
Meta-reflective Opportunities to enhance Educational Competence

Description

The OPeRA Organizational Model describes the organization of Inquiry Learning as a circle relation of Outline, Performance and Reflection (cf. Reitingner 2012, p.113). Furthermore this three interacting actions are sheltered by a meta-reflective construct called (Process) Analysis. This term emphasizes that beside the permanent reflection of outlined and performed education a kind of meta-regulation justified on scientific criteria takes supportive effect. Below there are highlighted several analytical application opportunities. Further you can learn how this so called Analysis affects your practice.

Opportunities for process-analytical meta-reflections

- Collect and reflect qualitative feedback from your students!
- Do not rely solely on your own manifest subjective theories! Integrate views, opinions and discoveries of other teachers, parents, students and researchers into your practice reflections!
- Involve relevant theoretical and research literature in your personal learning arrangement organization!
- Work together with other colleagues (team teaching) and ask for their feedback!
- Ask your colleagues to sit in on your classes and make observation notes according to some theory-based criteria!
- Participate theory-based reflection settings e.g. SURE (Subjective Relevance) of Seyfried (2002)!
- Conduct or participate action research projects! In many countries all over the world initiatives exist that grant teachers when evaluating their own education (e.g. Austrian IMST3; <http://imst.uni-klu.ac.at>).
- Work together with researchers and evolve collaborate innovation (cf. Corno & Randi 1997)! Many researchers, mainly those who conduct field research, look out for ambitious teachers who open their classes for collaborative evaluation.
- Look out for long-term continuing education to grade you up steadily! Short-term further education (e.g. single seminars) do not have as much impact on your competence development as comprehensive courses with both practical and theoretical contents (cf. Keller 2011, S. 30-33).
- Stay curious! Curiosity is said to be an effective regulation variable to keep your steadily involving professional learning continuum on subjective reflected and theoretically meta-reflected viable paths (Kashdan 2009; 2010).

How “Analysis” affects your practice

According to Reitinger (2012, p. 113) meta-reflective Analysis may have a) regulative effects (quasi-direct influence on actions) and b) progressive effects (evidence based advancement of personal and general concepts).

References

Corno, R. & Randi, J. (1997). Motivation, Volition, and Collaborative Innovation in Classroom Literacy. In J. Guthrie & A. Wigfield (Eds.) *Reading Engagement. Motivating Readers through Integrated Instruction*. Newark, p. 14-31.

Kashdan, T., Gallagher, M. W., Silvia, P. J., Winterstein, B. P., Breen, W. E., Terhar, D. & Steger, M. F. (2009). The curiosity and exploration inventory-II: Development, factor structure and psychometrics. *Journal of Research in Personality*, 43, p. 987-998.

Kashdan, T. (2010). *Curious? Discover the Missing Ingredient to a Fulfilling Live*. New York.

Keller, M. (2011) Wann macht es ‚Klick‘ bei der Fortbildung? Trends, Gelingensbedingungen, Stolpersteine – Ein Blick in die Schweiz. *Pädagogik* 10/11, p. 30-33.

Reitinger, J. (2012). Differenziertes forschendes Lernen in den Naturwissenschaften mit leistungsheterogenen Schüler/-innengruppen. (*transl.: Differentiated Exploratory Learning in the Sciences with Heterogeneous Groups*). Eine empirische Studie zur Performanz und Wirksamkeit des AuRELIA-Konzeptes. In T. Bohl, M. Bönsch, M. Trautmann & B. Wischer (Eds.): *Binnendifferenzierung. (transl.: Internal Differentiation)*. Didaktische Grundlagen und Forschungsergebnisse zur Binnendifferenzierung im Unterricht. Teil 1, (Reprint with supplements). Kassel.

Seyfried, C. (2002). Subjektive Relevanz als Ausgangspunkt für reflexive Arbeit in der Schule. In K. Klement, A. Lobendanz & H. Teml (Eds.). *Schulpraktische Studien*. Innsbruck: Studienverlag, p. 39-52.