

# International Journal of Human Sciences Research

## REFLECTIVE PRACTICE AS AN OBJECT OF CHANGE TO IMPROVE TEACHING PERFORMANCE

---

*Magdiel Cabrera Nieto*

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Conceptual approaches to support new research problems

“To think about what we do as teachers is important for the consolidation of our identity” says specialist Mariana Albarracín, speaker at the latest Conference of Training Institutes. She stressed that this method is “fundamental”, above all, “if we want to give meaning to the task of educating” (Albarracín, 2019, par. 2).

**Abstract:** This paper addresses reflective practice in the educational field as a methodology where teachers and students put this strategy into practice as part of the educational process to improve student learning, proposals for improving the acquisition of knowledge, appropriation of significant learning and skills, design and adaptation of programs according to the school context, creation of habits that contribute to the development of activities, among others, the importance of reflective practice in teaching and the benefits that come with carrying it out in the development of the teaching-learning process at different educational levels and disciplinary areas are valued.

**Keywords:** Knowledge, strategy, teaching practice, reflective practice, methodology.

## INTRODUCTION

As teachers, it is important to take into account the reflective practice of our daily tasks, understanding reflection as a process that questions our certainties, that tries to link situations that are not related, or that are not visible; a process that articulates cognitive and affective aspects, that recognizes diversity and seeks to formulate more questions than answers.

According to Marta Souto (2016): We understand reflection as:

*“...a recursive and non-linear process, comings and goings together, waves of thinking, knowing, feeling, acting. Work that is based on lived experience, on teaching experience, that goes deeper, investigates, searches in it, seeking understandings that, far from reflecting the details as an identical image, change the direction and the view to open new meanings (p. 77).*

Let’s analyze the reflective practice and the impact that the adoption of this training methodology generates in the teaching performance, as well as the changes that this methodology generates in their educational work, allowing improvements in their teaching-learning process.

Reflection on their own classes allows teachers to question themselves about the importance of teaching, the way of transcending knowledge, the way of communicating and really assessing whether their teaching method is correct or whether they must improve the techniques or activities that enhance learning in students, in addition to improving their teaching practice and generating more options according to their experience.

Teachers must change their paradigms to be able to apply reflective practice in their classrooms and thus be able to build their own knowledge in a way that they can self-evaluate; Nowadays, reflective practice is of great importance for the educational field because thanks to it, teachers can obtain better results by integrating it into the teaching-learning process and obtaining significant learning, in addition to creating habits in teachers and students in order to find areas of opportunity for the development of activities inside and outside the classroom, as well as taking advantage of the resources present in their context, interacting with them and using them as learning tools in different disciplinary areas and the appropriation of competencies.

In practice, reflective analysis does not arise sporadically, it is not just inviting teachers to “bring something to mind”, but requires alternatives that contribute to dialogue, in interaction with others, that help transform teaching practice; this is how the following questions arise that give rise to reflection on our teaching practice: What situations provoke reflection on practice? What are the sources that give rise to reflection?

Reflective practice is a methodology and training strategy in the educational field, where the main elements are the experiences that each teacher contributes in his or her context and the reflection on his or her practice in the classroom. This methodology refers to a training option that does not start from theoretical knowledge, but from the teacher, where personal and professional experiences are also considered for the updating and improvement of educational work.

The training model of reflective practice, in addition to deepening disciplinary knowledge, pedagogy and didactics, also aims for teachers to be able to carry out self-training, since it turns reflection into practice and practice into a habit that is integrated into daily life activities, improving teaching practice and the development of activities in the educational process.

Reflective practice tries to analyze the teacher’s own action, reflect and jointly build proposals for improvement in actions where the effectiveness of student learning is not considered successful, in order to achieve the desired objectives and goals in the construction of knowledge.

There are various articles and books about reflective practice as a methodology, as a strategy, as a type of training, as a subject or discipline, etc., in the educational field, where it has been very useful for the improvement of educational processes at different educational levels and as part of a daily practice in teachers

to enrich the activities carried out in the teaching work and generate self-training in teachers and students.

Below we will analyze some proposals where reflective practice as part of the teaching-learning educational process, generates a positive impact on teaching practice within the institution and in the context where it operates, habits of participation and collaboration between the school community and the implementation of self-training, self-assessment and self-learning actions, in addition to making learning more meaningful.

## REVIEW OF LITERATURE

Teachers reflect on their practice, as Dewey (1989) suggested, when faced with uncertainty, an unresolved problem, a given instruction, a class that did not go as expected, etc. For Dewey (1989), thought originates in “perplexity, confusion, doubt” (p. 171). From that moment on, it is necessary to find a path, design a plan to get out of uncertainty, call upon previous knowledge and experiences and proceed to criticize them to find solid theoretical foundations, review and expand the observation of data, as well as investigate memory to find circumstances that help to reframe the problem.

There are several systems that allow observing the schemes and processes that theorists have proposed to analyze reflective practice and diagnose reflexivity. In this section, only two analysis systems and three models of reflexivity are presented; the first, with the purpose of making comparisons and reviewing indicators and elements that each one takes into account when analyzing teaching practice; Therefore, the Smyth and Jackson systems are reviewed as the most prominent schemes. Regarding the models, the Larrive, Moon and Van Manen Max models are discussed, as they are directly related to reflective practice and reflexivity.

Smyth's analysis system Smyth's system aims to highlight the role of teachers in educational development; therefore, it proposes a critical confrontation of the problems they face daily in their professional practice, in order to approach reflection processes that allow them to develop reflective teaching. This way, teachers can understand, analyze and reconstruct their own professional teaching practice.

Smyth proposed a reflection system that attempts to articulate the professional practice of teachers with Reflexivity: An approach to educational research in professional practice with the intention that they can approach the understanding of the social, economic and political environment in their daily work. His system aims for a collegial and spiral work; in the words of Escudero (1997):

*“It is a way of reconstructing the experience of teaching practice with the aim of capturing its problematic facets or positive aspects, bringing to light the implicit logic, confronting it with that of others, and reconstructing through the process, what and how things could be done in another more desirable and legitimate way. (p. 158).*

Furthermore, it is a four-level system where teachers go through different situations through which they provide feedback on their practice, reconfiguring it, constructing meanings and giving them sense; legitimizing their educational action through the development of content, the implementation of strategies, and rescuing the ethical and moral values of their own practice. This way, they become more aware of the problems detected in the classroom and in the educational field.

The system presents a reflective cycle that begins with a description and information about their own practice; later, an explanation in the second phase, to move on to a confrontation with other teachers, to finally arrive at the articulation and reconstruction of new and more adequate ways of seeing

and doing. Escudero, Bolívar, González and Moreno (1997), in the book Design and development of the curriculum in secondary education, mention that the reflective cycle can be constituted, first of all, through a self-diagnosis, answering the following questions: What aspects/elements of my/our teaching can I feel relatively happy with? In what aspects must I/must we influence or change to improve my/our teaching/learning? What could be some of the contents and practices to address from an improvement perspective? What factors of the Center's organization must change to make this possible? What interests is this way of doing things serving and what interests are they not serving? This would be the background that can serve as a guide to contextualize the existing educational situation; On the other hand, it is necessary to develop each of the phases of the reflective cycle in greater detail.

All of the above, according to Flores (2019), is done in order to jointly observe the teaching reconstruction process, which has served as a basis for the development of research through the analysis, evaluation and reconstruction of teaching.

One of the challenges that we teachers face is knowing; if the way of teaching is correct and if students are really learning. It must be noted that we use different teaching learning methods and techniques according to the perception of each one, giving greater importance to the mastery and development of content that is taught, but we leave aside the self-analysis of our teaching work, the way to motivate students and create environments that favor their learning.

For this reason, it is extremely important to train teachers in teaching classes using reflective practice as an objective of change to improve teacher performance by adopting this proposed methodology to train critical, analytical and reflective teachers capable

of improving their own teaching-learning techniques through their experience and self-analysis that will determine whether it is feasible to continue with the way of teaching or to change their paradigms that allow the teacher to build knowledge and improve their teaching techniques and methods; the challenge consists of providing attitudes, habits, know-how, in the method and in reflective postures (Perrenoud, 2007).

The teacher trained in reflective practice is the main actor in learning to teach and being able to transfer their knowledge to students in a creative, practical, digestible and precise way so that the student achieves significant learning;

The figure of the reflective practitioner is an old figure in reflections on education whose bases are detected especially with the notion of reflective action (Dewey, 1933, p.194).

There are memories that are strong, and working on them creates a favorable climate that is necessary but that has to be thought out and planned in advance. There are three stages that explain this:

**Exploration:** I invite my students to look for “concrete evidence” of their time at school. These can be photos, videos, newsletters, notebooks, or work folders.

**Writing:** This involves creating a narrative record. It can be in chronological order or not. You can choose what to include in the story and what not.

**Analysis:** This is the time to relate these experiences to the thoughts they left in each one, to make visible even the implicit theories that were formed in the experience itself, as a student. What questions about teaching and the teacher’s role arise from the story? And what of what is told helps me think about the teacher I want to be and not just a mold?

The risk is that it becomes something that is not used in class, or that the student thinks: he is making me write for the sake of writing.

The process of reflective practice has to be systematic and methodological because if not, it works against us.

I invite you to watch a fragment of the film: “Writers of Freedom.” I tell a group of students that they are going to have to write the diary of the teacher who appears as the protagonist in the film, including her feelings of the night before the start of classes.

This is interesting because in writing about others, what happens to first-year students who have not yet faced the role of teacher appears a lot. With others with more experience these things do not happen, because we are already so used to entering the classroom that perhaps by putting ourselves in the place of this teacher, we go in another direction... (Albarracín, 2019, par. 24).

The application of this reflective practice guides us on the task and knowledge of teaching through what she does and quickly learns from her own experiences, continually enriching them through her classes, which lead to the success of teaching-learning; Training teachers in reflective practice fosters the affective process and the ways in which students learn. Being a reflective teacher means and implies something more than the intellectual integrity of using cognitive processes of internal analysis of curricular and educational phenomena (Villar, 1999).

Reflective practice is a methodology and training strategy in the educational field, where the main elements are the experiences that each teacher contributes in his or her context and the reflection on his or her practice in the classroom; this methodology refers to a training option that does not start from theoretical knowledge, but from the teacher, where personal and professional experiences are also considered for the updating and improvement of educational work.

The training model of reflective practice, in addition to deepening disciplinary knowledge, pedagogy and didactics, also aims to ensure that teachers can carry out self-training, since it turns reflection into practice and practice into a habit that is integrated into daily life activities, improving teaching practice and the development of activities in the educational process.

The topic of interest addressed in this paper is related to the usefulness of reflective practice in the educational field; as part of a methodology and strategy to generate significant changes in the performance of teachers and their learners, the acquisition of knowledge and skills, as well as the improvement of teaching-learning processes in contextualized school environments. What are the benefits of reflective practice in the development of the educational process in the classroom and school context, as part of a strategy to raise quality at different educational levels and disciplinary areas? The objective of the study is the assessment of reflective practice in the educational field aimed at generating habits in the participants of the educational process.

## **METHODOLOGY**

Among the subjects involved, the teacher is found in the first instance, because the implementation of the reflective practice and the improvement of this through experience will impact positively on the performance of their learners and the way in which they can be part of it. Different opinions about the reflective practice proposed by various authors were addressed and analyzed, rescuing outstanding and relevant contributions regarding the assessment of the reflective practice. In addition, an analysis was carried out regarding the information obtained to present it appropriately according to its meaning, consideration and importance, based on the

methodology of the state of knowledge.

All the above based on the literature review of the different scientific articles, books and experiential interviews of the authors of the topic of reflective practice was carried out first with the search for information in reliable academic sources such as: Redalyc, Dialnet, Scielo, Google Scholar etc., by topics and authors to later carry out the critical reading in which the thematic content is analyzed and interpreted going from the general to the particular and allows us to digest the texts in a simpler and more appropriate way for the development of the research work, highlighting the assessment of reflective practice as an object of change for the improvement of teaching performance.

## **THEORETICAL FOUNDATION**

John Dewey was one of the first to determine the importance of reflection in the teaching-learning educational process and defines reflective thinking as: "The kind of thinking that consists of turning a subject over in one's head and taking it seriously with all its consequences" (Dewey, 1989, p. 21). In addition to arguing the following: "What constitutes reflective thinking is the active, persistent and careful examination of every belief or supposed form of knowledge in light of the foundations that support it and the conclusions to which it tends" (Dewey, 1989, p. 24). This concept indicates the importance of developing a topic, based on elements that determine its veracity and credibility to face the consequences that the results of this imply. "Reflective teachers direct their actions, foreseeing and planning them according to the ends they have in perspective. This allows them to become aware of themselves in their own action" (Dewey, 1989, p. 2). Dewey recommends that teachers know and recognize themselves, their students and school community, the environment in which

they operate and the environment and culture they want to bring to the student.

At the same time, he indicates that teachers are expected to be able to create learning environments that foster interest in learning the subjects of study and go beyond what is proposed or imposed by a school program. (Cerecedo, 2019, para. 1). "Reflection does not only imply a sequence of ideas, but a consequence, that is, a consequential order in which each of them determines the next as its result, in turn, points and refers to those that preceded it" (Dewey, 1998, p. 22).

The article by Dr. Àngels Domingo. (2020). *Reflective Practice: a transformative model of teaching praxis*. Argues that the reflective teacher focuses on the formative processes of students rather than on their results. For the reflective teacher, methods are not only means to achieve objectives, but have value in themselves for the communicative situations they create. Educational realities are conceived as complex, dynamic and always open phenomena because they have the student and teacher at the center of them. The teacher is immersed in diverse contexts of his professional work that he must analyze and understand before proposing, designing and structuring his intervention and strategies, and also makes an effort to contextualize, moving away from standardization. His designs are open and adapted to the real context.

The article by Hilda Téllez Sapién. (2016). *The improvement of teaching practice and reflective practice*. talks about the improvement of teaching performance and reflective practice, mentions that reflecting on action is taking one's own action as an object of reflection to compare what we could have done; or, compare, explain or criticize what another has done. The goal is to establish strategies and actions to achieve a teaching practice that allows success with equity and quality of our students, which is not an easy

task and for this it is necessary that teachers work in a coordinated and harmonious way. Being a reflective teacher is a permanent commitment and for this we must be open to growth, change, development and improvement, but above all we must adopt certain basic attitudes such as: open mind, responsibility and honesty.

Reflection is considered a way to address and respond to problems by substantially involving the related authors because it is a process that goes beyond rational and logical processes. In the educational task, the teacher has the role of encouraging students to develop their abilities and providing them with the tools that allow them to be open, curious, reflective, critical and creative.

The article by Rebeca Anijovich and Graciela Capelletti (2017). *Reflective practice in in-service teachers*. Possibilities and limitations. It argues that we understand reflection as a process that questions our certainties, that attempts to link phenomena that are not related, or that are not visible; it is a process that articulates cognitive and affective aspects, that recognizes diversity and seeks to formulate more questions than answers. In practice, reflective analysis does not arise spontaneously, it is not enough to invite teachers to "bring something to mind", but rather requires actions and strategies that contribute to dialogue, in interaction with others, that are systematic and continuous, becoming reflective practice. Reflection is conceived as a mental practice that allows practitioners to move from the role of technicians to that of competent professionals. Professional experience must be conceived as the ability to build experiential knowledge based on a reflection on experience. A necessary condition for the creation of experiential professional knowledge is the activation, by the subject, of the mental discipline of reflection on his or her experience.

The article by Brenda Isabel López-Vargas and Sandra Patricia Basto-Torrado (2010). From implicit theories to teaching as a reflective practice. It sets out that the ability to describe what is done, reflect on it in the same action and then reflect again on that description made, constitutes reflection on reflection in action, a recurring process that makes a professional increasingly more skilled, a reflective professional.

And that the knowledge that arises from reflection in action and after action is new knowledge, practical knowledge. This knowledge is generally tacit and the teacher must make it explicit to generate transformations.

The good teacher is reflective, mediating, researching and critical, he is the great transformer that has been talked about in literature and spaces of reflection in past decades, but to exercise his transformative action he must thoroughly review his relationships with knowledge and analyze the failures in his teaching practice. If he does so, he can develop the ability to establish bonds of trust with his students, which, together with the relevance of what he does in class, the clarity of what he says and his expert knowledge, can generate what is called “school commitment in the moment.” That is, he can achieve in his students a dialogic learning, which has as its starting point the cultural intelligence in which the academic, the practical and the communicative are integrated.

The article by Isabel Guzmán Ibarra, Rigoberto Marín Uribe. (2012). Developing and evaluating teaching competencies: strategies for a reflective practice. It argues that the analysis of reflective teaching practice allows that through the strategies that were developed during a training process, important moments of reflection can be generated through the sequences with the problem situations and learning activities that were built to encourage

reflection. There are many possibilities to improve teaching practice, especially due to the attitude that can be assumed of acceptance of change and learning from mistakes. By implementing reflective practice, we can understand the importance of reflecting on how much we have advanced in our teaching work and teaching-learning process with our students and keep in mind where we are and where we want to go.

Some of the benefits of carrying out reflective practice in teaching are the following:

- Reflective teachers become effective teachers.
- Effective teachers set priorities and examine the purpose of classroom activities. They are also aware of the purpose of the curriculum and design engaging teaching aids for meaningful learning.
- The teacher who practices reflective practice enlivens the classroom by making it challenging, interesting and stimulating for students.
- Reflective teachers create potential links between students’ specific needs and actions despite time constraints and the demands of the prescribed curriculum.
- Reflective teachers focus on the diverse needs of students. This approach allows teachers to understand students’ needs and how to be successful in the classroom.
- Reflective teachers always engage in a continuous cycle of self-observation and self-evaluation to understand their own actions. They use a variety of teaching and learning strategies and the reactions they provoke in themselves and their students.



- One of the objectives of reflective practice is to train reflective teachers capable of solving practical situations as expert professionals.

- Reflective practice also aims to teach teachers to immerse themselves in the continuous spiral of action-reflection-action, which bidirectionally integrates theory and practice, formal knowledge and practical knowledge, scientific criteria and ethical and social commitment.

- Reflective practice provides teachers with a methodology that improves their ability to adequately manage the classroom: contextualization, complexity and decision-making in situations of uncertainty and immediacy.

- Reflective practice helps increase teachers' methodological preparation to innovate and research based on their own practice.

- Asking questions is a common practice in educational institutions, both in teacher training and in schools themselves. Teachers ask questions during teaching, and we usually expect answers. During reflective practice training, the use of questions is essential.

- First of all, reflective practice involves thinking about the questions that teachers ask themselves before, during and after class. Usually, these questions, which are partly of a private nature in the professional life of teachers, are structured around three types of axes (Cols, 2011): the organizational dimension (aspects about classroom management: both general strategies to use, materials and resources, organization of the task); about the academic in terms of the definition and treatment of the contents or knowledge to be taught (what to

teach, to what extent, what is studied in depth and what is addressed superficially, what is prioritized and what is left out) and finally, about socialization and biographical construction as a teacher. This last aspect is more commonly found in recently trained teachers, in which part of their questions and questions are directly linked to their professional construction. (Anijovich y Cappelletti, 2014).

- Asking questions during reflective practice involves promoting questions whose answers require deep reflection on interpreting, predicting and critically evaluating teaching practice and the entire context it generates. For this reason, metacognitive questions are also valuable, in the sense of promoting the search for explanations about one's own ways of acting and thinking. Teachers can analyze and interpret their tasks, the difficulties they encounter and the strengths they recognize.

- Reflection is conceived as a mental practice. Professional experience must be conceived as the ability to build experiential knowledge on the basis of a reflection on experience. A necessary condition for the creation of experiential professional knowledge about one's experience.

- One of the main tools to be able to carry out reflective practice is the observation of teaching practice over the course of the initial teacher training spaces. In-service observation has traditionally been linked to the sense of evaluation, which emphasizes the issuance of a value judgment on what has been observed, however it is a process that can favor reflection, since it is considered that the act of observing can constitute a powerful tool for reflection on teaching action.

- In the sense of observing in order to reflect on practices, it is assumed that observation is not objective, but is always observed from a perspective, as a reference. If observation is carried out “among peers who teach”, the reflective potential of making the interpretation frameworks, both one’s own and those of the subjects being observed, increasingly more visible represents a challenge.

- This way, observation is not only the “moment” in which it is carried out, but the exchange it generates, the dialogue between peers. Professional learning commonly takes the form of classroom observation and subsequent professional conversations to identify problems and improve practice. In a more sophisticated scenario, it is possible to create spaces for teachers and management teams to visit other schools to observe and share practices. And with this, have better results in daily practice, carrying out the change in the structure in which teaching is done and thus favoring work in the classrooms.

- The conditions that Zabalza (2003) sets out for experiential learning so that it reaches its greatest potential is that it must include these five phases:

- 1.- Preparation phase that involves the design and anticipation of possible experiences that will be offered to students.

- 2.- Phase of implementation of the actions planned in their respective contexts.

- 3.- Phase of construction of the meanings attributable to the actions developed.

- 4.- Generalization phase of the experience through the analysis of common and different elements between various experiences.

- 5.- Phase of reconstruction and conceptualization of one’s own experience.

- That is why reflective practice allows us to reflect on educational practice, which benefits us by recognizing our strengths, which we can enhance as aspects of improvement and be able to make decisions that contribute to our teaching methods that contribute to meaningful learning in students.

Among the findings found during the analysis of this document is the importance of reflective practice since its inception by its pioneer John Dewey, who laid the foundations for the study of this, and where despite the passage of time, it continues to be considered as an encouraging practice, endowed with good actions aimed at strengthening and enriching the teaching-learning process with significant experiences. From this is derived the concept of “reflective professional” and “reflective learning”, which are part of the continuation of the study and importance of reflective practice in the educational field with a more specific focus according to the functions, dimensions, phases or other stages of the educational process. Dewey points out that there are elements to consider in educational development to achieve success in the acquisition of more significant knowledge and learning in students, such as: motivation at all times during the teaching-learning process, novel activities that foster and maintain the interest of students about what they learn, the relationship of what they learn with their social context, freedom of thought aimed at fostering discovery and creativity, and the existence of assertive communication with individuals belonging to their learning

community to foster a greater connection with them and in turn actively and collaboratively participate in their personal and social development.

Reflective practice is then a methodology and/or strategy that every educator must make part of their teaching work, in order to achieve the proposed objectives through a series of tasks aimed at controlling and organizing the sequence of ideas that pursue the objectives.

Reflective practice and the processes to reach it are therefore transcendental and require greater commitment and willingness on the part of teachers to promote the integral development of their learners, adding to their activities greater attention to what happens in the school environment, greater knowledge of themselves and their learners, their needs and interests, the implementation of innovative activities that awaken interest in students so that they in turn build their own criteria and knowledge, also promoting reflective practice in them.

## CONCLUSIONS

It is concluded that the impact of reflective practice on teachers is fundamental for the development of classes since they improve their strengths and weaknesses according to their experiential learning resulting from the reflection of their teaching work in their continuous training to learn to teach.

The analysis of reflective practice focused on the generation of reflective teachers concludes that these are effective teachers, willing to change, who seek continuous improvement in their performance through the implementation of actions and activities related to their context, enriching them with experiences acquired through their teaching

practice and self-training. Reflective teachers establish priorities and examine the purpose of classroom activities and the curriculum, in addition to designing new teaching strategies for the appropriation of significant learning in students. Reflective teachers create a stimulating learning environment in the classroom.

The analysis explores that reflective teachers act as coaches and mentors in the educational process. Reflective teachers create a friendly environment within the classroom, where students can participate as equal stakeholders and share in the construction of knowledge rather than as recipients of it.

It is fundamental for the configuration, construction and significance of the teaching task. If we want to give meaning to our task of educating, the focus has to be on the other person learning. And supporting the task of reflective teachers implies encouraging them to take risks, confront fears and prejudices, delve into their own beliefs to see the impact it has on students' learning.

Today we hear talk of change. But I also have to say that change "does not only lie in what teachers do" but also "in what they think about what they do."

Observation and self-analysis, the construction of questions are fundamental to building a reflective practice to the extent that it enables analysis, criticism and reflection on past and future action. These tools contribute to making this journey reflective. It is about training teachers to "inhabit the classroom" (Dussel y Caruso, 1999) which means assembling, disassembling and reassembling the space based on options, from criteria built on the basis of weighing alternatives and making decisions, denaturalizing, doing with what is at hand.

## REFERENCES

Dewey, J. (1989). *Cómo pensamos. Cognición y desarrollo humano*. Barcelona, España: Paidós.

Escudero, J. M. (1997). *Diseño y desarrollo del curriculum en la Educación*.

Flores, V. F. (2019) *Reflexividad. Un enfoque de investigación educativa sobre la práctica profesional*. (1.ª ed.). República Educativa.

Secundaria. *Del curriculum como plan a la práctica del aula*. España: Horsori

Perrenoud, PH. (2004, a) *Desarrollar la práctica reflexiva en el oficio de enseñar*. Barcelona: Graó.

Piaget, J. (1974) *Psicología y Pedagogía*. Barcelona: Ariel.

Villar, L. (1999). *Enseñanza reflexiva*. En L. Villar. (coord.). *Un ciclo de enseñanza reflexiva. Estrategia para el diseño curricular*. Bilbao: Ediciones Mensajero.

Zabalza Beraza, M.A. (2003) *El aprendizaje experiencial como marco teórico para el Prácticum*. En Iglesias, M.L.; Zabalza, M.A.; Cid, A.; Raposo, M. (coords.) *VI Symposium Internacional sobre el Prácticum. Prácticum y prácticas de empresas en la formación universitaria* (pp.19-33). Santiago de Compostela: Universidad de Santiago de Compostela.

Dra. Àngels Domingo. (2020). *La Práctica Reflexiva: un modelo transformador de la praxis docente*. 12-05-2022, de Zona Próxima Sitio web: <https://rcientificas.uninorte.edu.co/index.php/zona/article/view/13499>

Hilda Téllez Sapién. (2016). *La mejora del ejercicio docente y la práctica reflexiva*. 12-05-2022, de Escuela Normal Superior Profr. José E. Medrano R. Sitio web: <http://ensech.edu.mx/pdf/maestria/libro2/3-5Tellez.pdf>

Rebeca Anijovich, Graciela Capelletti. (2017). *La práctica reflexiva en los docentes en servicio. Posibilidades y limitaciones*. 12-05-2022, de Universidad Nacional del centro de la provincia de Buenos Aires Sitio web: <https://www.redalyc.org/journal/3845/384555587005/html/>