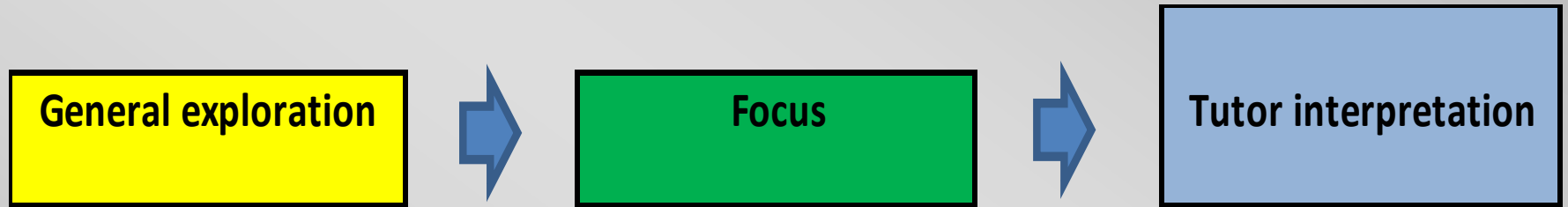
Results

- ✓ Global pattern of joint reflection -- Group A



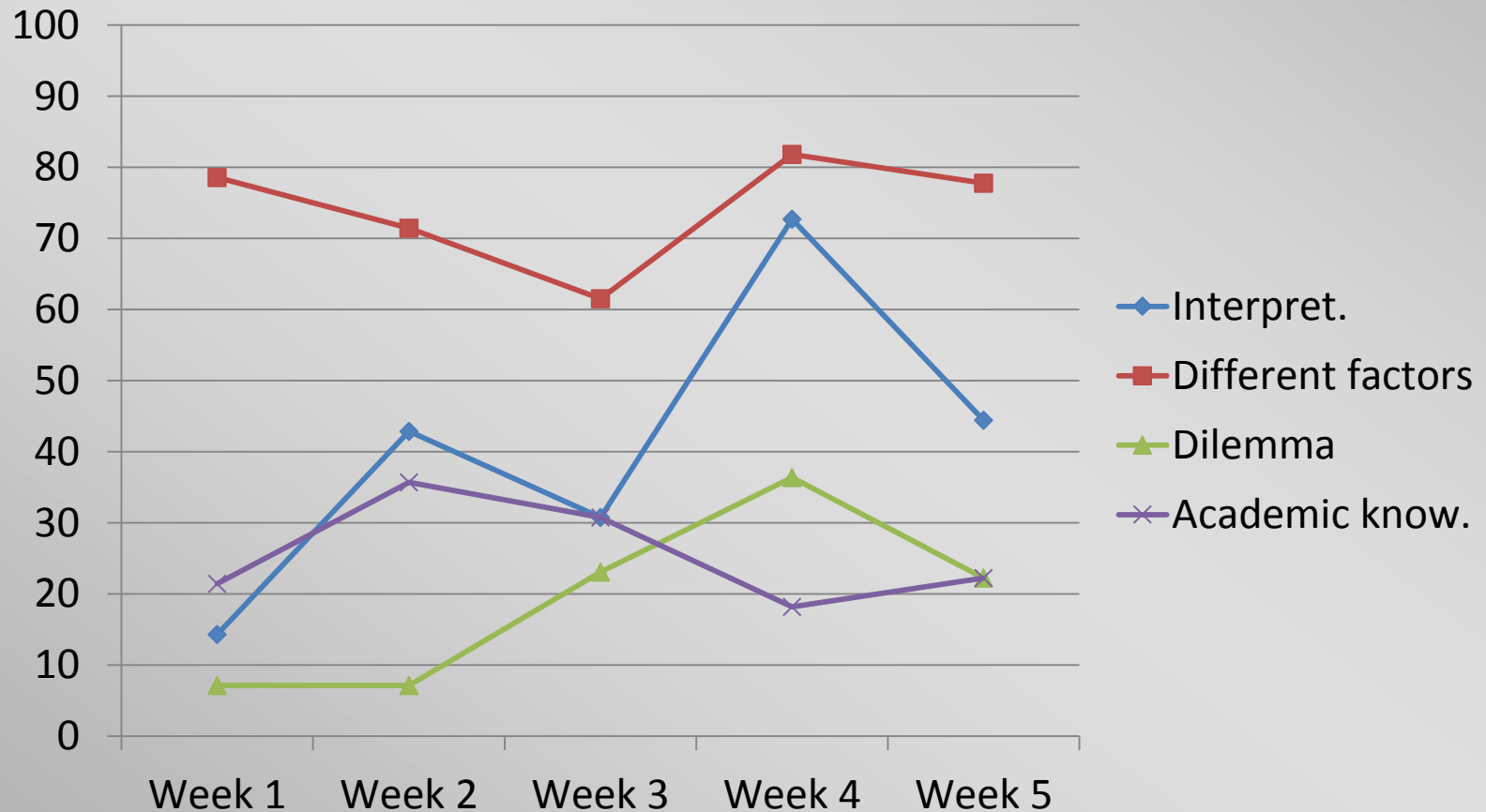
Results

✓ Global pattern of joint reflection -- Group B



Results

✓ Analysis of individual written reflections – A



Results

✓ Analysis of individual written reflections – B

