

A taxonomy of teacher interactive reflection


Three types of interactive reflection proposed:

- **Practical reflection:** “relatively straightforward thoughts that tended to draw on standard pedagogical procedures”
- **Adaptive reflection:** “tended to correspond to unplanned events, responsive decisions or more complex judgements than those predominantly involving categories 1, 2 and 3, indicative of Schön’s ARiA”
- **Reflexivity:** “a separate third type of interactive reflection that was invariably critical” and corresponded more often to Schön’s CRiA (see the subcategories in Table 6).

Six patterns of interactive reflection identified in the data:

I. Automated responses	“regular events that required conscious decisions, yet rarely prompted recall in the VSR data”
II. Response strategies	“recalls of occasions when unexpected affordances prompted a specific intervention to keep the lesson progressing appropriately, making them more salient than automated responses”
III. Internal reflexivity	“recall sections coded <i>reflexivity</i> [within which] there was no obvious sign of a specific event (e.g., an instructional shift) to trigger reflection in the observed lesson”
IV. Recovery strategies	“specific affordances or teacher uncertainty led to careful consideration of a challenge or potential problem in ways that always prompted <i>reflexivity</i> during recall. Such moments were followed by deliberate action to avert a potentially problematic incident”
V. Acknowledgement	“acknowledgement of an affordance (often a problem or small mistake) or a lack of knowledge to the learners, either as part of, or as an alternative to, a <i>recovery strategy</i> . This always prompted <i>reflexivity</i> during recall”
VI. Face loss incidents	Critical incidents when teachers find themselves “in significant difficulty in front of the learners, leading to extended critical <i>reflexivity</i> during recall and extensive reflection on action” subsequently.

The proposed taxonomy:

	Practical reflection		Critical reflection
	Spontaneous, rapid thinking about one’s practice, often under time-pressure.		Careful deliberation on one’s practice and/or beliefs.
	 Variables may include: duration, complexity, criticality		
Interactive			
Types	Practical --->	? <--- Adaptive ---> ?	<--- Reflexivity
Patterns	Automated responses	Response strategies	Recovery strategies Internal reflexivity Acknowledgement Face loss

All from the following paper:

Anderson, J. (2019). In search of reflection-in-action: An exploratory study of the interactive reflection of four experienced teachers. *Teaching and Teacher Education*, 86.

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