RELATING TOPICS
- Transformative learning
- Appreciative Inquiry
- Feedback levels from Hattie & Timperley

EXAMPLES SHARED TO PRACTICE REFLECTION
- A way of practicing reflection can be to ask students to look at things from another person’s point of view.
- Diving into why something didn’t work but also dive into why it did work!
- Positive Gossip practice: “people talking about what someone did really good when that someone is in the room with his/her back facing the group”
- A Continue, Start & Stop evaluation.

ABSTRACT
This article presents the critically reflective teaching experience of three university professors. It addresses two research questions:
1) How to design a critically reflective process aimed at transformative teaching and learning?
2) What do professors learn about their own practices and about their students’ learning when they jointly carry out critically reflective teaching?

ABOUT THE ARTICLE
4 principles to characterize the approach to critically reflective teaching:
1) Knowledge emerges from collective or individual reflection in which faculty recognize, critique, and develop theories and practices about their teaching (Zeichner, 1993).
2) Critically reflective teaching promotes transformative learning among professors by promoting engagement in collaborative reflection to recognize and question their frames of reference and to build new ones, which in turn lead to new behaviors (Cranton, 2011; Mezirow, 1997).
3) Critically reflective teaching increases awareness of the different social and political contexts in which teaching is embedded, as well as of the power relations present in educational contexts.
4) Critically reflective teaching is characterized by attitudes like open mindedness, responsibility, continuous questioning, and concern for consequences of one’s actions and for the manner of obtaining results (Dewey, 1933).

Under these principles, the teachers’ role is to design learning experiences that actively engage students in sense-making.

FIRST RESPONSES TO THE ARTICLE
The article raises an interesting perspective on what teachers can do. This article focuses on making teachers aware of what they are doing and why they are doing it. The implications of teaching… professors must have certain dispositions identified in the literature: open-mindedness, commitment, responsibility, and courage (Dewey, 1933) as well as modesty and the ability to deal with uncertainties (Freire, 2006). They should also possess the discipline to meet on a regular basis and share their explorations with others.

FEELING A LITTLE BIT STRESSFUL BUT NOT ANXIETY, WANTED TO LEARN MORE ABOUT THE DIFFERENT TYPES OF REFLECTION AND HOW THEY CAN BE APPLIED IN THE CLASSROOM.