

Secondary School Science Teachers' Views about Their Reflective Practices

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Abstract

The importance of reflection in teaching and learning lies in encouraging one to view problems from different perspectives. Reflective practice can be useful in designing teacher education and sustainable professional development. Conscious reflection is an important element for helping teachers and learners in problem-solving and decision-making processes and fostering their critical-thinking abilities. The aim of the present research was to investigate teachers' views about the nature of their experiences with reflective practices and reflective teaching. A survey consisted of three dimensions used to collect the data. It was distributed to 458 (237 male and 221 female) science teachers working at high schools in Saudi Arabia. The results have indicated that teacher practices of almost all reflective activities included in the three dimensions "the extent of practicing reflection", "areas of practicing reflection", and "ways of practicing reflection" are at "high" level from their point of view. The results have also shown that there are no significant differences in the teachers' views about their practices of reflective activities related to their gender, or experiences in the teaching profession.

Keywords: reflection, reflective practice, consciousness, sustainable professional development.

Introduction

For educational improvement, teacher professionalism is essential. There is much interplay between primary and reflective consciousness that can foster teacher sustainable professional development (Reid & Horváthová, 2016). Yoo (2016) has argued that to ensure sustainable development, educators should focus on studies related to teacher programmes. In addition, Back et al. (2009) stress that the development of reflection on practice is essential for sustainable professional development. One of the important natural phenomena that has a notable effect on sustainable professional development is conscious reflection. The relation between reflection and consciousness is simple, if teachers reflect critically on their work or PD providers reflect carefully on the programs, then they can make conscious choices about their experience, which in turn may enable them to strengthen the quality and effectiveness of their work (Reagan, 1993; Adeyemi,