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Reflection in action of the HEI lecturers using digital tools

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Abstract. This article is devoted to the analysis of the balance of development of reflective skills among higher education lecturers in the process of scientific and pedagogical activity. The analysis is conducted in two directions: reflection on the activity (reflection of the result) and reflection in the activity (reflection of the process of obtaining the result).

The authors present an analysis of two aspects of reflection on the example of teaching language disciplines in the specialty "Foreign Language: Two Foreign Languages" on the basis of JSC "Kostanay Regional University named after A. Baitursynov". A total of 12 teachers from higher education institutions participated in the initial phase of the research. An algorithm for implementing the balance of development of the reflective skills of HEI (higher educational institution) lecturers has been developed.

The article presents the initial and intermediate results of the participation of the HEI lecturers in the program "Media Literacy - Reflection on / in action", built on the basis of a massive open online course of the Coursera web platform. The available results obtained in the course of the study indicate the presence of the imbalance in the development of skills for reflecting the process of obtaining a result and reflecting the result itself on the basis of digital resources.

The presented program has a balanced influence on the formation of two types of reflection of HEI lecturers - reflection on activity (the effective, control and measuring / assessing component of the pedagogical activity, the aspect of assessment, self-assessment, peer assessment of teaching results), and reflection of the activity itself (methodological and technological component of pedagogical activity, aspect of stage-by-stage planning, forecasting, mapping and foresight of the prospects for the development of the process of implementing the pedagogical activity itself in the higher educational institutions).

Keywords: reflection in activity; reflection on activity; higher educational institution; lecturer; digital resources.

Basic provisions

Reflection of the pedagogical process deals with two aspects: reflection in action (the analysis of the current process of the work) and the reflection on action (the final result analysis).

The research came to the following conclusions:

1. Reflection on action is more visible and characteristics for the modern HEI teaching process;
2. Special work must be done for the developing of the reflecting practices in the action, for it ensures the understanding of the education system from inside at every step of its development;
3. Self-reflection tools intensifies the process of reflecting in action (blogs, microdiaries) on the basis of constant and motivational involvement.
4. Specially designed course on using blogs in teaching can help educators create their own view on reflection in action as well as the reflection on action.

Introduction

The article mainly concerns the discovery of the type of the reflection dominated in HEI lecturers – reflection in action (realized through the constant analysis of own pedagogical process), and reflection on action (realized through the analysis of the gained educational results).

The aim of the research is to reveal the proportions between the use of the reflection in action as well as the reflection on action during the pedagogical activity.

Reflection in action was perceived as the complex of psychological intentions, readiness and ability to analyse, introspect and critically look at the educational process (setting aims, planning, organizing, performing, analyzing, predicting, foreseeing and using foresight methods).

Reflection on action was positioned as the complex of controlling, assessment based qualities and skills of educators in terms of analyzing the obtained results (summative assessment, the level of knowledge of students, measured skills, qualities, etc.).

Various scholars emphasise different aspects of reflection of teachers - Dewey presented the educational processes and experience as aspects for the reflection; Kolb's Experiential Learning Theory viewed the components of the reflection; reflective observations were the core for the number of modern methodologists - Amanda Bowling, Aaron Giorgi, Caryn Filson, Tracy Kitchel [1].

Reflection-in-action approach to teaching practice has recently been transformed into reflection in action theory. Previously elaborated, the theory of reflection-in-action by Donald Schön in the beginning of the XX century [2, 3], it has been criticized by the researchers as the way to 're-educate' the lecturers [4]. As the recent researcher J. Anderson states, the 'reflection literacy' is wider than the reflection in action [5]. In accordance with the existing concepts 'reflection', 'reflective activity', 'reflective skill', 'reflective ability', reflection in action is mainly perceived as the one 'based on multiacts' [6].

The results on the density of publications dedicated to the topic of reflection in the educational process were as follows:

1. The publications mostly cover the reflection-in-action strategies;
2. The new trend in reflection theory has appeared – the reflection-for-action theory [7];
3. The fields of the research dealing with the reflective practices include ‘human society’, ‘philosophy’ and ‘education’;
4. The growth of the research in the sphere of reflective practices in education as a complex phenomenon [8];
5. The intensive focus on critical reflection in education [9].

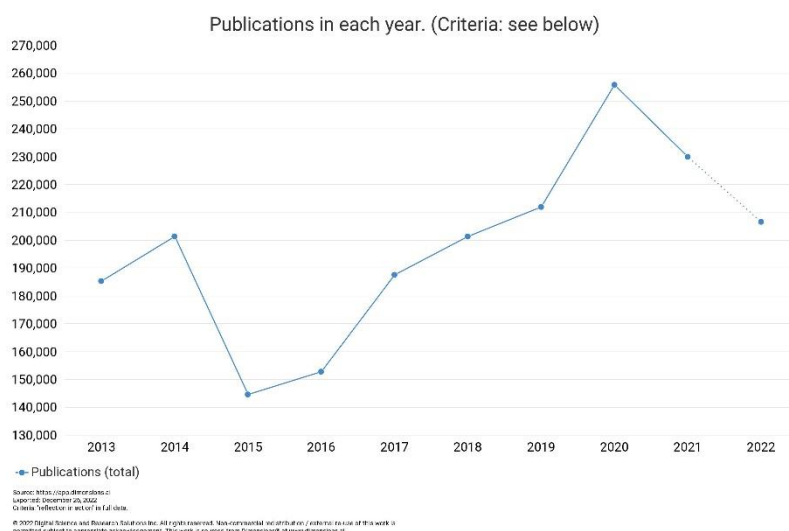


Chart 1 - The number of publications on the topic 'reflection' (Dimensions All)

Consequently, the concept 'reflection-in-action' has been studied as a complex, but not in balance with the 'reflection-on-action' theory.

Materials and methods

The aim of the given research is to present the preliminary results of the comparative analysis of reflection-in-action and reflection-on-action of HEI lecturers in the forms of web-blogs and Platonus assessment resources.

The objectives of the research include the following aspects:

- 1) To analyse the entry data on reflection-in-action processes (through the essays of lecturers);
- 2) To analyse the entry data on reflection-on-action processes (through Platonus system);
- 3) To introduce the web-blog service as a tool for enhancing reflection-in-action processes of the lecturers;
- 4) To compare the gained results;
- 5) To formulate the methodological recommendations for the intensification of the reflection-in/on-action processes of the HEI lecturers.

The experiment was based on 1 focus group – 12 lecturers (2-7 years of teaching experience in HEIs) in the specialty 'Foreign language: two foreign languages' (Kostanay regional university, Kostanay, Kazakhstan).

The research is intended to prove the following work hypothesis: reflection-on-action of the lecturers has more visible character and is more developed in lecturers in comparison to the reflection-in-action demanding constant critical analysis of the own pedagogical activity.

The following methods of the research were used:

- 1) Free-writing method (entry essay writing);
- 2) The method of analysis of the digital data (Platonus system);
- 3) Method of contrastive analysis (comparison of the information gained from the entry and final stages of the research).

The stages of the research are presented below:

- 1) Entry essay writing (the topic is 'My analysis of the everyday teaching routine'. The essay instruction contained the following guided questions: 'How do you collect educational data for the analysis? How do you track the progress of your students? What is the best tool for data analysis? Do you measure skills, qualities change, knowledge in progress?');
- 2) Entry assessment analysis (the results of students obtained through the Platonus system);
- 3) Formative stage – introducing the web-blog for everyday reflective practices of HEI lecturers (writing the blogs on everyday problems/reflection on the lessons/seminars/lectures in a free format – the forms were chosen randomly – Facebook page, mypage, Instagram blog, etc.).

Results

All 12 participants of the focus group wrote the obligatory essay on the topic on the organization of the reflection-in-action.

The guided questions assisted the participants in writing.

The gained excerpts demonstrate the existing gaps in carrying out the process of reflective practices:

1. Participant 1 states 'I never track my students' results if it is not a summative assessment, they need to control themselves, why I should care about it' proving the insufficient forming of the reflection-in-action practice;
2. Participant 2 mentioned existing time management problems – 'I would like to analyse each step of my work, but it turns out that I have too many lessons and very limited extra time';
3. Participant 7 emphasises that 'my experience in using constant operant reflection was a disaster – no free time, many paper work – checklists, observation forms, criteria rubrics... that irritated me in the past'.

Judging by the answers, the process of reflection-in-action is associated with the extra activity, viewed apparently from the educational process, difficult, time-consuming and ineffective.

Having grouped all of the drawbacks in the sphere of reflection-in-action essay writing, the following outcomes have been gained:

1. Psychological and motivational aspects – 53%;
2. Organisational and management based aspects – 23%;
3. Educational and upbringing aspects – 24%.

Discussions

The analysis of the statistical data and the summative assessment reflection-on-action of lecturers demonstrated the following results:

1. Lecturers timely perform summative assessments (7th and 15th weeks of the educational semester);
2. The results of the formative assessment can be visualized in Platonus system;
3. All of the grades of students are justified and based on criteria for assessment reflected in the syllabus / work programmes of lecturers.

The answers demonstrate the low level of forming reflection-in-action process in comparison to the reflection-on-action process, the lecturers have the feeling of extra/additional or subsidiary character towards the reflection as the ongoing process treating it as a form of assessment.

This stage of the research deals with the introduction of the web-platforms for carrying the everyday reflection about the current status and gained results of the pedagogical activity.

All participants have taken the course on microblogging and SMM in pedagogy. The course included 12 online lectures and 60 hours of self-work on the following topics – 2 hours each lecture:

1. Reflection in action. Basic notions
2. Reflection on action. Results of the education.
3. Microblogging in education.
4. Vblogs of the leading teachers of FL.
5. Reflection cycles in pedagogical activity.
6. Mistakes and errors in reflecting self as a teacher.

Within the given 7 weeks period of work, the educators had to complete the blog online (1 blog per each lecture and practice implemented using one of the stated above e-tools – mypage, Facebook, etc. or other digital tools – [10]).

The educators had to give at least 200-250 replies each week by answering the following questions:

1. Was the lecture effective?
2. To which extend was the lecture effective?
3. How did I apply the knowledge taken from the lecture in my practice?
4. What was the most difficult part for implementation? Why?
5. How did I assess students before the lecture? Has anything changed?
6. Which assessment tool was the most effective this week?

7. Do I mostly focus on the process or result in reflection? The excerpts from the microblogs demonstrate the active involvement of the educators into the process of reflection-in-action rather than on the results of the teaching. Some of the self-reflection tables have been elaborated by educators and filled in the following way (see Table 1):

Table 1

**The sample of the created and filled in the table on self-analysis of the lecture
(reflection-in-action)**

Criteria	Self-Analysis (1-5)
ContentClarity	How clear was the explanation of concepts? 3
Engagement	Were students actively engaged during class? 3
Interaction	How much student-teacher interaction occurred? 2
UseofResources	Were teaching aids/resources utilized effectively? 5
Organization	Was the lecture well-structured and organized? 4
Assessment	How effective were the assessments/feedback provided? 4
TimeManagement	Was the allocated time used efficiently? 4
Adaptability	Were adjustments made based on students' needs? 3
Communication	How effective was communication with students? 3
Encouragement	Did the lecture encourage student participation? 3
Innovation	Were innovative methods/ideas incorporated? 3
Reflection	How well did I reflect on my teaching during the lecture? 3
OverallImpact	What was the overall impact of the lecture on students' understanding? 3

In this table, the educator rates each criterion on a scale (for example, from 1 to 5, with 1 being poor and 5 being excellent) and add comments or specific examples under each criterion to provide context for the self-analysis.

Conclusion

The course containing the guided directions as well as the theory on reflection practicing gained the following results:

1. 90% of respondents filled in the blogs regularly;
2. 82% of respondents enjoyed the process of reflecting on their practices;
3. All educators stated the relevance and timely character of the course;
4. 55% of respondents emphasized the dominance on reflection on action more than reflection in action that triggers more attention to this side of pedagogical reflection;
5. The analysis of the blogs illustrates the growth in the number of self-reflecting educators who think about the process of their activity rather than the results of the education: 'it was difficult to think and analyse the current work process, but I did it', 'the analysis was challenging but it is worth, I know how to reflect now, which tools to use and how to assess my students'.

To sum up, the reflection-in-action approach entails educators actively immersing themselves in reflective contemplation whilst instructing, rather than confining reflection solely to post hoc assessments. The ensuing effects of this approach on the learning process are multifaceted:

- enhanced adaptability as practitioners of reflection-in-action cultivate a heightened capacity to promptly tailor their instructional techniques in response to students' reactions and requirements;

- amplified problem-solving competence that is based on deliberation on instructional practice as it unfolds empowers educators with the ability to adeptly address challenges in real-time, thus enhancing their problem-solving prowess;
- augmented student engagement through the virtue of their vigilance towards student responses and their immediate methodological adjustments (teachers can foster a more captivating and interactive learning experience);
- enhanced understanding of varied learning styles: reflection-in-action affords teachers the opportunity to discern how distinct students react to diverse instructional methods;
- continual enhancement that includes active reflection during instruction instilling a culture of perpetual enhancement within the teaching fraternity.
- developing of pedagogical proficiency: educators become increasingly adept at interpreting classroom dynamics, comprehending student behavior, and making instructional decisions that facilitate efficacious learning.

It is imperative to underscore that the efficacy of the reflection-in-action approach may exhibit variations contingent upon individual educators, their level of experience, the educational context, and the institutional support available for the promotion of reflective practices. When judiciously employed, this approach can profoundly enhance the teaching and learning experience.

Thus, the course alongside with the reflecting practicing on using blogs in teaching can help educators create their own view on reflection in action as well as the reflection on action. Further work on implementing special tools for developing reflection in action must be rethought and reconsidered.

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Contribution of the authors

Konvisar A.A. – writing the text and critically reviewing its content; proper study and resolution of issues related to the reliability of data or the integrity of all parts of the article.

Bezhina V.V. – research; collection, analysis and interpretation of the data obtained; final conclusions.

Mukanov M.R. – formation of an idea; formulation or development of key goals and tasks; development of methodology.

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Цифрлық ресурстарды қолданудағы жоғары оқу орны оқытушысының қызметтік рефлексиясы

Аңдатпа. Бұл мақала екі бағыттағы ғылыми-педагогикалық қызмет процесінде жоғары мектеп оқытушыларының рефлексиялық дағдыларын дамыту балансын талдауға арналған қызмет туралы рефлексия (нәтиже рефлексиясы) және қызметтегі рефлексияны (нәтиже алу процесінің рефлексиясы)) талдауға арналған.

Авторлар «Шет тілі: екі шет тілі» мамандығының тілдік пәндерін оқыту мысалында рефлексияның екі аспектісін талдауды А.Байтұрсынов атындағы «Қостанай өңірлік университеті» КЕАҚ базасында ұсынады. Зерттеудің белгіленген кезеңіне жоғары мектептің 12 оқытушысы қатысты. Жоғары мектеп оқытушысының рефлексивті дағдыларын дамыту балансын іске асыру алгоритмі әзірленді.

Мақалада Coursera веб – платформасының жаппай ашық онлайн курсы негізінде құрылған «MediaLiteracy-Reflectionon/inaction» бағдарламасына оқытушылардың қатысуының бастапқы және аралық нәтижелері келтірілген. Зерттеу барысында алынған қолда бар нәтижелер нәтижені алу процесін рефлексиялау және цифрлық ресурстар негізінде нәтиженің өзін рефлексиялау дағдыларын дамыту теңгерімсіздігінің бар екендігін көрсетеді.

Ұсынылған бағдарлама жоғары мектеп оқытушысы рефлексиясының екі түрін қалыптастыруға – қызмет туралы рефлексияға (педагогикалық қызметтің нәтижесі, бақылау және өлшеу компоненті, бағалау аспектісі, өзін-өзі бағалау, оқыту нәтижелерін өзара бағалау) және іс-әрекеттің рефлексиясына (педагогикалық қызметтің әдістемелік және технологиялық компоненті, кезең-кезеңмен жоспарлау аспектісі, болжау, картаға түсіру және даму перспективаларының форсайты жоғары оқу орнында педагогикалық қызметті жүзеге асыру процесі) бағытталған.

Түйін сөздер: қызметтегі рефлексия, қызмет туралы рефлексия, жоғары мектеп, оқытушы, цифрлық ресурстар.

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Рефлексия в деятельности преподавателя высшего учебного заведения с применением цифровых ресурсов

Аннотация. Данная статья посвящена анализу баланса развития рефлексивных навыков преподавателей высшей школы в процессе научно-педагогической деятельности в двух направлениях – рефлексия о деятельности (рефлексия результата) и рефлексия в деятельности (рефлексия процесса получения результата).

Авторы представляют анализ двух аспектов рефлексии на примере преподавания языковых дисциплин специальности «Иностранный язык: два иностранных языка» на базе НАО «Костанайский региональный университет им.А.Байтурсынова». 12 преподавателей высшей школы участвовали в констатирующем этапе исследования. Разработан алгоритм реализации баланса развития рефлексивных навыков преподавателя высшей школы.

В статье представлены начальные и промежуточные результаты участия преподавателей в программе «MediaLiteracy – Reflectionon/inaction», построенной на базе массового открытого онлайн-курса веб-платформы Coursera. Имеющиеся результаты, полученные в ходе исследования, свидетельствуют о наличии дисбаланса развития навыков рефлексии процесса получения результата и рефлексии самого результата на основе цифровых ресурсов.

Представленная программа имеет сбалансированное влияние на формирование двух типов рефлексии преподавателя высшей школы – рефлексии о деятельности (результативная, контрольная и измерительная составляющая педагогической деятельности, аспект оценивания, самооценивания, взаимооценивания результатов преподавания) и рефлексии самой деятельности (методической и технологической составляющей педагогической деятельности,

аспект поэтапного планирования, прогнозирования, картирования и форсайта перспектив развития процесса реализации самой педагогической деятельности в высшем учебном заведении).

Ключевые слова: рефлексия в деятельности, рефлексия о деятельности, высшая школа, преподаватель, цифровые ресурсы.

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