

English resume

Title: Reflection implicates learning; a teacher describes in her own reflections her experiences of her own living.

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This thesis studies teacher's reflection which helps teacher development. Recently it is popular to use 'reflection' for teachers and the other professions. But it is given a lot of meanings and is used in various methods for the in service of teachers. It is necessary to clarify the meaning and methods for teacher development. This paper researches the Reflective Method for Teaching and Learning.

Teachers come up against many problems in teaching and learning today. They need to solve problems and want to improve their teaching and learning, but it is not easy for them. This study intends to support and encourage them in their teaching and learning.

The viewpoints of the thesis are the following:

1. A teacher is "The Reflective Practitioner".
2. A teacher is "Teacher as Researcher".
3. The practical knowledge of a teacher is effective for his/her professional practice.
4. A teacher learns the practical knowledge through his/her experiences of teaching and learning.

This thesis regards the autonomy and independence of a teacher. A teacher who desires to teach effectively for his/her class and improve his/her teaching is the starting point to inquiry. The Reflective Method for Teaching and Learning has been developed for teachers for thirty-five years. The research group members have continued their inquiry until today. This paper shows the theory and practices of it.

Introduction The background of the study, purpose and method of this thesis.

Chapter 1 The necessity and the purpose of the Reflective Method for Teaching and Learning.

Chapter 2 The method of the Reflective Method for Teaching and Learning.

- Chapter 3 Two case-studies on teaching and learning at the university level.
- Chapter 4 A case-study of the Kona ken reform after ten years.
- Chapter 5 The Reflective practitioner learns his/her practical knowledge in the learning system of act-reflect-redesign cycles for teacher development
- Conclusion A summary

The Reflective Method for Teaching and Learning uses various data. The description of a teacher's reflection is told in the first person form. It is important in the data. However, it is subjective and may not be understandable by other researchers because it is written by the teacher himself/herself. The Reflective Method for Teaching and Learning solves this problem.

It has three different approaches in the research process for the reflection.

- The self-reflection

- The head-to-head talk reflection

- The group talks reflection

The self-reflection contains the most important data for teachers. The teacher reflects on his/her lessons after teaching the class. Then the teacher has to talk with others about it. The Reflective Method for Teaching and Learning has two ways for dialogue after self-reflection, one is the head-to-head talk reflection and another is the group talk reflection. The head-to-head talk reflection means a small group dialogue. The teacher talks with only one or two mentors together. The group talk reflection is various forms of group dialogue from a small group dialogue to a large group discussion. The teacher is able to understand his/her teaching deeply through these dialogues because of deliberately reflecting on his/her children's learnings objectively.

Chapter 1 and chapter 2 describe the theory of The Reflective Method for Teaching and Learning. In these chapters, the concept of reflection is explained from "How We Think" by Dewey, and the concepts of "professional contexts for reflection in action (p. 76)" and "reflective conversation with the situation (p.71)" are considered from "The Reflective Practitioner" by Schön.

Chapter 3 and Chapter 4 show case studies. Chapter 3 has two different cases. These prove the effectiveness of the self-reflection data by the teacher. And Chapter 4 shows a case study of Konaiken reform in the primary school over two years.

Chapter 5 inquiries into teaching and learning materials for designing Japanese language teaching. This paper considers that a teacher develops through lesson studies and that he/she stands in an independent and autonomous position. These are the outcomes of the research.

In the next theme, it is necessary to show the process of reflection in action and reflective dialogues. This summary is written in the Conclusion.