

**ŠIAULIAI UNIVERSITY**

Remigijus Bubnys

**REFLECTIVE LEARNING AS AN EDUCATIONAL  
PHENOMENON IN TRAINING OF SPECIAL  
EDUCATION TEACHERS AT HIGHER  
EDUCATION SCHOOL**

Summary of Doctoral Dissertation

Social Sciences, Education (07 S)

Šiauliai, 2009

The dissertation was prepared in 2005–2009 at Šiauliai University.

**Scientific supervisor:**

Prof., Dr. Habil., Academician of Russian Academy of Pedagogical and Social Sciences **Vytautas Gudonis** (Šiauliai University, Social Sciences, Education – 07S, Psychology – 06S)

**Consultant:**

Prof., Dr. **Vilma Žydži nait** (Kaunas University of Technology, Social Sciences, Education – 07S)

**The dissertation is defended at the Academic Council of Education Studies of Šiauliai University:**

**Chairperson**

Prof., Dr. Habil. **Audron Juodaityt** (Šiauliai University, Social Sciences, Education – 07S)

**Members:**

Prof., Dr. Habil. **Marija Barkauskait** (Vilnius Pedagogical University, Social Sciences, Education – 07S)

Prof., Dr. Habil. **Vytautas Gudonis** (Šiauliai University, Social Sciences, Education – 07S, Psychology – 06S)

Prof., Dr. Habil. **Margarita Teresevi ien** (Vytautas Magnus University, Social Sciences, Education – 07S)

Assoc. Prof., Dr. **Stefanija Ališauskien** (Šiauliai University, Social Sciences, Education – 07S)

**Opponents:**

Prof., Dr. Habil. **K stutis Kardelis** (Lithuanian Academy of Physical Education, Social Sciences, Education – 07S)

Prof., Dr. **Liudmila Rupšien** (Klaip da University, Social Sciences, Education – 07S)

The official defence of the dissertation will be held at the public session of the Council of Educational Studies trend at the library of the Siauliai University (Vytauto g. 84, Room 413, Floor 4) at 10 o'clock on May 15, 2009.

The summary of the doctoral dissertation was sent out on 15 April 2009.

The dissertation is available at the library of Šiauliai University.

Please send responses to:

Šiauliai University, Vilniaus st. 88, 76285 Šiauliai, Lithuania.

Tel. (+370 41) 595 821, fax (+370 41) 595 809, e-mail [mokslo.sk@cr.su.lt](mailto:mokslo.sk@cr.su.lt)

**ŠIAULIŲ UNIVERSITETAS**

Remigijus Bubnys

**REFLEKTYVUS MOKYMASIS KAIP EDUKACINIS FENOMENAS  
UGDANT SPECIALIUOSIUS PEDAGOGUS AUKŠTOJOJE  
MOKYKLOJE**

Daktaro disertacijos santrauka

Socialiniai mokslai, edukologija (07 S)

Šiauliai, 2009

Disertacija rengta 2005–2009 metais Šiauli universitete.

**Mokslinis vadovas:**

prof. habil. dr., Rusijos pedagogini ir socialini moksl akademijos akademikas **Vytautas Gudonis** (Šiauli universitetas, socialiniai mokslai, edukologija – 07S, psichologija – 06S)

**Konsultant :**

prof. (HP) dr. **Vilma Žydži nait** (Kauno technologijos universitetas, socialiniai mokslai, edukologija – 07S)

**Disertacija ginama Šiauli universiteto Edukologijos mokslo krypties taryboje:**

**Pirminink**

prof. habil. dr. **Audron Juodaityt** (Šiauli universitetas, socialiniai mokslai, edukologija – 07S)

**Nariai:**

prof. habil. dr. **Marijona Barkauskait** (Vilniaus pedagoginis universitetas, socialiniai mokslai, edukologija – 07S)

prof. habil. dr., Rusijos pedagogini ir socialini moksl akademijos akademikas **Vytautas Gudonis** (Šiauli universitetas, socialiniai mokslai, edukologija – 07S, psichologija – 06S)

prof. habil. dr. **Margarita Teresevi ien** (Vytauto Didžiojo universitetas, socialiniai mokslai, edukologija – 07S)

doc. (HP) dr. **Stefanija Ališauskien** (Šiauli universitetas, socialiniai mokslai, edukologija – 07S)

**Oponentai:**

prof. habil. dr. **K stutis Kardelis**  
(Lietuvos k no kult ros akademija, socialiniai mokslai, edukologija – 07S)

prof. (HP) dr. **Liudmila Rupšien**  
(Klaip dos universitetas, socialiniai mokslai, edukologija – 07S)

Disertacija bus ginama viešame Edukologijos mokslo krypties tarybos pos dyje 2009 m. geguž s m n. 15 d. 10 val. Šiauli universiteto bibliotekoje (Vytauto g. 84, 4 a., 413).

Disertacijos santrauka išsiuntin ta 2009 m. balandžio m n. 15 d.

Disertacij galima perži r ti Šiauli universiteto bibliotekoje.

Atsiliepinus si sti adresu:

Mokslo skyriui, Šiauli universitetas, Vilniaus g. 88, 76285 Šiauliai

Tel. (8~41) 595 821, faksas (8~41) 595 809, el. paštas: mokslo.sk@cr.su.lt

## INTRODUCTION

**Research relevance.** Science society paid a lot of attention to the training of specialists in higher education. At the end of the 20<sup>th</sup> century – the beginning of the 21<sup>st</sup> century a lot of attention has been paid to the creation of strategies for learning from personal experience and understanding the process of reflection as activating premise to life-long learning. The education is understood as meaningful construction of own lived world as well as the world of learners (Ozmon, Craver, 1996). Students' learning at higher education school involves person's thinking, feelings, perception and behaviour. In order to improve students' learning, one of the aims should be the nurturance of the abilities to reflect own experience. The experience of students is a valuable and essential source of learning (Knowles, 1988; Jarvis, 2006). The analysis of experience is the main activity of learning process, which is analysed by applying reflection. Thinking over experience is considered as the process of conveyance of learning action. In this case both personal and professional development of a student can be defined as the movement *from*<sup>1</sup> assimilation of new knowledge and its understanding limits *to*<sup>2</sup> the *research*<sup>3</sup> of existing premise values and perspectives (Nicholls, 2001).

Traditional teaching/learning conception, which emphasises the importance of knowledge acquisition and transmission, in higher education is changed by modern – constructionist paradigm of learning that defines learning as process involving qualitative changes of student's thinking, feelings, perception and behaviour. As well as to highlight his/her ability to see, to experience and to understand the processes taking place in the real world and the possibility to create individual knowledge by himself/herself, to think and to evaluate own personal growth. The relevance of the dissertation research topic is based on the factor of *timeliness*: the most important strategic of the European Union<sup>4</sup> point out new requirements and strivings for higher education institutions, and the Bologna process still remains the impellent of higher education change. The idea of students' mobility, the reform of study programmes and more flexible teaching (learning) is fostered; it is urged to collaborate through exchange programmes and partnership, and by this to improve the quality of studies and to adjust it to European standards. It is also discussed how to involve main receivers of the profit, namely students, into the process of the study system improvement as well as how to more orient studies towards a student and to increase competiveness in the labour market, etc. Thus continual and business-like consideration of the documents of the Bologna process, when optimising the study process, should be related not only to the factor of timeliness as the relevance of the research topic, but also to the factor of *social effectiveness*. Main objectives of higher education are oriented to students' ability to learn continuously, as well as referring to reflection of experience to develop their holistic competence of a prospective specialist. The ability to think critically, to analyse own experience and trials stimulate students to more actively get involved into teaching /learning process by envisaging and solving problems, as well as making complex decisions in complicated situations.

When solving problems of higher education, the attention is paid so that learners are too less oriented to acquire such abilities, which would allow them to choose and to assess knowledge and abilities as well as to independently use these achievements. Teachers can change the understanding about students' learning by paying enough attention, time and efforts; by trying to analyse and explore learning process (Žydži nait , 2001), by adequately choosing innovative and reflective teaching/ learning methods. Learners should not only acquire appropriate knowledge; and an educator does not limit himself/herself by its rendering only. Both participants of this activity have to feel that what they do is important for them and is related to what it is important for them. In order to develop the reflection competence of a student as prospective specialist, it is necessary to apply reflection as teaching / learning medium already during *the first years of the studies*. This is substantiated by theoretical statements and results of empirical researches by most foreign scientists

---

<sup>1</sup> Meta-learning

<sup>2</sup> Purposefulness in learning

<sup>3</sup> Reflection

<sup>4</sup> The Sorbonne Joint Declaration, 1998; The Bologna Declaration, 1999; The Prague Communiqué, 2001; the Berlin Communiqué, 2003; the Bergen Communiqué, 2005; the London Communiqué, 2007. Available on the Internet: [http://www.smm.lt/fit/tbendradarbiavimas/bolonijos\\_p.htm](http://www.smm.lt/fit/tbendradarbiavimas/bolonijos_p.htm).

(McCaugherty, 1991; Cliff, 2000; Sluijsmans et al., 2003; Thompson et al., 2005; Risquez et al., 2008; Berzins, Sofo, 2008, etc.).

Reflective learning is relevant in training *special education teachers* (Marilyn, 1996; Pavri, 2004, Brownell et al., 2005; Blake, Monakan, 2006; Kirch et al., 2007; Welch, James, 2007, etc.): the work is specific because the activity is based on inter-relationship of education process participants, there are a lot of problems, which are faced in the practice, namely: personal contradictions, inadequate attitudes, experience of contradictory feelings, etc. A reflecting special education teacher as one of the most important members of teaching/learning process determining humanistic and stimulating reality of education for a learner (Ruškus, 2002), will be able to integrate their experience and theoretical knowledge, to assess their „educational, educative and diagnostic activity“ (Kepalait, 2005, p. 51). Though modern concepts of the education and social integration of the disabled began to form in the middle of the 20<sup>th</sup> century, a new viewpoint to methodological problems of this field in Lithuania started to develop only at the very end of the last century; so a new professional need to know the variety of special education faces still existing stereotype that prospective learners will achieve nothing, that efforts are not worth, that one trains for the pedagogical activity that will disappoint. Such clinical correctional viewpoint to disability generates unfavourable social constructs, negative connotation, as well as it debases positive compensations of social status, abilities of a disabled learner (Ruškus, 2002). The dilemma is characteristic to the professional activity of special education teachers (other teachers face this phenomenon not so often). So, according to Ruškus (2002, p. 149), the necessity of self-reflection for specialists with the people who have needs for special education, and the ability to reflect on the activity being performed, attitudes, behaviour during the pedagogical situations and alike should become the essential component of the competence of a special education teacher.

A special education teacher has to acquire general (necessary and relevant for all teachers) knowledge and abilities; however, in addition, technical, methodological and medical knowledge as well as abilities become more relevant in the professional activity. A special education teacher has to be able to match professional intellectual and human qualities in supporting the powers and development of the people who have special needs for self-education. Pavone (2007) states that a special education teacher is set to a mediator between a subject, who possesses special needs for education (self-education), a class and school community as well as the conception level of teaching/learning indicated in school curriculum. Different reflection models as the tool to analyse own experience should be integrated to the entire educational process by supporting a prospective special education teacher in realising his/her viewpoint to learning, by envisaging appropriate strategies and perspectives for performing his/her activity when assessing and changing actions being performed more effectively and more qualitatively, by making complex decisions in various life situations, by developing holistic competence of a practitioner. Most foreign scientists (Schön, 1987, 1991; Brookfield, 1995, 2005; Mezirow, 1991; Calderhead, Gates, 1993; Loughran, 1996; Cowan, 1998; Moon, 1999; Johns, 2004; Ramsden, 2000; Jarvis, 1999, 2001; Freire, 2000; Jarvis, Holford, Griffin, 2004; Brockbank, McGill, 1998; Osterman, Kottkamp, 2004; Boud, Keogh, Walker, 2005; Pollard, 2006) analyse the issues of learners' personal and professional development by paying a lot of attention to learning from their experience and developing reflective practice. Here reflection is named as the process, during which the experience is transformed into learning, it is the way to analyse the experience by discovering new meanings because „experience of itself does not guarantee learning yet“ (Petty, 2006, p. 386). The success of reflection implementation into learning depends on the following main factors: interactive environment, time meant to develop reflectivity, support and assistance of administration and teachers as well as other factors. In this process *a student* is defined as constantly developing, envisaging links between elements of theory and practice, critically assessing his/her activity being performed and relations with other people. *A teacher* in the process of learning from own experience carries out the role of a helper and helps students to acquire the following main abilities of reflection: analysis of the experience, learning from experience, self-reflection, development of personal theories, critical thinking, problem-solution, etc.

**Research problem.** The *Project of the Law of Science and Studies* of the Republic of Lithuania (2009) envisages that „first-stage study programmes are meant for development of general erudition, conveyance of theoretical foundations of the study area as well as independent work and formation of necessary professional skills“. Two structural parts of the study process at a higher education institution are emphasised, namely: theoretical conveyance of profession's foundations (acquisition of knowledge) and formation of necessary professional abilities by invoking areas of practical activities (contact hours and at special institutions) as well as methods. These two structural parts of the study process are interrelated and complement one another. Thus relative detachment of practical part of the study process from theoretical and deeper scientific insight how to improve the professional competence of prospective specialists in the process of higher education development can be related to several factors determining the relevance of the analysed topic, namely: the practical importance of society's needs and insufficient scientific contribution. The *State Strategies for Education in the Attitudes for 2003–2012*, when defining the mission of education, pay a lot of attention to the improvement of person's competence, development of independence and responsibility by „constant meeting the needs for knowledge“, <...> necessary for „professional career and life sensing“ (The State Strategies for Education in the Attitudes for 2003–2012, 2003). The transformational function of education – to initiate positive changes of society, to create more perfect world – is more and more pointed out in the education strategies and practice (Teacher Training at Lithuanian Higher Education Institutions in the Context of Sustainable Education Development, 2006). In Lithuania problems of teaching/learning at a higher education institution are being discussed by developing the ideas of life-long learning as well as the synthesis of theory and practice in educational process (Beresnevi en , 1995, 2001; Teresevi en , 2001; Lipinskien , 2002; Baranauskien , 2000, 2002; Linkaityt , Lukšyt , 2003; Juodaityt , 2003; Stanik nien , Jucevi en 2004; Pukelis, 2004; Zuzevi i t , 2005). The above-mentioned authors point out that successful preparation of students to become a specialist of the area will depend on that whether during their studies they have acquired skills to learn from their experience and they have become investigators of their activity, i.e. whether a student can be characterised as a person who is constantly acting, reflecting and changing his/her theories in use, relating theory and practice, correcting own actions and implementing values in activity creatively.

In Lithuania reflective learning / development of students' reflectivity becomes the focus of research: reflective practice of studies in the context of the transformation of higher education paradigm (Baranauskien , 2000, 2003), empowerment of students for motivated studies by referring to problem-based teaching and reflections (Žydži nait , 2001), development of self-reflection capabilities (Ivanauskien , Liobikien , 2005), peculiarities of teacher's reflection in an academic situation (Kepalait , 2005), modelling of meta-cognitive strategies at university studies (Zuzevi i t , 2005), features and learning activity of a reflective teacher (Stanik nien , 2006; Jucevi en , 2006). Works of foreign scientists analyse the phenomenon of reflective learning is more thoroughly analysed (Atkins, Murphy, 1993; Calderhead, Gates, 1993; Loughran, 1996; Cowan, 1998; Brockbank, McGill, 1998; Moon, 1999; Rogers, 2001; Ramsey, 2003; Osterman, Kottkamp, 2004; Johns, 2004; Boud et al., 2005). Most of the research refers to the conception of a reflective practitioner by Shön (1997): it substantiates the activity of a working practitioner by reflection as the premise of personal development and reflective learning. The attention should be paid to the nature and organisation of researches on reflection modelling and implementation into the curriculum (Cowan, 1998; Moon, 1999 a; Johns, 2004; Boud et al., 2005); and it is determined by the political and social context of the country, traditions and aims of a higher education school.

It is important for educational science to answer the question what learning models of learners exist and how they interrelate with the context of studies, a particular programme, theoretical and practical teaching, application of teaching methods. The methods and media helping students to get involved to their own learning, to reflectively analyse the experience accumulated during their studies are missing. On the other hand, if there is no initiator, then reflection hardly takes place. Thus here an important role goes to a teacher or practitioner, who works with a student as organiser of reflection action at his/her practice place. When training specialists of educational science trend, the

structure and content of studies in higher education is more oriented to subject-centered but not pedagogical training; not enough attention is paid to practical teaching of students, where the out-lived situations of the students through self-reflection and reflection become the experience. Though in Lithuania a lot of researches (Aukštakalnyt , 2001; Gailien , 2001; Malinauskas, 2001 b; Monkevi ien , Stankevi ien , 2007; Autukevi ien , 2007; Ladišien , Monkevi ien , 2007; Martišauskien , 2007) are performed, it is forgotten that the process of learning, as well as reflection, is individual, and it emerges from personal viewpoints, attitudes and values. Students' experience acquired during the practices of the studies refer to veiled reflection when the theoretical knowledge systems presented at lectures are related to the previous experience, namely outlived during the practice, and vice versa. Often students' practical experience is limited by only technical skills applied at particular situations. On the other hand, the theoretical knowledge acquired at university is not related to practical activity. So the need for the reflection of the practice being performed and for the integration of theoretical studies at university discloses so that „reflection on action would change into reflection in action” (Lipinskien , 2002, p. 48), as well as into reflection for action.

The attention in the dissertation is focused on that the modelling of reflective learning at a higher education institution is not a finite process. The concept *modelling* allows the understanding that this contextual and situational process is meaningful only in the case when empirical data exist and attention is paid to interpretations of subjects' experience. Cumulated data and their analysis constantly reflecting them allow students to deeper understand their learning and their prospective professional activity, and referring to the reflection results – to correct own actions. The higher education institutions training prospective specialists when developing and elaborating the implementation of the reflection into teaching/ learning can correct their curriculum. In the dissertation the following *research issues* are formulated for the solution of this scientific problem: What reflection models do students use in their theoretical and practical studies? What actions make the greatest influence upon self-reflection of special education teachers and reflection on their activity and studies? What specific directions exist and what their content is when modelling reflective learning in the training of special education teachers?

**Focus.** Reflective learning as an educational phenomenon.

**Aim.** To disclose experiences of students' reflective learning at a higher education institution by forming the model of reflective learning that is oriented to the training-education/self-education of special education teachers.

**Objectives:**

1. To disclose the essence of reflective learning as conception and continuous educational process.
2. To reveal and define structural elements of reflective learning of students – special education teachers at theoretical and practical studies.
3. To identify what external and internal factors as well as of what level factors make the strongest and the weakest influence upon the efficiency of reflective learning of students – special education teachers.
4. To create and substantiate the model of reflective learning in training of special education teachers by diagnosing the most efficient mechanisms of the model.

**The defence statements:**

- Practical studies of students – special education teachers by reflecting influence their conscious readiness for the profession, and the theoretical teaching is cut adrift from the practice and does not create any premises for reflective learning, which integrates theory and practice.
- The training and education of prospective special education teachers at a higher education institution by orienting the curriculum of the training of these specialists to theoretical, practical studies and student's personality, creates premises for the implementation of self-directed reflective learning of students.



### **Theoretical conceptions:**

***Philosophical concepts on higher education*** (Barnett, 1992; Jucevi en , 1998, 1999, 2005; Ramsden, 2000; Nicholls, 2001; Kraujutaityt , 2002; Juodaityt , 2004; Zuzevi i t , Teresevi ien , 2007). Higher education is described as the highest level of education, encompassing in various aspects research, general and vocational education as well as personality development. The main tasks of higher education are linked with the students' abilities to constantly learn to reflect upon their experiences, to develop the totality of competences of the prospective professional. Learning in higher education is holistic, including the student's thinking, feelings, perception and behaviour. The key aim in developing the students' learning is the development of skills to reflect upon their experiences by providing conditions for them to select and evaluate knowledge, skills and use the acquired knowledge and skills independently.

***The conception of reflective learning*** (Loughran, 2007; Brockbank, McGill, 1998; Cowan, 1998; Moon, 1999, 2004; Jarvis, 2001; Sugerman et al., 2000; Boud et al., 2005). The process of education is characterised by contemplation, learning reflective skills and experimenting when people develop and expand their knowledge, understanding, skills, values, attitudes, and experiences. It is an interactive process in which the learners examine their experiences, apply reflection guiding them from impulsive or routine activities, discover and subconsciously construe new meanings, insights, foresee new perspectives; it is the process of integrating the available and new knowledge by applying theoretical knowledge in practice. Independent of what formal knowledge is provided in the process of education, the individual will model original understanding of the phenomenon or activities, i.e. s/he will create their own theories. Reflective learning allows for observing the student's personal growth and helps to foresee ways of developing the process of teaching to learn at a higher education institution.

***The conception of reflective practitioner*** (Schön, 1991; Jarvis, 1999; Johns, 2004). Reflection as an integral part of reflective learning stems from professional experience; that is why it encompasses reflective thinking in modelling situations, when a personal system of attitudes, viewpoints and values is used by constantly leaving an open possibility for change. Experiences are reconstructed through reflection, which can be explained as a process when attention is paid to the lived experiences, including thoughts, feelings and actions by creating and conceptualising new meanings. The essential process of professional development is oriented towards the person's ability to continuously learn through the ability to reflect, by going deeper into the spheres of analysis of experiences, their development and substantiation, knowledge refreshment and revaluation in order to know oneself better and be able to manage oneself, by diagnosing personal mistakes, forming efficient analysing skills by learning, for learning and about learning. Reflection is directly linked with practitioner's motivation for conscious activities, their modelling and adjustment; it indirectly determines practitioner's empowerment for constant learning/development by assuming responsibility for one's own actions and solutions.

***The conception of competence*** (Johnson, Johnson, 1994; Eraut, 1994; Bowden, Marton, 1998; Gonczi et al., 1999; Barnett, 1999; Jucevi ien , Lepait , 2000; Westera, 2001; Lepait , 2001, 2003; Žydži nait , 2000, 2002b, 2002c, 2005a). Competence is a holistic expression of the potential of a person, which consists of a corresponding "set of elements" of competence, i.e. knowledge, values, skills and management of attitudes as well as their use in various combinations to implement various tasks seeking changes in activities. In higher education, the competence including not only knowledge and skills, which make up the nucleus of a certain acquired qualification, but also the totality of attitudes and personal qualities and the evaluation of their changes in the activities, at the same time learning entire life from the outcomes of the constantly evaluated activities, becomes the aim of education.

***The conception of socially constructed knowledge*** (Searle, 1995; Saraga, 1998; Berger, Luckman, 1999; Jérôme, 2006). Knowledge is construed on the basis of alternative processes and a set of assumptions. Experiences of the research subjects are conceived as a social process and intentionality of their thought and action. The questions presented in the qualitative research are open ones, which allow the research subjects construing meanings about the situations while learning in practi-

cal studies at the University. In the dissertation the attempts are made to base research on the attitudes of the research subjects towards the examined situation as much as possible in order to give meaning to and interpret experiences of prospective special education teachers while studying. The process of qualitative research is inductive because meanings are generated from the accumulated data. Learning is a learner's constructive activity, which cannot be transferred by someone else. Learners construct the knowledge through experience because they are involved in the everyday world, which they interpret themselves.

***Social critical theory*** (Habermas, 1972, 1973, 1987; Horkheimer, Horkheimer, 1972; Adorno, 1973, 1984; Freire, 2000; Benoit, 2001, 2002; Urey, 2002; Varey, Wood-Harper, Wood, 2002; Klein, 2004; Brookfield, 1987, 2005). From the viewpoint of the theory, education is only productive if the participants of the educational process have clear understanding of the process and structure of learning. Activities are treated as practices, characterised by the symbiosis of reflective activities and a critical theoretical approach. It is essential to identify the restricting circumstances of learners and to help them disengage from oppressing structures. These aims can only be achieved by applying critical practice and self-reflection. Critical reflection, applied in practice, stimulates transformation. Disengagement happens through reflection and action by transforming circumstances leading towards expression. The principle of reflective cognition demands that teaching/learning materials stimulate and teach analysing one's actions, solutions and activity outcomes by focusing attention on the achievement of these outcomes; that is why it is important to develop, stimulate and support individual or group skills to achieve such a level that would allow controlling their own learning.

#### **Methodological conceptions:**

***The conception of concept analysis*** (Walker, Avant, 2004, 2005) is based on the solutions of methodology of theoretical modelling of the concept. Concept analysis is a process encompassing consistent studies that allow analysing the concept of reflective learning in a structured way: concept selection, formulating the aims of analysis, identification of possible ways of using a concept, identification of dimensions and components of the concept, comparing the concept with other similar concepts by singling out similarities and differences, description of the aims of the concept (what is/ is not a concrete concept). The dissertation is based on the conception by highlighting characteristics of the models of reflective learning and reflection as a means of reflective learning, by modelling reflective learning in a higher education institution, also by construing a quantitative research instrument in order to reveal the peculiarities of reflective learning of prospective special education teachers.

***The conception of mixed methods research*** (Greene, Caracelli, Graham, 1989; Greene, Caracelli, 1997; Creswell, 2003) is based on the methodology of coordination of quantitative and qualitative research, revealing different traits of the same phenomenon, making the outcomes more detailed and extended. Cohesion of quantitative and qualitative methods is realised in the dissertation by applying the strategy of consistent procedures: the research starts by using the qualitative method while it is continued by employing the quantitative method in the wide sample in order to generalise the outcomes for the population. The application of the conception of mixed methods allowed diagnosing, reflecting and highlighting the practical models (unconsciously) used by the prospective special education teachers during their theoretical and practical studies and the main aspects making the impact on the students' self-reflection as well as their reflection on the activities and studies.

***Conception of Phenomenological Hermeneutics*** (Lindseth, Norberg, 2004). The conception includes the tradition of phenomenology as descriptive methodology to examine and describe various phenomena the way they manifest themselves in the world of experience, seeking to find and reveal the meaning of those phenomena, and hermeneutics (Ricoeur, 2000, 2001), enabling to conceive the text and link it with what is being said in the text as well as what meaning the text has in itself. Phenomenological Hermeneutics is based on the realisation of stages, which are interconnected by the dialectics of the whole and its constituent parts as well as explanation and understanding: (1) naive reading; (2) structural analysis; (3) comprehensive understanding.

**Conception of modelling** (Trochim, 1999; Kampfner, 1999; Raudenbush, Bryk, 2002; Hitchman, 2004; Koper, Tattersall, 2005; Ding, Davison, Petersen, 2005; Han, 2005; Luke, 2005; Bitinas, 2006). The concept is understood as turning of theoretical descriptions and empirical data into interpretable structures seeking clearer understanding of the process (object, phenomenon): it is moving from concrete to abstract definitions, from theory to empirical data and vice versa. Modelling is based on the system analysis principles: by applying system analysis to examine real-life situations, attempts are made to single out the main factors out of many, to highlight their essential interconnections and reject other factors and connections, which are not essential in the concrete context.

**The following research methods were applied:**

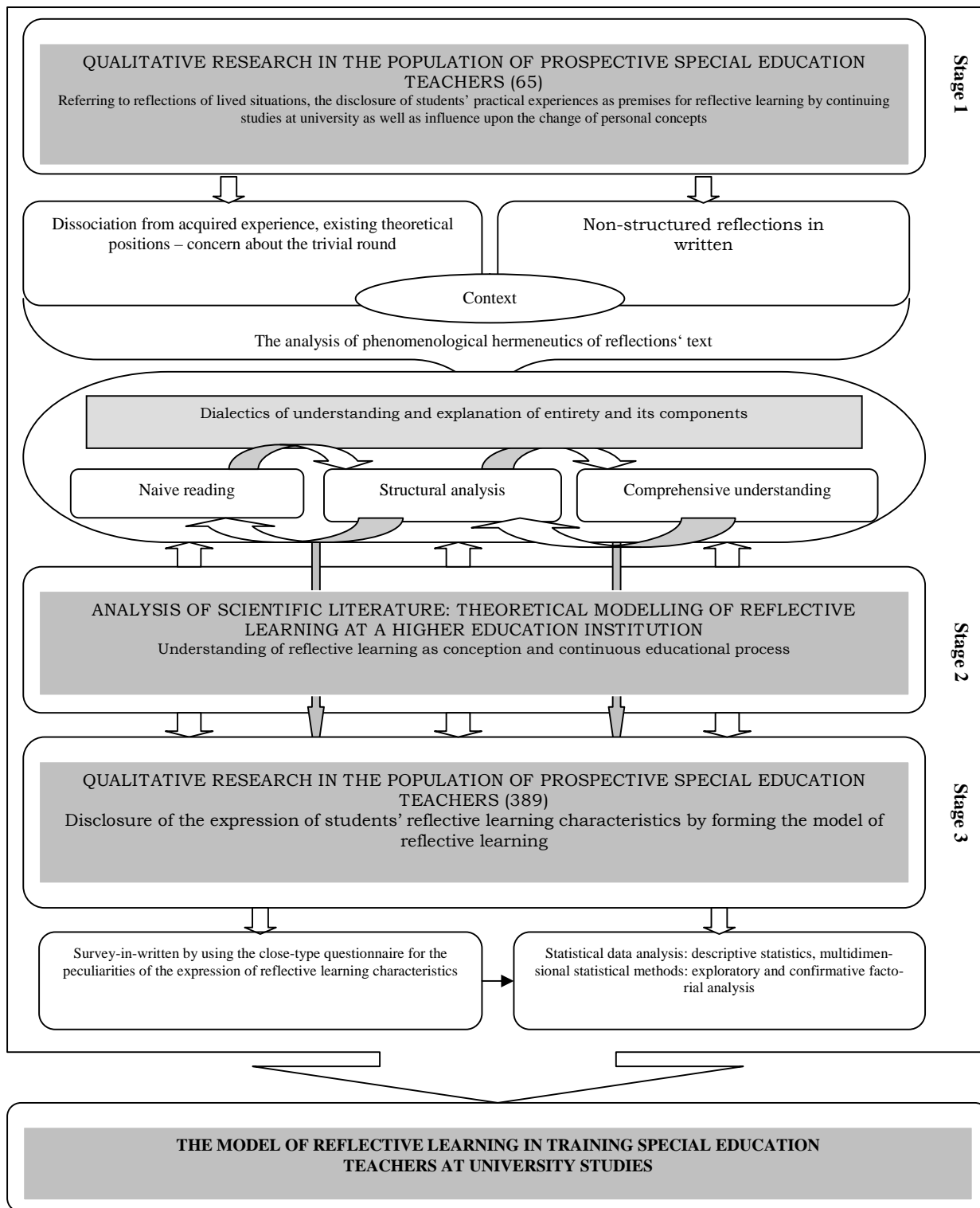
**Analysis of research literature.** Conceptions of reflective learning and application of reflection in educational process at a higher education institution as well as characteristics of different models of reflection are disclosed. The content of reflection as special education teachers' competence development is revealed; conditions of reflection are substantiated. Possibilities for the implementation of reflective learning and the application of the models of reflective learning in the process of special education teachers' training at a higher education institution are highlighted.

**Unstructured reflection in-writing.** The experiences acquired by prospective special education teachers during their practice, i.e. how the practical experiences influenced the change of students' conceptions are revealed by referring to reflections of outlived situations. During the observed practice the experiences of prospective special education teachers as the premise for reflective learning when continuing their studies at university were revealed.

**Phenomenological hermeneutics.** The experiences, activities, and states of prospective special education teachers by dissociating from the experience possessed by the researcher and known theoretical positions were disclosed and analysed. Person's subjective senses and concepts as well as a social context, in which the understanding of students formed in the context of particular experiences of the practice, were surveyed. By means of the phenomenological hermeneutics the answers to the open questions were analysed by disclosing the experiences of prospective special education teachers in the context of learning at a higher education institution, deeper understanding the reality and experiences of the personality of a prospective specialist.

**Survey-in-written (by applying a closed-type questionnaire).** The questionnaire created by the author of the dissertation in order to identify peculiarities of the expression of the characteristics of reflective learning of the students who participated in the research (389 respondents) was applied. Characteristics of reflection on experience and learning activity, involvement into reflection as well as expression of the need for reflection, internecine interaction of participants of educational process as well as cooperation in teaching / learning process, association and integration of theoretical and practical knowledge when studying, projected features and abilities of a personality relevant for a prospective professional activity.

**Statistical analysis:** *descriptive statistics, multidimensional statistical methods* were applied: *exploratory and confirmatory factorial analysis* (by applying the method of principled components, the Cronbach coefficient was calculated by applying the method of basic components and the VARIMAX rotation with the Kaiser standardisation when analysing the factorial weight (L). Statistical hypotheses are checked by applying the non-parameter the *Wilcoxon rank sum*, the criteria of *Kruskal-Wallis, Mann-Whitney*. Referring to the obtained results the *secondary factorial analysis* was applied in order to prepare the theoretical hypothetical model of reflective learning. It allowed forming the model of reflective learning, which discloses the peculiarities of learning of prospective special education teachers at theoretical and practical studies at a higher education institution.



**Fig.1.**The diagram of logics of the descriptive analysis of reflective learning and the process of empirical research

**Scientific importance of the research.** (1) Models of reflective learning and parameters characterising them were introduced and analysed. (2) Roles implemented by students and lecturers as well as their content in the context of reflective learning/teaching were singled out. (3) The constituent parts of reflective competence and the main skills connected with it were set forth. (4) Different models of reflective learning were presented by substantiating their implementation conditions to educate a reflective special education teacher in a higher education institution.

**Practical relevance of the research.** (1) Conditions for reflection necessary for the practical training of special education teachers and learning at a higher education institution were analysed.

(2) Reflective writing was presented as a didactic method for researching practical activities and development of personal growth of special education teachers. (3) Factors influencing the reflective theoretical and practical learning of students at a higher education institution were identified. (4) The need for changes in the process of collaboration among students, lecturers and practice supervisors (practitioners), in supporting the student in reflective learning, in revising tasks for students' practice and in organising its practical activities was pointed out.

**Scientific novelty of the research.** (1) Models of reflection used by students in their theoretical and practical studies, their interrelations with the study program and educational context were analysed. (2) Methodological solutions of combined research, the compatibility between qualitative and quantitative research, contextuality of qualitative research in the students' practical learning activities and application of the strategies of quantitative research in supplementing data were pointed out. (3) Practical experiences of prospective special educators as preconditions for reflective learning at the University were analysed. (4) Parameters of research methodology were developed according to which a reflective learning model of university studies based on theoretical and empirical data was designed.

**The research was carried out in three stages:**

*Stage one* (January – December, 2005) the design of the research was made up. Scientific literature was analysed. The qualitative research was carried out, data were collected – the non-structured reflections in writing. Qualitative data analysis was carried out (January – September, 2006).

*Stage two* (January – December, 2006) was devoted to the analysis of scientific literature. A written survey was carried out by using closed-ended questionnaire in various groups of prospective special education teachers among the students of various year groups and study forms at a university (January – March, 2007) and quantitative research data analysis was carried out (November – December, 2007). Scientific literature was analysed.

*Stage three* saw the quantitative research data analysis, scientific literature was further analysed. A hypothetic model of reflective learning was developed, conclusions and recommendations were produced (January – November, 2008).

**The structure of the dissertation.** The dissertation consists of an Introduction and four parts: Part 1 and Part 2 are dedicated to the outcomes of the research (2 chapters and 6 sections); Part 3 (1 chapter and 4 sections) substantiates research methodology and characterises the stages of qualitative and quantitative research: the sample, methods and instrument; Part 4 (1 chapter, 3 sections) presents the outcomes of qualitative and quantitative research, their analysis and interpretation, and the hypothetical model of reflective learning in University studies; Conclusions, References and Annexes. The dissertation has 28 figures (19 in the text of the dissertation, and 9 in Annexes) and 124 tables (22 in the text of the dissertation and 102 in annexes). The total volume of the dissertation: 179 pages (without annexes). Annexes (5 annexes on a CD) present examples of research instruments, an operationalisation chart and the tables contain the performed qualitative analysis data and results of statistical calculations of the quantitative research data. The List of References consists of 376 sources.

## **THE CONTENT OF THE DISSERTATION**

### **INTRODUCTION**

1. **THE THEORETICAL MODELLING OF REFLECTIVE LEARNING IN TRAINING SPECIALISTS AT HIGHER EDUCATION SCHOOL**
  - 1.1. The theoretical modelling of reflective learning at higher education school
  - 1.2. Roles of a student and a teacher in the processes of reflective teaching and learning at higher education school
  - 1.3. The development of reflection competence of special education teachers at higher education school
2. **REFLECTION – THE PREMISE OF EDUCATIONAL TRANSFORMATION OF EXPERIENCE FOR LEARNING: THEORETICAL AND PRACTICAL TRAINING OF PROSPECTIVE SPECIAL EDUCATION TEACHERS**
  - 2.1. Possibilities for application of reflective learning models in training of special education teachers at higher education school
  - 2.2. Reflection conditions for teaching and learning of special education teachers at higher education school
  - 2.3. Premises of reflective learning in developing a reflective special education teacher at higher education school
    - 2.3.1. Training of reflectivity competence by implementing the different learning levels in the process of training of special education teachers at higher education school
    - 2.3.2. Reflective writing – a didactic method personal and professional development of special education teachers
3. **THE METHODOLOGY FOR THE RESEARCH ON REFLECTIVE LEARNING AS AN EDUCATIONAL PHENOMENON IN TRAINING OF SPECIAL EDUCATION TEACHERS AT HIGHER EDUCATION SCHOOL**
  - 3.1. The logic of the research process
  - 3.2. The principles of the research ethics
  - 3.3. The stage of the qualitative research
    - 3.3.1. The sample of the qualitative research
    - 3.3.2. Methods of the qualitative research
    - 3.3.3. The instrument of the qualitative research
  - 3.4. The stage of the quantitative research
    - 3.4.1. The sample of the quantitative research
    - 3.4.2. Methods of quantitative research
    - 3.4.3. The instrument of the quantitative research
4. **RESEARCH OUTCOMES OF REFLECTIVE LEARNING AS AN EDUCATIONAL PHENOMENON IN TRAINING OF SPECIAL EDUCATION TEACHERS AT HIGHER EDUCATION SCHOOL**
  - 4.1. **THE RESULTS OF QUALITATIVE RESEARCH**
    - 4.1.1. The expression of students' feelings and experiences while reflecting in their practical studies
    - 4.1.2. Professional self-determination of the reflective prospective special education teacher
    - 4.1.3. The student's, prospective special education teachers', understanding of the field of studies in practice through reflection
    - 4.1.4. The experienced perception of practice and role in the profession through self-reflection
    - 4.1.5. Reflection on personal features, knowledge and abilities by a student – special education teacher through relating theory and prospective professional activity
  - 4.2. **THE RESULTS OF QUANTITATIVE RESEARCH**
    - 4.2.1. Reflection on experience and its integration in studies at higher education school

- 4.2.2. The interrelation of theory and practice perceived by students in the interaction among participants of the study process at higher education school
- 4.2.3. Stimulation of reflection on experience of prospective special education teachers at practical studies by interacting and assessing achievements of the practice
- 4.2.4. Students' attitudes on personal features and abilities important for the activity of a special education teacher
- 4.3. The model of reflective learning in training of special education teachers at university studies

CONCLUSIONS

RECOMMENDATIONS

REFERENCES

ANNEXES

## **REVIEW OF THE DISSERTATION CONTENT**

In the **Introduction** are presented and substantiated the key methodological parameters of the dissertation.

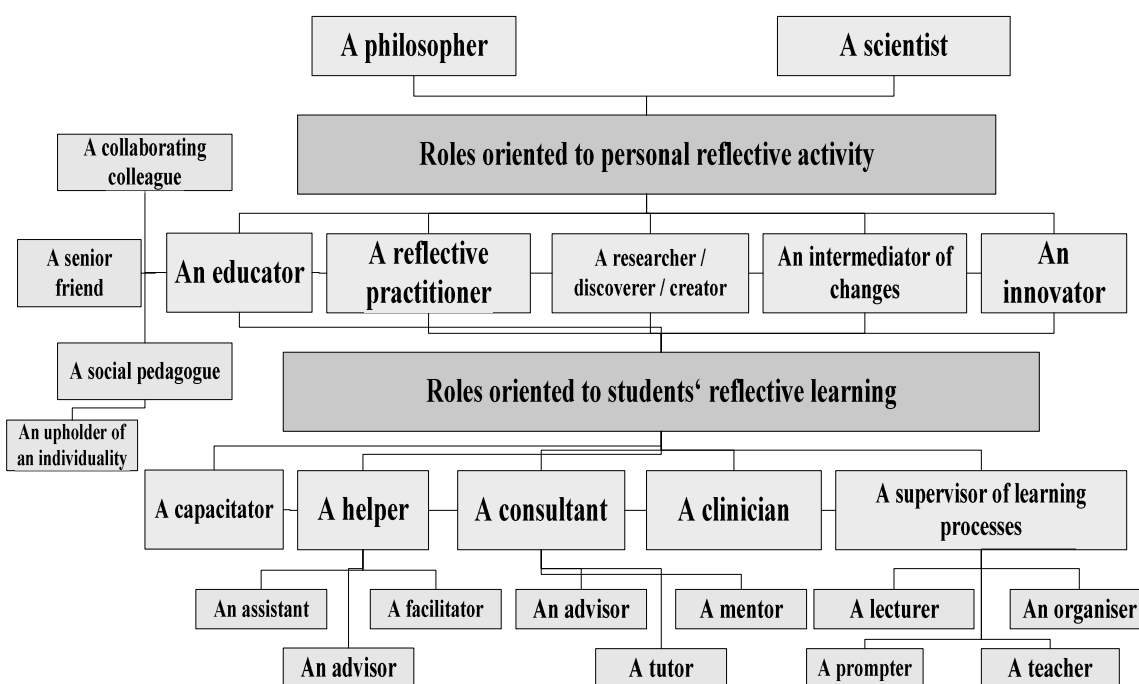
### **1. THE THEORETICAL MODELLING OF REFLECTIVE LEARNING IN TRAINING SPECIALISTS AT HIGHER EDUCATION SCHOOL**

#### **1.1. The theoretical modelling of reflective learning at higher education school**

The conception of reflective learning is used to define teaching / learning processes, during which the reflection is applied as one of the main media to analyse one's experience, is disclosed. The process of reflective learning is characterised as transformative empowering students for personal unrestricted independent activity by analysing own experience, learning skills; by relating theoretical and practical knowledge, developing skills to identify as well as to solve problems, by changing own attitudes and becoming more tolerant. Reflection as a component of reflective learning, when reflecting on acquired experience, diagnosing own mistakes and learning of detailed analysis, emerges from professional experience involving reflective thinking and referring the personal system of viewpoints, attitudes and values constantly reserving an open possibility for reforming.

#### **1.2. Roles of a student and a teacher in the processes of reflective teaching and learning at higher education school**

In the process of reflective learning a student is defined as *reflective practitioner, a researcher of personal activity, an experimenter, a discoverer and creator* who is constantly developing, finding relations between theory and practice, critically evaluating personally performed activity as well as interactions with other people. The performed comparative analysis of different roles carried out by teachers disclosed that the traditional roles (of a specialist, lecturer, etc.) loose their relevance in reflective learning. Some classical roles remain in reflective learning as well, but they become second-rate, as well as their content and functions of the teacher performing that role changes as well as the roles are being realised at three levels in the process of reflective learning (see Fig. 2): *the first level* involves the roles of *a philosopher and scientist* directed to the personal activity; *the second level* consists of the roles of *a reflective practitioner, researcher, change mediator, innovator* directed to the reflective activity of students that helps them to learn and to reflect on the activities being performed; *the third level* is oriented to the roles of *an empowering-person, a helper, a consultant, a clinician, supervisor of learning processes*, which are realised at teaching/learning processes by interaction of students and teachers, preparation of students for professional activity as well as personal development of teachers and students.



**Fig. 2.** Roles realised by a teacher in the process of reflective learning at higher education school

### 1.3. The development of reflection competence of special education teachers at higher education school

Reflection is not only a process but also a competence, the development of which is an important goal of teachers and the development of prospective specialists because only when analysing and reflecting own activity it is possible to further effectively teach and to learn. The chapter discloses competences of the reflection competence. The main component of the reflection competence – is the competence of experience analysis and learning from experience involving the most important abilities within three levels: reflection on learning, reflection in learning and reflection for learning. Competence of self-reflection / self-analysis and self-assessment as the component of reflection competence includes abilities to pursue constant self-analysis of own learning activity by identifying the need for personal changes, by managing own cognition processes and emotions, by correcting preconceived persuasions and attitudes, by analysing own intercourse with other people, and by being able to intercept their experience knowledge by learning.

## 2. REFLECTION – THE PREMISE OF EDUCATIONAL TRANSFORMATION OF EXPERIENCE FOR LEARNING: THEORETICAL AND PRACTICAL TRAINING OF PROSPECTIVE SPECIAL EDUCATION TEACHERS

### 2.1. Possibilities for application of reflective learning models in training of special education teachers at higher education school

The comparative analysis of different reflection models and reflection processes was performed and the following three main repeating stages were identified: *the first* stage is the emergence of unpleasant feelings and thoughts in relation to the outlived experience and the need to solve the situation that caused unpleasant trials; *the second* stage is critical and constructive analysis of a problem or a particular situation and own senses, which involves possessed and necessary new knowledge to solve a problem; *the third* stage – development of a new viewpoint to a situation by foreseeing possible ways for an action in the prospective for particular situations. Integration of models' schemes in organising the learning of students – prospective special education teachers – at a higher education institution induces reflective learning of students as well as strengthens interrela-



tion of learning experience and reflective activity, which forms by paying enough time for reflection in learning activity.

## **2.2. Reflection conditions for teaching and learning of special education teachers at higher education school**

Reflection as the premise of educational *transformation of experience for learning* at a higher education institution depends on the conditions for reflection being formed at the following levels: (a) integrity of organisation's culture (microclimate) and specificity of the study programme; (b) integrity of the course structure and content; (c) the activity of a student; (d) integrity of interaction and cooperation of education process participants. The main objective of a higher education institution and its units responsible for the implementation of the programme of special education teachers – is to create conditions for reflective teaching /learning by developing the reflection competence of a learner where individual's experience, thinking, emotions and actions become the essential elements, with recognition of social and political context in which an individual lives and the values s/he keeps to. It is important to consider reflection as the medium to improve learning and to enable learners to find out how they can use reflective techniques such as a diary, reflective writing, structured reflections, complex reflections, dialogue writing, autobiographical writing, in order to improve their previous less organised but effective levels of knowledge and understanding.

## **2.3. Premises of reflective learning in developing a reflective special education teacher at higher education school**

### **2.3.1. Training of reflectivity competence by implementing the different learning levels in the process of training of special education teachers at higher education school**

Reflective practice in teaching (learning) process at university creates possibilities to assess and to change beliefs, theories in use, which directly influence actions. The efficiency of student's learning depends on development of inter-compatibility and correspondence of the theory in use and espoused theory. By acquiring theoretical and practical knowledge from separate subjects, students create their individual philosophy of their profession: what and how they will have to do; what principles, values and attitudes they should follow. The efficiency of learning of prospective special education teachers at a higher education institution and the success of their practical professional activity when transferring acquired theoretical knowledge into environments of studies or practice can be assessed by considering the compatibility of the theory in use and the espoused theory of the learner. The experience analysis through reflection creates conditions to better realise own viewpoint to learning as well as it develops skills of learning to learn. When applying reflection and other related methods of reflective education at a higher education institution the levels of double-loop, triple-loop and tetra-loop levels of learning create possibilities for students to anew assess their acquired knowledge and experience by changing their attitudes, viewpoints in formulating new theoretical principles as well as developing their professional competences.

### **2.3.2. Reflective writing – a didactic method personal and professional development of special education teachers**

The method of reflective writing, which develops reflective learning of students as well as their personal and professional development a higher education institution, is substantiated (Moon, 1999a; Hoban, 2000; Boud, 2001; Hiemstra, 2001; King, 2002; Spalding, Wilson 2002; Thorpe, 2004; Hubbs, Brand, 2005). The process of reflective writing, which involves the analysis of experience and action's wider context and meaning, is characterised. Main types and aims of reflective writing, which reflect its application's significance and meaningfulness for the development of student's reflection and competence of learning how to learn, are distinguished.

### **3. THE METHODOLOGY FOR THE RESEARCH ON REFLECTIVE LEARNING AS AN EDUCATIONAL PHENOMENON IN TRAINING OF SPECIAL EDUCATION TEACHERS AT HIGHER EDUCATION SCHOOL**

#### **3.1. The logic of the research process**

The strategy of mixed research, which was realised in the dissertation, encompasses the coordination of *quantitative* and *qualitative* methods and considerations about combination of the data of different types (Greene, Caracelli, 1997; Creswell, 2003). The premise that collection of different data forms better understanding of the research problem is considered; thus the data compilation included the gathering of textual information (written reflection) and digital information (the questionnaire). In the dissertation the priority is given to the qualitative viewpoint. The research process took place by following the stages of the strategy of successive procedures: the research was started by applying a qualitative method and it was continued by applying a quantitative method in a large sample in order to present and to extend the results on the surveyed phenomenon (Žydzis, 2007). *The first stage of the research – the qualitative research* created possibilities to disclose experiences of prospective special education teachers as premises for reflective learning by continuing studies at university as well as impacts upon disclosure of personal concepts' change by referring to the analysis of experienced situations. In order to have the research technique incorporated into the communication model, applied unstructured reflections in writing, giving open questions. *The analysis of scientific literature* was performed after the stage of the qualitative research as a connective link of the qualitative and quantitative research. The results of the qualitative research are considered to be the primary information when performing the selection of references, as well as in order to substantiate the obtained results. *The quantitative research* was implemented in order to disclose the expression of the dimensions of students' reflective learning in forming the model of reflective learning. Having performed the operationalisation of the research object by referring the analysis of scientific references and results of the qualitative research, the questionnaire has been designed. The quantitative research extends and supplements the results of the qualitative research by revealing tendencies of students' experience reflection and integration in theoretical and practical studies at university in relation to other participants of the educational process. When performing the quantitative research, it was strived to disclose general tendencies of students' reflective learning at theoretical and practical studies. The primary and secondary factorial analysis created conditions to reveal the latent structure of the researched phenomenon – *reflective learning*, i.e. the disclosed main dimension of the researched object and their characteristics. The identification of the latter gives a possibility to improve educational processes at university studies considering the main dimensions and their content in order to enable students to study reflectively by analysing the acquired experience and learning from it.

#### **3.2. The principles of the research ethics**

When performing the inquiry of students, main ethical principles distinguished in social researches were followed: goodwill, privacy and respect, justice, information precision, anonymity (Charles, 1999; Žydzis, 2006; 2007).

#### **3.3. The stage of the qualitative research**

##### **3.3.1. The sample of the qualitative research**

The dissertation analyses the reflections presented by 65 students in a written form. The sample of the research – target, convenient, being in the context that is relevant for the research: a) the respondents were selected considering the needs of the research study; b) the respondents composing the sample represent the population responsible for a specific activity relevant for the research. It was considered that first-year students were the very informants, who presented the information about their experiences of learning and application of reflection models at their theoretical and practical studies; and this information creates conditions to improve the study process and creates premises for modelling reflective learning already during the first-year studies.

### **3.3.2. Methods of the qualitative research**

Phenomenological hermeneutics is the method of qualitative educational diagnostics, the basis of which is the lived experience. Phenomenological hermeneutics refers to traditions of hermeneutics and phenomenology as well as other qualitative methods of research (Lindseth, Norberg, 2004). Hermeneutics is related to phenomenology because the latter enables a researcher to perceive a text and to relate this to what it says and what meaning this text implicates. The interpretation of a text means “entry” to the hermeneutical spiral moving in three methodological stages, which interrelate in the dialectics of understanding and explanation of the entirety and its components. The texts of written reflections were analysed by following the main stages (Lindseth, Norberg, 2004), which interrelate in the dialectics of understanding and explanation of the entirety and its components.

### **3.3.3. The instrument of the qualitative research**

In order to identify what external and internal as well as of what level aspects make the strongest and the weakest impact upon the efficiency of reflective learning of students – special education teachers, the students presented *non-structured reflections in a written form*. The reflections were being written for three months. During meetings students reflected according to the questions of non-directive character presented by the researcher: by this conditions for students to purposefully (related to a particular context) analyse the experience outlived during their practice were created. The writing of the reflections lasted for 1 – 1.5 hours.

## **3.4. The stage of the quantitative research**

### **3.4.1. The sample of the quantitative research**

The students studying the programme of special education at the Šiauliai University were surveyed. The research sample is purposeful, involving and representing the entire population of the research. According to the data of the university academic information system, during the academic year of 2006 – 2007 there were 447 students who studied at the programme of special education: among them 235 at the full-time form and 212 – at the extra-mural form. In total 447 questionnaires were distributed, their feedback was 395. The feedback quota was – 88 percent. The data of 389 questionnaires were statistically proceeded (87.0 percent from the number of the distributed or 98.4 percent from the number of the returned). Most part of the respondents was women (94.6%), the average of the age was 26 years.

### **3.4.2. Methods of quantitative research**

Referring to the performed operationalisation of the research object, theoretical conclusions as well as the analysis of the results of the qualitative research, the structured, closed-type questionnaire for students was prepared. By the *survey-in-written* of the special education teachers (*by using the closed-type questionnaire*) it was sought to disclose structural elements of reflective learning of practical studies by designing and substantiating the model of reflective learning in training of special education teachers, as well as diagnosing the most efficient mechanisms of this model. In order to disclose peculiarities of the expression of characteristics of reflective learning of prospective special education teachers, the *descriptive statistics* was applied; on its basis primary processing of quantitative data was performed: frequencies, data expressions in percent, means, standard deviation, mode, median were calculated. *Multidimensional statistical methods* were applied: *factorial analysis* – when processing the data, *exploratory* as well as *confirmatory* factorial analysis was applied. In order to compare the distributions of variables *the non-parametric Wilcoxon rank sum test*, as well as the *criteria of Kruskal-Wallis* and *Mann-Whitney* were applied. In order to present the theoretical hypothetical model of reflective learning, *the secondary factorial analysis* was applied by referring to the obtained results.

### **3.4.3. The instrument of the quantitative research**

When designing the questionnaire, the author referred to nominal, relation, and rank scales (DeVellis, 2003; Bradburn, Seymour, Brian, 2004; Cohen, Manion, Morrison, 2007). The structure of the questionnaire consists of three parts: a) instruction; b) information about respondents c) 7 diagnostic blocks: experience analysis and thinking over the activity of reflective learning (reflective learning) at theoretical studies at university; experience analysis and thinking over the activity of reflective learning (reflective learning) at practical studies at university; manifestation of the need

for reflection and involvement into reflection; association and integration of theoretical and practical knowledge when studying; assessment of oneself as a prospective specialist and motivation for professional activity in the prospective; interaction of the participants of the educational process as well as their cooperation in the teaching / learning process; personality features and abilities relevant for the profession of a special education teacher. The questionnaire contained 147 statements, 42 abilities and 48 personality features. When checking the structure and clearness of the questionnaire, the pilot test of the questionnaire was carried out; during the test the inaccuracies of the questionnaire were detected, the formulations and meaningfulness of the statements were corrected.

#### **4. RESEARCH OUTCOMES OF REFLECTIVE LEARNING AS AN EDUCATIONAL PHENOMENON IN TRAINING OF SPECIAL EDUCATION TEACHERS AT HIGHER EDUCATION SCHOOL**

##### **4.1. THE RESULTS OF QUALITATIVE RESEARCH**

##### **4.1.1. The expression of students' feelings and experiences while reflecting in their practical studies**

The analysis of reflection on the feelings and experiences during their practice allowed singling out 18 dimensions and 46 themes. The research outcomes showed positive experiences and feelings of students linked with successful adjustment through personal transformation, the development of the personal self, revealed through self-study, professional identity, self-reliance, successful interrelations with children, revaluation of personal attitudes and understanding of the completeness of one's own life. The results of the students' reflections emphasised a few moments important for the personal development and improvement of the student as a prospective professional: the work with disabled people causes reflection on their personal lives by understanding the completeness of life; the ability to "overcome", to "get over oneself" leads to the revaluation of one's own "hidden", unknown features of personality and personal skills as well as unrealized moments of personal lives. The main limitations and disturbances to learn from their experiences were negative emotions and experiences of the students with children, practice supervisors and themselves. Strong emotional experiences of students, ambivalent feelings and marginal emotions during their practical placement are linked with the new experience, acceptance of the new role, the shift of the values and attitudes and their revaluation.

##### **4.1.2. Professional self-determination of the reflective prospective special education teacher**

The identified dimensions reveal motivating and demotivating factors governing professional self-determination of prospective special education teacher which became obvious due to reflection.

**Table 1**

**Factors experienced by special education teacher determining their professional self-determination**

<b>MOTIVATING ◀ ----- ▶ DEMOTIVATING</b>		
<ul style="list-style-type: none"> <li>○ professional social-ity</li> <li>○ formation of professional identity</li> <li>○ devotion to children</li> <li>○ specialist's authority</li> </ul>	<ul style="list-style-type: none"> <li>○ the lack of deeper knowledge about the profession</li> <li>○ "shortcomings" of professional activities</li> <li>○ the incompatibility between wishes and personal abilities</li> <li>○ personal contradictions</li> <li>○ the complexity of working with children</li> </ul>	<ul style="list-style-type: none"> <li>○ ignoring the teacher's profession</li> <li>○ professional fears</li> </ul>

Reflection on the practical studies revealed that support for the children, successful adjustment in the practical placement, sincere interrelations and efforts are the key criteria determining and confirming the students' professional self-determination. Personal contradictions, hard, tiring work, the lack of communication skills and knowledge about children, as well as lack of patience as one of the most essential qualities for a special education teacher, lack of self-confidence are the main reasons causing doubts in oneself and one's chosen profession.

#### **4.1.3. The students', prospective special education teachers', understanding of the field of studies in practice through reflection**

Due to reflection prospective special education teachers were able to learn about their field of studies and subtleties of professional activities in more details by identifying themselves with their professional activities. The need for developing patience and engaging in psychoanalysis, based on the reevaluation of personal traits of character, becomes obvious in preparing to qualify as a special education teacher. The students link their expectations with mastering professional roles in modeling their behaviour in the prospective and in implementing these roles. The importance of the practice supervisor (mentor) in identifying with one's professional roles and in forming one's image as a prospective professional becomes obvious. The opportunity to reflect during the practice on oneself as a representative of the chosen profession and on the activities performed by the people of this profession enabled the students to conceive themselves as prospective professionals by evaluating the limits of their skills and competences.

#### **4.1.4. The experienced perception of practice and role in the profession through self-reflection**

The results reveal that the student's personal activeness, the discussion of practice problems with family members, teachers, experts met in practice, and fellow students have determined the successful application in places of practice, avoiding unpleasant emotions and negative experiences: a) the provided information, meaningful mutual cooperation and created conditions to know their field of study enabled students to know the subtleties of their future profession, positive and negative aspects of realisation of their future professional role better, learning from their own experience; b) knowledge of children, understanding the course of action in particular situation with children, acquirement of communication skills during personal communication, affection of children and the need to help them were the main factors, which determined their, as future special education teachers', better professional role and emotional-psychological entrenchment in profession; c) during the practice, due to the personal initiative, the students have identified the difficulties of the career during independent communication with children, systematizing received information. The lack of information from special education teachers during the practice, the absence of feedback from high school teachers after the practice, and limited possibilities to engage in activities with children during the practice reduced students' possibilities to go deep into their field of study.

#### **4.1.5. Reflection on personal features, knowledge and abilities by a student – special education teacher through relating theory and prospective professional activity**

The results showed that the abilities of prospective special education teachers were projected to the personality of a special education teacher in the work with children of special needs by orienting to the development of the following main competences: educational (didactical) competence (*preparation of individual plans, conveyance of learning material, explanation of learning material, keeping of pupils' attention, control of behaviour*); managerial competence (*management, organisation of events, planning of time and activity, collaboration with parents*); psychological competence (*dissociation from troubles, control of temper*); social competence (*acuteness for details, non-fluster, fast reaction*).

## **4.2. THE RESULTS OF THE QUANTITATIVE RESEARCH**

### **4.2.1. Reflection on experience and its integration in the study process at higher education school**

Having assessed the integration of reflection on experience at theoretical studies at university, the following aspects influencing reflective learning of students have been disclosed: a) personal

ideas and experiences of students are evaluated less favourably than the ones, which are conveyed from textbooks; thus intellectual activity of formal character is induced by not applying the possessed experience of teaching (learning); b) students substantiate the importance of reflection on action and its integration in theoretical studies, but they seldom have possibilities to profit from their experience during the studies by discussing previously acquired theoretical knowledge. The results prove the significance of the formed attitudes by students in respect of learning as well as the need to create conditions to apply and to use theoretical knowledge in practice and everyday life during the studies.

#### **4.2.2. The interrelation of theory and practice perceived by students**

##### **in the interaction among participants of the study process at higher education school**

The students reflect on themselves as the representative of the chosen profession by identifying themselves with a prospective professional role. The accomplishment of learning assignments and solution of problems when cooperating with colleagues creates real conditions for reflective learning, but external stimulation (of teachers and / or practitioners) as well as assistance for development of the process is missing. The fear of teacher's authority forces students to conform and to obey by declining their personal positions or their opinion when learning. The control of the study process causes problems in levelling individuals and by not inducing reflective learning.

#### **4.2.3. Stimulation of reflection on the experience of prospective special education teachers at practical studies by interacting and assessing achievements of the practice**

The compatibility of attitudes and values of a practitioner and a student determined parity interrelationship, which manifested in mutual collaboration, adequate appointment of assignments that corresponded student's responsibility. Successful interaction of a student and a working specialist determined students' motivation to learn at the practice place by thinking over and founding their choices as well as meaningfully reasoning their activity. The negative experience outlived during the practice decreased students' possibilities to better know the field they were studying as well as their personal motivation to go deeper into it due to inadequate viewpoint of the others to a learning trainee. The students related the appointed assignments of their practice to their outlived experience, but the assignments were hardly oriented to the development of student's self-reflection skills as well as better self-cognition and stimulation for further learning. At practical studies students understand the importance of reflection on their performed actions in order to substantiate the performed actions, but they lack real conditions and time as well as stimuli to think over their performed actions and decisions after the performed activity.

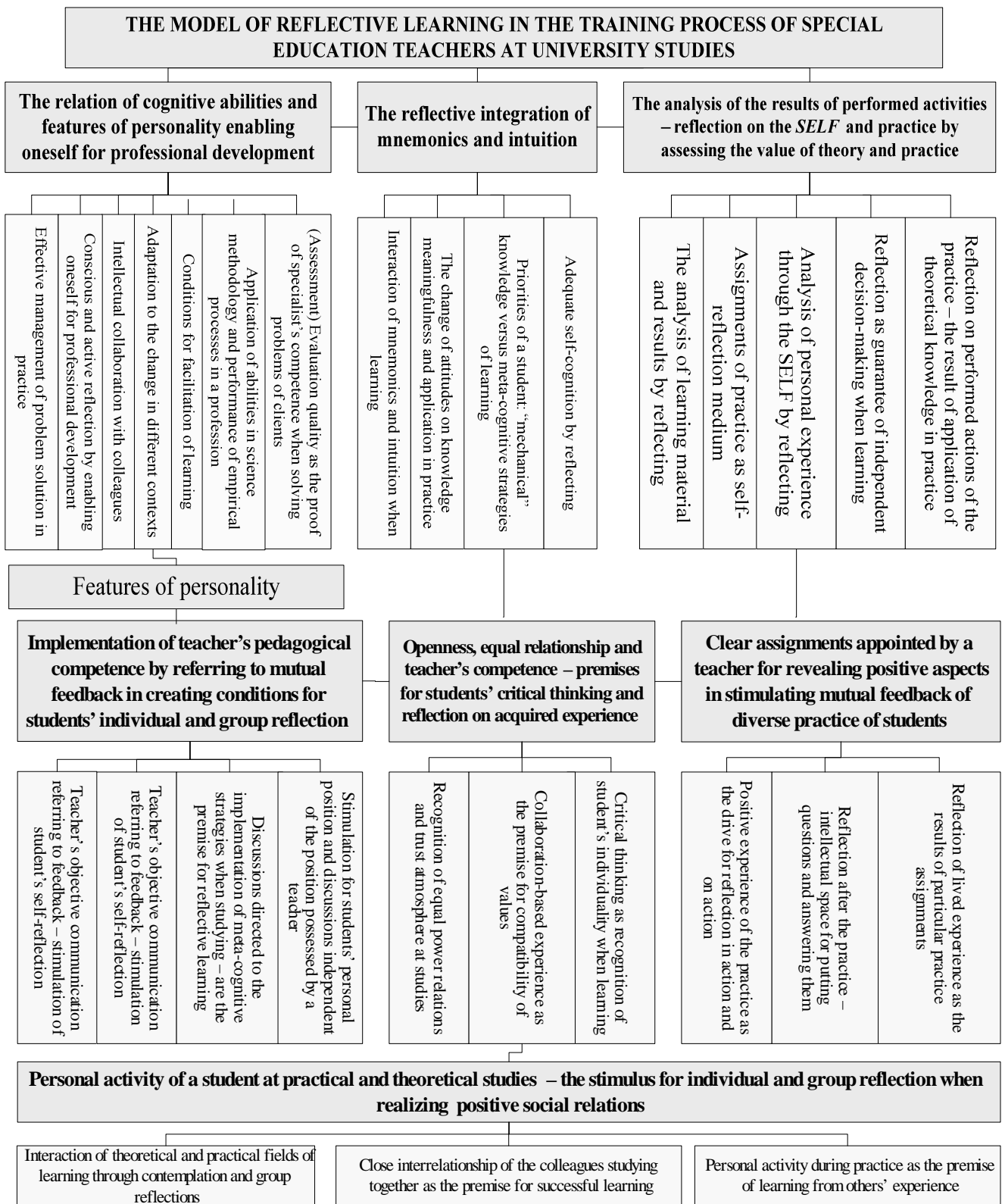
#### **4.2.4. Students' attitudes on personal features and abilities important for the activity of a special education teacher**

The essential features of a special education teacher being projected by students are related to moral (ethical) attitudes (responsibility, patience, love, respect) and successful interaction (communicability, comprehension, tolerance). The essential abilities are being projected to competences of professional development and adaptation, improvement of the activity and professional development, when collaborating, in the professional activity of research implementation and studies.

#### **4.3. The model of reflective learning in training of special education teachers at university studies**

The latent structure of the surveyed phenomenon – *reflective learning* – has been disclosed by applying secondary factorial analysis. Referring to the example of special education teachers, reflective learning at a higher education institution can be defined by seven key dimensions (see Fig. 3). *The first dimension* is characterised as the dimension of the development of competences of special education teachers by enabling a prospective specialist for professional development. The most important focus is on cognitive abilities and personality features as well as for their interrelation. *The second dimension* is defined as correlation of the knowledge being acquired by a student, a prospective special education teacher, during his/her studies and his/her personal attitudes, as well as choice of learning peculiarities (habits), i.e. particular learning strategies when studying. *The third dimension* involves reflection of personal experience through *the self*, the analysis of results of

achievements by reflecting, application of practical assignments as self-reflection media in educational process, as well as distinguishing the guarantee of reflection as decision-making by students and the result of application of theoretical knowledge in practice. *The fourth dimension* points out the importance of teacher's pedagogical competence when creating appropriate conditions for reflection to be implemented in the study process. *The fifth dimension* reveals the importance of teacher's and student's equal interrelation based on bilateral openness for development of student's critical thinking and reflection of acquired experience. *The sixth dimension* emphasises the experiences of a student as learner outlived with the specialists met at the practice place, which contributes to the substantiation of the expedience of the practice assignments in developing the reflection competence of students. *The seventh dimension* involves personal activity of a student in analysing his/her learning experience and keeping close interrelationship (based on understanding) with group colleagues / students, teachers and specialists met during the practice. The dimensions of the model should be considered in improving the training process of special education teachers, in modelling the curriculum of professional training at a higher education institution at the levels of *theoretical studies (academic)*, *practical studies (practical)* and *student's personality (individual)*.



**Fig. 3.** The main dimensions of reflective learning and their characteristics



## CONCLUSIONS

### 1. *At university studies the reflective learning as conception and continuous transformative educational process empowering students to integrate theory and practice:*

- Reflective learning as conception is the transformative process of prospective specialists at a higher education institution, which is implemented at two levels of theoretical studies: 1) *at personal* (individual reflection) level by reflecting theoretical material of learning and creating individual knowledge related to a lived experience; 2) *at interpersonal* level (corporate reflection) with teachers initiating and / or assisting reflection processes when providing / getting feedback as well as with students-colleagues together reflecting the lived experience by creating general knowledge.
- Reflection oriented to integration of theory and practice as well as to contemplation of learning activity at theoretical and practical studies creates premises for the improvement of already possessed “structures” of learners’ knowledge and understanding, which consists of interrelated and interdependent dimensions. *The first dimension* is integral and involves the coordination of possessed-life (acquired before studies), primary-practical (acquired at practical studies) as well as theoretical-knowledge (acquired at university) experience. *The second dimension* creates conditions for the thinking over educational environment and the activity being performed as well as it involves elements of theoretical and practical learning contexts. *The third dimension* involves reciprocities with participants of the education process as well as it directly influences the involvement of students in to reflection. The latter dimension creates premises for the formation of the *fourth dimension* – the formation of professional identity of a student as prospective specialist and his/her autonomy when studying.
- Reflective learning as continuous educational process, which takes place at individual and corporate levels involves *content* (analysis of a problem / situation by predicting ways and strategies of an action), *process* (choice of strategies to solve problems and assessment of their effectiveness), *premises* (research of personal premises oriented to decision-making) and it is endless loop process, which begins from reflection *for action* by orienting to coherences of new information by reflecting to what it is known as well as by predicting what can be necessary to perform a new activity.
- Premises for reflection as educational *transformation of experience into learning* at a higher education institution depend on the conditions created for reflection at the following levels: a) integrity of organisational culture (microclimate) and study programme specifics; b) integrity of course structure and content; c) student’s activity; d) integrity of interaction and cooperation of educational process participants.

### 2. *Having summarised the results of the empirical research on prospective special education teachers, the following main structural elements of the process of reflective learning of students – special education teachers at theoretical and practical studies have been disclosed:*

#### **Theoretical studies**

- Theoretical studies involve individual learning of a student and are related to student’s personality as one of the structural elements of reflective learning process being characterised through individual reflection when a person analyses the study material, thinks it over in the context of the possessed experience, independently chooses aims and priorities of learning activities. Student’s independence means systematic reflection on learning taking responsibility for results of learning. The contemplations are directly related to the awareness of the importance of theoretical knowledge for prospective professional activity as well as to self-identifying to a professional role. The research results allow stating that in theoretical studies forms of non-reflective learning, which involve students’ individual spontaneous and intuitive reflection, knowledge acquisition without deliberate efforts, dominate.
- The collaboration, a particular position in respect of students’ learning activity creates premises for systemic planning of the activity and choice of learning strategies between a teacher and students. The research results reveal that feedback at theoretical studies is fragmentary, directed to stereotyped ways of the solution of learning problems. Group reflection as a me-

dium activating reflective learning and involving different forms of a dialogue is seldom applied in the practice of teachers.

- Characteristics of students' reciprocity involve interrelationships based on mutual assistance, trust and help. Accomplishment of learning assignments and problem solution when collaborating with colleagues creates real conditions to learn reflectively, but internal encouragement (of teachers and/ or practitioners) and support for the process development is missing.

#### **Practical studies**

- In the process of reflective learning at practical studies the successful reciprocity of a student and a working specialist / supervisor of the practice motivates students for learning, strengthens the relation between the outlived experience at theoretical studies and reflective activity during the practice. The reciprocity of a student and a working specialist – is a relevant element of the structure of reflective learning process, which influences the motivation of students to learn at their practice place by thinking over and substantiating their choices, reasoning their activity meaningfully. Compatibility of the attitudes and values of a practitioner and a student determines parity intercommunion manifesting by mutual collaboration, adequate appointment of assignments that increase student's responsibility.
- Limitations of the interaction with a working specialist / supervisor of the practice are related to: distrust in a student and his/her possibilities; insufficient interest of working specialists to share their personal experience by creating conditions for student's autonomy and independence, to learn from experience; limitations of student's personal initiative and competence as well as experiences of negative emotions.

### **3. *The external and internal aspects making the strongest and weakest influence upon the efficiency of reflective learning of special education teachers were identified:***

- The external and internal aspects making the strongest and the weakest influence upon the efficiency of reflective learning of students – prospective education teachers are revealed at: a) *an individual (personal) level*, which involves the aspects of self-value of a prospective special education teacher; emotional experiences related to prospective professional activity; expressions of adaptation in a practical situation of learning; aspects of personal change and awareness of the *self* as well as professional development; b) *an interpersonal level*, which involves the character and results of interaction with participants of educational process: emotional experiences and the experience in relation to children, specialists, university teachers and colleagues-students; the character of the help by analysing and reflecting subtlety of practical activity; c) *an organisational level*, which involves experiences and outlived situations of a learner depending on prevailing microclimate within an institution, where the practice takes place.
- The following *internal aspects of the personal (individual level)* make the strongest influence upon the efficiency of reflective learning of students – special education teachers: a) successful adaptation through personal transformation related to reflection of emotional experience in the adaptation process during the practice as well as to previous experience in order to know own prospective profession; b) experience of personal change by identifying with a prospective professional role in the practice place; c) development of *the self* disclosed through the overestimate of self-cognition, self-confidence as well as personal attitudes, values and personal character features by experiencing liminary emotions during the practice; d) learning from own mistakes by reflecting the reasons of failures as well as possible ways of decision-making; e) professional self-determination and identity to professional activity when premises for successful activity are reflected by motivating oneself for personal development and knowledge acquisition as well as evaluating skills and personality features available and necessary for a chosen profession; f) personal activity and initiative, autonomy and independence that forms personal notion about own professional role as well as subtlety of the activity being performed by identifying difficulties and advantages of a prospective professional activity.

- The *internal aspects of the individual level* that suppress the efficiency of reflective learning are as follows: a) experience of intensive and asthenial emotions: shame, fear and anxiety, sympathy, pain; b) nonconformity of reality and expectations oriented to incompatibility of wishes and personal powers, experience of inadequacy; c) lack of personal empathy and self-reflection; d) professional doubts when experiencing feelings of fear and self-doubt.
  - In the *interpersonal level* the aspects determining the efficiency of reflective learning of students – special education teachers are as follows: a) experience of positive feelings and experiences in the interaction with children: feelings of love and recognition; experience of mutual affectionateness; dependence of necessity feeling from children’s gratefulness and duration of the time spent together; b) positive experience in cooperating with working specialists: i6gyvenimas of quietness and freedom senses when equal interrelationship occurs; c) the help to cognize subtlety of the practice in the interaction with family members by sharing lived experience: insights and analysis of professional activity difficulties; d) the help of special education teachers and mentors to understand peculiarities of professional activity: inducement of personal motivation for activity; emphasis on necessary features in professional activity; disclosure of children’s individual characteristics; e) interaction with children by understanding specifics of the prospective activity: understanding of the aims of the professional activity of oneself as a prospective specialist; understanding of the ways of the activity in a particular situation; f) the authority of specialists that manifests in relationship with working specialists when sharing the experience with them, observing their activity, forming clearer notion of a prospective profession and modelling one’s prospective activities.
  - The *external aspects of the interpersonal level* that suppress the efficiency of reflective learning are as follows: a) negative experiences determined by the relationship with working specialists in the practice place: social incompetence of specialists oriented to the ways of inadequate communication with children as well as open demonstration of dissatisfaction with the activity performed by students as well as “transfer” of responsibility on a trainee; experience of outrage and despair that is directly related to decreasing motivation of students to get interested in their profession; b) weakly developed interaction with a teacher oriented to the assessment of personal readiness to become a specialist of a chosen area for studies by reflecting and providing feedback; c) experiences determined by the lack of information: experience of comfortlessness, fear and modesty related to the lack of information about children’s individual features, ways of communication and help for them.
- 4. Referring to the example of special education teachers, reflective learning at a higher education institution can be defined by the following main dimensions:**
- At university studies reflective learning is modelled by considering the clusters of cognitive abilities and personality features, which are important for a prospective special education teacher and are projected by the students; the clusters are related to the maturation of a prospective specialist personality and his/her professional development. The dimensions of the essential abilities group “*development of competences and development of personality features*” have been identified; they create conditions to foresee the directions for training of a student as prospective specialist; to develop his/her abilities of conscious and active reflection on action and in action, of creation of conditions for himself/herself to facilitate learning, as well as of effective management of problem-solution in practice.
  - The dimensions of the model involve the *pedagogical-didactical competence* of a teacher and specialists working in the practice. The interaction of a teacher, pedagogue-practitioner and a student based on mutual trust and openness, objective cooperation creates the premises for the development of student’s critical thinking. The dimensions distinguished at academic and practical levels distinct in integrity and they overlap. In the content of the latter the student’s self and the performed activity, which involves the reflection on learning material and the analysis of results. The parameter of *student’s personal activity at the studies*, which dis-

closes the importance of personal motivation for individual and group reflection to manifest in realising positive social relations with colleagues, should be pointed out.

### **Approbation of the research results**

*The publications on the dissertation topic in reviewed periodical editions:*

1. Bubnys, R., Žydži nait , V. (2008). Reflektuojan io b simo specialiojo pedagogo profesinio apsisprendimo patirtys (Experiences of professional self-determination by reflective intended special education teacher). *Mokytoj ugdymas / Teacher Education*, 11 (2), 80–94.
2. Bubnys, R., Krušait , L. (2008). Socialini pedagog ir darbuotoj reflektavimo ypatumai profesin je veikloje (Reflection Peculiarities of Social Educators and Social Workers in their Professional Activities). *Jaun j mokslinink darbai / Journal of Young Scientists*, 2 (18), 65–70.
3. Bubnys, R. (2007). Mokymosi lygi vairov kaip reflektavus ugdymo aukštojoje mokykloje prielaida (Variety of the Levels of Learning as a Precondition for Reflective Education at Higher School). *Ugdymo psichologija / Education Psychology. An International Journal of Research on Educational Psychology*, 18, 61–68.
4. Bubnys, R. (2007). Refleksija student mokymosi iš savo patirties procese (Reflection in the Process of Learning of Students from their own Experience). *Sveikatos ir socialini moksl taikomieji tyrimai: sand ra ir s veika / Applied Research in Health and Social Sciences: Interface and Interaction*, 3 (1), 71–78.
5. Bubnys, R., Žydži nait , V. (2007). B sim j speciali j pedagog išgyvenimai ir patirtys praktin se studijose aukštojoje mokykloje: rašytini refleksij analiz s rezultatai (Experience of Prospective Special Pedagogues in Practical Studies at a Higher School: Results of the Analysis of Written Reflections). *Specialusis ugdymas / Special Education. Baltic Journal of Special Education*, 2 (17), 40–50.

*The publications on the dissertation topic in the editions of conferences:*

6. Bubnys, R. (2007). Constructing the Professional "I" through Practical Experience and Reflecting on in Higher Education. *EDUCATION-LINE*, 1–12 psl. [British Education Index – BEI]. Prieiga per internet : <<http://www.leeds.ac.uk/educol/documents/167147.htm>>.
7. Bubnys R. (2006). Teorin s prielaidos student mokymui(si) iš savo patirties ir refleksijos procesui gyvendinti (Theoretical prerequisites for students' teaching / learning from their own experience and for implementation of reflection process). *Profesini praktini g dži formavimo galimyb s ir problemos neuniversitetin se studijose: pranešimo tez s*. Šiauliai: Šiauli kolegijos leidybos centras, p. 6–7.

*The papers on the dissertation topic read at scientific conferences:*

1. Bubnys, R. (2009). Reflektavus mokymosi patir i analiz taikant fenomenologin hermeneutik : tyr jo patirtys (Analysis of experiences of reflective learning applying phenomenological hermeneutics: researcher's experiences). *Lietuvos universitet edukologijos krypties doktorant ir j mokslini vadov konferencija „Tarpdisciplinini tyrim link“*. Šiauliai: Šiauli universitetas, 2009 m. kovo 20 d.
2. Bubnys, R. (2008). Kiekybinis student reflektavimo universitetin se studijose vertinimas (Quantitative evaluation of students' reflection in university studies). VII tarptautin mokslin konferencija *Mokytoj rengimas XXI amžiuje: poky iai ir perspektyvos*. Šiauliai: Šiauli universitetas, 2008 m. lapkri io 21 d.
3. Bubnys, R. (2008). The Meaning of Professional Self-Development of University Students through Reflection in Practical Settings. The European Conference on Educational Research (ECER): From Teaching to Learning?, 8–12 September, 2008, Sweden: Gothenburg University.
4. Bubnys, R., Žydži nait , V. (2008). Specialiojo pedagogo profesinio apsisprendimo kokybin diagnostika (Qualitative diagnostics of professional self-determination of special education teacher). Tarptautin mokslin praktin konferencija *Atskirtis ir socialinis dalyvavimas: edu-*

*kaciniai ir psichosocialiniai aspektai. „Sunkus“ vaikas mokykloje-akmenis bate ar...?, Šiauliai: Šiauli universitetas, 2008 m. gegužis 8–9 d.*

5. Bubnys, R. (2008). Studentų galinimas reflektyviam mokymuisi aukštojoje mokykloje: reflektavimo procesas kaip studijų pagrindas (Empowerment of students for reflective studying at higher education school: the process of reflection as a basis of studies). Tarptautinė mokslinė konferencija *Socialiniai ir biomedicinos mokslai: teorijos ir praktikos dermė besimokančio visuomenės kontekste*, Šiauliai: Šiauli kolegija, 2008 m. balandžio 24–25 d.
6. Bubnys, R., Tuominienė, J. (2008). Studento asmeninio augimo prielaidos taikant dienorašio metodą teorinėje ir praktinėje studijose aukštojoje mokykloje (Prerequisites for student's personal growth employing the diary method in theoretical and practical studies at high school). Tarptautinė mokslinė konferencija *Socialiniai ir biomedicinos mokslai: teorijos ir praktikos dermė besimokančio visuomenės kontekste*, Šiauliai: Šiauli kolegija, 2008 m. balandžio 24–25 d.
7. Bubnys, R. (2007). Constructing the Professional “I” through Practical Experience and Reflecting on in Higher Education. The European Conference on Educational Research (ECER): Contested Qualities of Educational Research, 18–22 September, 2007, Belgium: Ghent University.
8. Bubnys, R. (2007). Refleksija: koncepcija ir taikymas ugdymo procese (Reflection: the concept and application in educational process). VI tarptautinė mokslinė konferencija *Mokytojų rengimas XXI amžiuje: pokyčiai ir perspektyvos*. Šiauliai: Šiauli universitetas, 2007 m. lapkričio 23 d.

*The seminars and courses held on the dissertation topic:*

- Bubnys, R. (2009). Methodological decisions of dissertation research: basic difficulties and researcher's experiences. *Metodologinis seminaras Lietuvos universitetų doktorantams ir jų vadovams „Kritinis mąstymas universitetinėje studijose“*. Šiauliai: Šiauli universitetas, 2009 m. kovo 21 d.
- Bubnys, R. (2008). Kokybinio tyrimo rezultatų pristatymas ir sklaida (Presentation and dissemination of the results of the qualitative research). *Studentų praktikos aptarimas*. Socialinės gerovės ir negalios studijų fakultetas, Šiauliai: Šiauli universitetas, 2008 m. vasario 28 d.
- Bubnys, R. (2008). Importance of Emotions in the Process of Reflection. *Effective Health Communication and Management of Emotions. International Training*. State Agency of Tuberculosis and Lung Diseases, 6–10 May, 2008. Latvia: Riga.
- Bubnys, R. (2007). Metodologiniai sprendimai vykdant fenomenologinės hermeneutikos tyrimą: refleksija apie daktaro disertacijos empirinės dalies rengimo kliuvinius ir teigiamybes (Methodological decision in pursuance of the research of phenomenological hermeneutics: reflection on hindrances and positive qualities of preparation of the empirical part of doctoral dissertation). Pranešimas skaitytas projekto ERASMUS MOD Project 2006-2008 „New Models of Activism in European Social Work“ *EU-Programme Erasmus / Curriculum Development Projects dalyje Basic Seminar (BS) mokymuose* KTU, 2007 m. lapkričio 19 d.

#### **INFORMATION ABOUT THE AUTHOR**

Remigijus Bubnys – a lecturer at the department of Social Education and Psychology, Šiauliai University; The head of Social Work department, Šiauliai College.

Scientific interests: modelling of reflective teaching/learning in higher education, difficulties of students' adaptation and social competence.

Address: The department of Social Education and Psychology, Šiauliai University, P. Višinskio g. 25, 76351 Šiauliai, Lithuania. Tel. (8-41) 595 732, e-mail: [rbubnys@gmail.com](mailto:rbubnys@gmail.com)

# REFLEKTYVUS MOKYMASIS KAIP EDUKACINIS FENOMENAS UGDANT SPECIALIUOSIUS PEDAGOGUS AUKŠTOJOJE MOKYKLOJE

## Reziium

**Temos aktualumas.** Disertacijos tyrimo temos aktualumas grindžiamas *savalaikiškumo* veiksniais: svarbiausiuose Europos Sąjungos strateginiuose dokumentuose pabrėžiami nauji reikalavimai ir siekiai aukštosios mokykloms, o Bolonijos procesas ir toliau išlieka aukštojo mokslo kaitos varomąja jėga. Skatinama studentų mobilumo idėja, studijų programų reforma ir lankstesnis mokymas(-sis), raginama bendradarbiauti per mainus ir partnerystę ir taip gerinti studijų kokybę bei derinti prie europinio standartų. Taip pat svarstoma, kaip traukti pagrindinius naudos gavėjus, bent studentus, studijų sistemos tobulinimo procesą, kaip vis labiau orientuoti studijas studentų ir didinti konkurentiškumą darbo rinkoje ir kt. Taigi, nuolatinis ir dalykiškas atsižvelgimas Bolonijos proceso dokumentus, optimizuojant studijų procesą, sietinas ne tik su savalaikiškumo, kaip tyrimo temos aktualumo, bet ir *socialinio efektyvumo* veiksniais.

Skirtingi refleksijos modeliai, kaip priemonė savo patirtį analizuoti, turėtų būti integruojami vis ugdymo procese, padedant bet simam specialiajam pedagogui išsiaiškinti savo požiūrą mokymuisi, numatant tinkamas veiklos atlikimo strategijas ir perspektyvas, plėtojant visuminę praktiko kompetenciją. Daugelis užsienio mokslininkai (pvz., Ramsden, 2000; Jarvis, 2001; Johns, 2004; Jarvis ir kt., 2004; Osterman, Kottkamp, 2004; Boud ir kt., 2005; Brookfield, 2005) analizuoja besimokančių asmeninio bei profesinio tobulėjimo klausimus, daug dėmesio skirdami mokymuisi iš savo patirties bei refleksyviajai praktikai plėtoti. Refleksija yra vadinama kaip procesas, kurio metu patirtis paverčiama mokymuisi, tai būtina analizuoti patirtį, atrandant naujas prasmes (Petty, 2006). Reflektyvus mokymasis aktualus rengiant *specialiuosius pedagogus* (Pavri, 2004, Brownell ir kt., 2005; Blake, Monakan, 2006; Kirch ir kt., 2007; Welch, James, 2007): darbas specifiskas, nes veikla grindžiama ugdymo proceso dalyvių tarpusavio santykiais, daug problemų, su kuriomis susiduriama praktinėje veikloje, bent: asmeniniai prieštaravimai, neadekvatūs nuostatos, prieštarų jausmų išgyvenimas ir pan. Reflektuojantis specialusis pedagogas, kaip vienas iš svarbiausių mokymo/si proceso dalyvių, nulemiai humaniškas ir stimuliuojančias ugdymo realybes ugdytiniui (Ruškus, 2002), gebantis integruoti savo patirtį ir teorines žinias. Nors modernūs ne gali į ugdymo ir socialinius integracijos konceptai pradėjo formuotis XX a. viduryje, naujas požiūris šios srities metodologines problemas Lietuvoje mąstuliotis tik praėjusio amžiaus pabaigoje, todėl naujas profesinis poreikis pažinti specialiojo ugdymo vairovą susiduria su dar vis išlikusiu stereotipu, jog bet simieji ugdytiniai nieko nepasieks, kad nevertos pastangos, kad kelerius metus rengiamasi nuvilsiančią pedagoginei veiklai. Toks klinikinis-korekcinis požiūris negal generuoja nepalankius socialinius vaizdinius, neigiamą konotaciją, nuvertina socialinio statuso teigiamas kompensacijas, ne galia ugdytinio gebėjimus (Ruškus, 2002). Kadangi specialiojo pedagogų profesinei veiklai būtinas dilemiškumas, tai, anot Ruškaus (2002, p. 149), išryškėja specialistų dirbančių su specialiojo ugdymosi poreikiu turinčiais asmenimis, savirefleksijos būtinybė. Tad gebėjimas reflektuoti savo atliekamą veiklą, nuostatas, elgesio pedagogini situacijų metu ir pan. turėtų tapti specialiojo pedagogo kompetencijos esmine sudedamąja dalimi.

**Mokslin problema.** Studentų refleksyvumo ugdymas Lietuvoje yra mokslo darbu tyrimo objektas: studijų refleksyvioji praktika aukštojo mokslo paradigmos virsmo kontekste (Baranauskienė, 2000, 2003), studentų galinimas motyvuotoms studijoms, remiantis probleminiu mokymu ir refleksijomis (Žydžiūnaitė, 2001), savirefleksijos gebėjimų ugdymas (Ivanauskienė, Liobikienė, 2005), pedagogo refleksijos ypatumai akademinėje situacijoje (Kepalaitė, 2005), metakognityvinių strategijų modeliavimas universitetinėse studijose (Zuzevičiūtė, 2005), refleksyvaus dalytojo bruožai ir mokymosi veikla (Stanikienė, 2006; Jucevičienė, 2006). Užsienio mokslininkų darbuose refleksyvaus mokymosi fenomenas analizuojamas išsamiau (Rogers, 2001; Ramsey, 2003; Osterman, Kottkamp, 2004; Johns, 2004; Boud ir kt., 2005). Daugelyje pastarųjų darbų remiamasi Shön (1997), refleksyvaus praktiko koncepcija, kuri pagrindžia dirbančio praktiko veiklą refleksija, kaip

asmeninio augimo ir reflekyvaus mokymosi prieda. Atkreiptinas dėmesys tai, jog refleksijos modeliavimo ir diegimo ugdymo turin tyrim (Moon, 1999a; Johns, 2004; Boud ir kt., 2005) pobdis ir organizavimas nulemtas politinio ir socialinio šalies konteksto, aukštosios mokyklos tradicij ir tiksl .

Edukologijos moksle svarbu atsakyti klausim , koki esama besimokan i j mokymosi modeli ir kaip jie tarpusavyje siejasi su studij kontekstu, konkre ia programa, teoriniu ir praktiniu mokymu, mokymo metod taikymu ir pan. Pasigendama metod ir priemoni , padedan i studentams sitraukti savo pa i mokym si, reflekyviai tirti studij metu sukaupt patirt . Kita vertus, jei n ra iniciatoriaus, tai refleksija nevyksta. Tod l ia svarbus vaidmuo atitenka ir d stytojui ar praktikui, dirban iam su studentu praktikos vietoje, kaip refleksijos vyksmo organizatoriui. Studij strukt ra ir turinys aukštojoje mokykloje, rengiant edukologijos moksl sritis specialistus, labiau orientuoti dalykocentrin , o ne pedagogin rengim , nepakankamai skiriama dėmesio student praktiniam mokymui, kuriame student potyriai per savirefleksij ir refleksij virsta patirtimi. Nors Lietuvoje atliekama tyrim (pvz., Malinauskas, 2001b; Monkevi en , Stankevi en , 2007; Autukevi en , 2007; Ladišien , Monkevi en , 2007; Martišauskien , 2007), analizuojan i student praktinio mokymo problemas, ta iau pamištama, jog mokymosi ir reflektavimo, procesas individualus, kylantis iš asmenini nuostat ir vertybi . Student patirtis, gyta studij praktikose, remiasi užsl pta refleksija, kuomet paskaitose pateikiamos teorin s žini sistemos siejamos su ankstesne, b tent praktikoje išgyventa patirtimi, ir atvirkš iai. Neretai student praktin patirtis apsiriboja techniniais g džiais, taikomais konkreiose situacijose. Teorin s žinios, gytos universitete, nesiejamos su praktine veikla. Taigi, ryšk ja atliekamos praktikos reflektavimo ir teorini studij universitete integravimo poreikis, kad „veiklos refleksija perraugt refleksij veikloje“ (Lipinskien , 2002, p. 48), o kartu ir refleksij veiklai.

Disertacijoje koncentruojamasi tai, jog reflekyvaus mokymosi aukštojoje mokykloje modeliavimas n ra baigtinis procesas. S voka *modeliavimas* leidžia suvokti, jog tai kontekstualus ir situatyvus procesas, prasmingas tik tuo atveju, kai egzistuoja empiriniai duomenys, kai dėmesys kreipiamas subjekt patirties interpretacijas. Surinkti duomenys ir j analiz , nuolat juos reflektuojant, leidžia studentams giliau suvokti savo mokym si ir b sim profesin veikl , o remiantis reflektavimo rezultatais koreguoti savo veiksmus. B simus specialistus rengian ios aukštojo mokslo institucijos vystydamos ir pl todamos refleksijos diegimo mokym /si id jas gali koreguoti curriculum. Disertacijoje, šiai mokslinei problemai spr sti, suformuluoti *probleminiai tyrimo klausimai*: Kokius reflektavimo modelius studentai naudoja savo teorin se ir praktin se studijose? Kokie veiksniai daro didžiausi poveik student speciali j pedagog savirefleksijai ir refleksijai apie veikl bei studijas? Kokios egzistuoja specifin s kryptys ir koks yra pastar j turinys, modeliuojant reflekyv mokym si speciali j pedagog ugdyme?

**Tyrimo objektas.** Reflekyvus mokymasis kaip edukacinis fenomenas.

**Tyrimo tikslas.** Atskleisti student reflekyvaus mokymosi patirtis aukštojoje mokykloje, suformuojant reflekyvaus mokymosi model , orientuot speciali j pedagog ugdym (-si)

**Tyrimo uždaviniai:** (1) Atskleisti reflekyvaus mokymosi, kaip koncepcijos ir t stinio edukacinio proceso, esm . (2) Išryškinti student -speciali j pedagog teorini ir praktini studij reflekyvaus mokymosi strukt rinius elementus. (3) Nustatyti, kokie išoriniai ir vidiniai bei kokio lygmens veiksniai daro stipriausi ir menkiausi tak student speciali j pedagog reflekyvaus mokymosi veiksmingumui. (4) Sukurti ir pagr sti reflekyvaus mokymosi model speciali j pedagog ugdyme, diagnozuojant veiksmingiausius šio modelio mechanizmus.

**Teorin s disertacinio tyrimo nuostatos ir koncepcijos. Aukštojo mokslo filosofin s nuostatos** (Barnett, 1999; Jucevi en , 1999, 2005; Jucevi en ir kt., 2000; Kraujutaityt , 2002; Nicholls, 2001; Ramsden, 2000; Teresevi en , 2001; Juodaityt , 2004; Zuzevi i t , Teresevi en , 2007). Pagrindiniai aukštojo mokslo uždaviniai siejami su student geb jimu nuolatos mokytis reflektuoti patirt , ugdytis b simojo specialisto visumin kompetencij . **Reflekyvaus mokymosi koncepcija** (Loughran, 2007; Cowan, 1998; Moon, 2004; Jarvis, 2001; Sugerman ir kt., 2000; Boud ir kt., 2005). Ugdymo procesas pasižymintis kontempliacija, reflekyvi g dži mokymusi ir eksperimentavimu, kurio metu žmon s pl toja ir vysto savo žinias, supratim , geb jimus, vertybes, poži -

rius ir patirtis. Tai interaktyvus procesas, kuriame besimokantieji tiria savo patirtis, taiko refleksiją, atranda ir konstruoja naujas prasmes, žvalgas, numato naujas perspektyvas. **Reflektuojančio praktinio koncepcija** (Schön, 1991; Jarvis, 1999; Johns, 2004). Refleksija, kaip sudedamoji refleksyvaus mokymosi dalis, kyla iš profesionalios patirties, todėl apima refleksyvių mokymų sistemų. Reflektavimas yra tiesiogiai susijęs su praktinio motyvacijos mokymais, ypač veiksmai ir jos modeliavimu, koregavimu bei netiesiogiai susijęs su praktinio mokymų galinimui nuolatiniame mokymuisi. **Kompetencijos koncepcija** (Gonczi ir kt. 1999; Barnett, 1999; Westera, 2001; Lepaitis, 2003; Žydžiūnaitė, 2005a). Kompetencija yra traktuojama kaip holistinis asmens potencialo raiška, kuri sudaro žinios, vertybės, gebėjimai ir požiūris valdymas bei panaudojimas vairiomis kombinacijomis skirtinguose uždaviniuose vykdydami, siekiant pokyčių veikloje. **Socialiai konstruojama žinių koncepcija** (Berger, Luckman, 1999; Jérôme, 2006). Žinios konstruojamos, remiantis alternatyviais procesais ir prielaidų rinkiniu. Tiriamajam išgyvenamos patirtys suvokiamos kaip socialiniai įsitikinimai, veiksmo procesas ir jo intencionalumas. Mokymasis yra paties individo konstrukcinė veikla, kuri negali būti kienu nors perduodama. **Kritinė socialinė teorija** (Habermas, 1987; Adorno, 1984; Freire, 2000; Benoit, 2001, 2002; Urey, 2002; Varey, Wood-Harper, Wood, 2002; Klein, 2004; Brookfield, 2005). Teorijos požiūriu, ugdymas produktyvus tik tuo atveju, jei dalyvaujantieji edukaciniame procese aiškiai suvokia mokymosi procesą ir struktūrą. Veikla traktuojama kaip praktika, būdinga refleksyvios veiklos bei kritinio teorizavimo simbiozei.

**Metodologinis disertacinio tyrimo nuostatos. Koncepto analizė** (Walker, Avant, 2005) remiamasi koncepto teorinio modeliavimo metodologijos sprendimais. Koncepcija disertacijoje remiamasi išryškinant refleksyvaus mokymosi ir refleksijos, kaip refleksyvaus mokymosi priemonę, modelių charakteristikas, modeliuojant refleksyvių mokymų aukštojoje mokykloje, taip pat konstruojant kiekybinio tyrimo instrumentą, atskleidžiant būsimą specialiąjį pedagoginį refleksyvaus mokymosi ypatumus. **Mišri metodologija** (Greene, Caracelli, 1997; Creswell, 2003) remiasi kiekybiniais ir kokybiniais tyrimų derinimo metodologija, atskleidžianti skirtingus to paties reiškinio bruožus, detalizuojanti ir praplečianti rezultatus. **Fenomenologinė hermeneutika** (Lindseth, Norberg, 2004). Koncepcija apima fenomenologijos, kaip aprašomosios metodologijos, fenomenams ištirti ir aprašyti taip, kaip jie pasireiškia išgyventame pasaulyje, siekiant surasti ir atskleisti tų reiškinį reikšmę, ir hermeneutikos (Ricoeur, 2000, 2001), galinantis suvokti tekstą ir tai sieti su tuo, kas jame yra sakoma bei kokią prasmę šis tekstas savyje turi, tradicijomis. **Modeliavimas** (Hitchman, 2004; Koper, Tattersall, 2005; Ding, Davison, Petersen, 2005; Han, 2005; Luke, 2005; Bitinas, 2006). Modeliavimas grindžiamas sistemine analize principais: taikant sistemines metodologijas realioms situacijoms analizuoti, bandoma iš daugelio galimų faktorių išskirti pagrindinius, išryškinti esminius jų tarpusavio ryšius ir atmesti kitus faktorius ir ryšius, kurie konkrečiame kontekste yra neesminiai.

**Disertacijoje taikyti tyrimo metodai:** mokslo šaltinių analizė, nestruktoji ruotos refleksijos raštu, fenomenologinė hermeneutika, apklausa raštu (naudojant uždaro tipo klausimyną).

**Disertacinio tyrimo teorinis reikšmingumas.** (1) Pristatyti ir išanalizuoti refleksyvaus mokymosi modeliai ir juos charakterizuojantys parametrai (2) Išskirti studentų ir dėstytojų realizuojami vaidmenys ir jų turinys refleksyvaus mokymo/si kontekste. (3) Išryškintos refleksyvaus mokymosi kompetencijos sudedamosios dalys ir su ja susiję pagrindiniai gebėjimai. (4) Pristatyti skirtingi refleksyvaus mokymosi modeliai, pagrindžiant jų diegimo prielaidas refleksyviam specialiajam pedagogui ugdyti aukštojoje mokykloje.

**Praktinis disertacinio darbo reikšmingumas.** (1) Išanalizuotos refleksyvaus mokymosi lygos, būtinose praktiniame specialiajame pedagoginiame mokymui bei mokymuisi aukštojoje mokykloje. (2) Išryškintas refleksyvaus mokymosi, kaip specialiajame pedagoginiame praktinio veiklos tyrimo bei asmeninio augimo plėtros, didaktinis metodas. (3) Identifikuoti veiksniai, darantys tak studentui refleksyviam teoriniam ir praktiniam mokymuisi aukštojoje mokykloje. (4) Išryškintas aukštosios mokyklos dėstytojų, studentų, praktikos vadovų (dirbančių specialistų) bendradarbiavimo bei pagalbos studentui refleksyvaus mokymosi procese, praktikos uždaviniams tikslinimo ir jos veiklų organizavimo kaitos poreikis.

**Disertacinio tyrimo mokslinis naujumas.** (1) Išanalizuoti studentų refleksyvaus mokymosi modeliai naudojami teoriniame ir praktiniame studijose, jų tarpusavio sąsajos su programa ir ugdymo kontekstu. (2)



Išryškinti mišri tyrim metodologijos sprendimai, kokybinio ir kiekybinio tyrim suderinamumas, kokybinio tyrimo kontekstualumas student praktin je mokymosi veikloje ir kiekybinio tyrimo strategijos taikymas papildant duomenis. (3) Išanalizuotos b sim j speciali j pedagog praktin s patirtys, kaip prielaidos reflektyviam mokymuisi universitete. (4) Suformuoti tyrimo metodologijos parametrai pagal kuriuos parengtas teoriniais ir empiriniais duomenimis gr stas universitetini studij reflektyvaus mokymosi modelis.

## IŠVADOS

### **1. Reflektyvus mokymasis, kaip koncepcija ir t stinis edukacinis procesas, universitetin se studijose yra transformatyvus ir galinantis studentus integruoti teorij ir praktik procesas:**

- Reflektyvus mokymasis, kaip koncepcija, yra transformatyvus b sim specialist aukštojoje mokykloje procesas, realizuojamas teorin se studijose dviejuose lygmenyse: 1) *asmeniniame* lygmenyje, reflektuojant teorin mokymosi medžiag ir kuriant individual žinojim , susiet su išgyventa patirtimi; 2) *tarpasmeniniame* lygmenyje su d stytojais, inicijuojaniais ir palaikaniais refleksijos procesus, teikiant bei gaunant gr žtam j ryš , ir kolegomis studentais kartu reflektuojant išgyvent patirt , kuriant bendr žinojim . Reflektavimas yra t stinis procesas, neat-siejamas nuo teorini žini perkeliavimo praktin se studijose veikiant individualiai ir reflektuojant atliekamas veiklas s veikose su kolegomis, pedagogais-praktikais, vaikais, d stytojais ir artimaisiais.
- Reflektavimas, orientuotas teorijos ir praktikos integravim ir mokymosi veiklos apm stym teorin se ir praktin se studijose, sudaro prielaidas jau turimoms besimokan i j žinioms ir su-pratimo „strukt roms“, sudarytoms iš tarpusavyje susiet ir viena nuo kitos priklausan i di-mensij , tobulinti. *Pirma dimensija* yra integrali ir apima turimos gyvenimiškos ( gytos iki stu-dij ), pirmin s praktin s ( gytos praktin se studijose) bei teorini žini , gyt universitete, deri-nim . *Antra dimensija* sudaro s lygas ugdymo aplinkai ir atliekamai veiklai apm styti bei apima teorinio ir praktinio mokymosi kontekst elementus. *Tre ia dimensija* apima tarpusavio s vei-kas su ugdymo proceso dalyviais bei daro tiesiogin tak student sitraukimui refleksij . Pas-taroji dimensija sudaro prielaidas *ketvirtai dimensijai* susiformuoti – studento, kaip b simo spe-cialisto, profesinio identiteto formavimuisi ir autonomiškumui studijuojant.
- Reflektyvus mokymasis, kaip t stinis edukacinis procesas, vykstantis individualiame ir kolekty-viniame lygmenyse, apima *turin* (problemos ir situacijos analiz , numatant veikimo b dus ir strategijas), *proces* (problem sprendimo strategij pasirinkimas ir j efektyvumo vertinimas), *prielaidas* (asmenini prielaid tyrimas, orientuotas sprendim pri mim ) ir yra nesibaigiantis kilpinis procesas, prasidedantis nuo refleksijos *veiklai*, orientuojantis naujos informacijos s sa-jas reflektuojant su tuo, kas žinoma, bei numatant, kas gali b ti reikalinga naujai veiklai atlikti.

### **2. Apibendrinus b sim speciali j pedagog empirinio tyrimo rezultatus atskleisti šie pagrindi-niai student speciali j pedagog reflektyvaus mokymosi proceso teorin se ir praktin se stu-dijose strukt riniai elementai:**

#### **Teorin s studijos**

- Teorin s studijos apima individual studento mokym si ir siejamos su studento asmenybe kaip viena iš reflektyvaus mokymosi proceso strukt rini element , charakterizuojam per individu-ali refleksij , kai asmuo analizuoja studij medžiag , j apm sto turimos patirties kontekste, savarankiškai pasirenka mokymosi veikl tikslus ir prioritetus. Tyrimo rezultatai leidžia teigti, jog teorin se studijose dominuoja nereflektyvaus mokymosi formos, apiman ios student indi-viduali spontanišk ir intuityvi refleksij , žini sisavinim be s moning pastang .
- Dalykinis bendradarbiavimas, konkreti pozicija student mokymosi veiklos atžvilgiu sukuria prielaidas sistemingam veiklos planavimui ir mokymosi strategij pasirinkimui tarp d stytojo ir student . Tyrimo rezultatai atskleidžia, jog gr žtamasis ryšys teorin se studijose – fragmentinis, nukreiptas šabloniškus mokymosi problem sprendimo b dus. Grupin refleksija, kaip reflek-tyv mokym si aktyvinanti priemon ir apimanti varias dialogo formas, retai taikoma d styto-j darbo praktikoje.

### **Praktinis studijos**

- Reflektyvaus mokymosi procese praktinėse studijose sėkminga studento ir dirbančio specialisto / praktikos vadovo tarpusavio interakcija motyvuoja studentus mokymuisi, stiprina ryšį tarp išgyventos mokymosi patirties teorinėse studijose ir reflektyvios veiklos praktikoje. Studento ir dirbančio specialisto tarpusavio sąveika – aktualus reflektyvaus mokymosi proceso struktūrinis elementas, darantis tak student motyvacijai mokytis praktikos vietoje, apimančią ir pagrindžiant savo pasirinkimus, prasmingai argumentuojant savo veiklą.
- Interakcijos su dirbančiu specialistu / praktikos vadovu ribotumai siejami su: nepasitikėjimu jimi studentu ir jo galimybėmis; nepakankamu dirbančio specialisto suinteresuotumu dalintis asmenine patirtimi, sudarant sąlygas studento autonomiškumui ir savarankiškumui, mokytis iš patirties; studento asmeninės iniciatyvos ir kompetencijos ribotumais bei negatyviomis emocijomis išgyvenimu.

### **3. Nustatyti išoriniai ir vidiniai aspektai, darantys stipriausi ir menkiausi poveikį studentų specialiajam pedagogiškai reflektyvaus mokymosi veiksmingumui:**

- Išoriniai ir vidiniai aspektai darantys stipriausi ir menkiausi tak studentų specialiajam pedagogiškai reflektyvaus mokymosi veiksmingumui išryškėja: a) *asmeniniame lygmenyje*, apimančiame savąsias, kaip besimo specialisto, savivertės aspektus, emocinius išgyvenimus, sietinus su besios profesine veikla, prisitaikymo praktinėje mokymosi situacijoje apraiškas, asmeninės kaitos ir savojo Aš sėmoninimo bei profesinio tobulėjimo aspektus; b) *tarpasmeniniame lygmenyje*, apimančiame interakcijos su ugdymo proceso dalyviais pobūdį ir rezultatus: emocinius išgyvenimus ir patirtį santykiuose su vaikais, specialistais, universiteto dėstytojais ir kolegoms studentais; pagalbos pobūdį, pažįstant ir reflektuojant praktinę veiklos subtilybes; c) *organizacijos lygmenyje*, apimančiame besimokančiojo patirtis ir išgyvenimus, priklausomai nuo vyraujančio mikroklimato institucijoje, kurioje atliekama praktika.
- Stipriausi tak studentų specialiajam pedagogiškai reflektyvaus mokymosi veiksmingumui daro šie vidiniai individualaus lygmens aspektai: a) sėkminga adaptacija per asmeninę transformaciją, susijusią su emociniais išgyvenimais, reflektavimu prisitaikymo procese praktikos metu bei ankstesnė patirtimi, siekiant pažinti savo besios profesiją; b) asmeninės kaitos patirtis, susitapatinant su savo besio profesiniu vaidmeniu praktikos vietoje; c) savojo Aš vystymas, atskleistas per savąsą pažinimą, pasitikėjimą jimi savimi ir asmeninė nuostatai ir vertybės bei asmeninė charakterio bruožų pervertinimas, išgyvenant ribines emocijas praktikos metu; d) mokymasis iš savo klaidų, reflektuojant nesėkmių priežastis bei galimus sprendimus; e) profesinis apsisprendimas ir tapatinimasis su profesine veikla, kai reflektuojamos prielaidos sėkmingai veiklai, motyvuojant save asmeniniam tobulėjimui ir žinių gijimui, vertinant turimus ir reikalingus pasirinktai profesijai gėdžius ir asmenybės savybes; f) asmeninis aktyvumas ir iniciatyvumas, autonomija ir savarankiškumas, formuojantis asmeniniam samprat apie savo profesinio vaidmens bei atliekamos veiklos subtilybes, identifikuojant besios profesinės veiklos sunkumus ir privalumus.
- Reflektyvaus mokymosi veiksmingumui slopinantys vidiniai individualaus lygmens aspektai: a) intensyvi ir asteniška emocijų išgyvenimas: gėdos, baimės ir nerimo, gailesio, skausmo; b) realybės ir lėkesio neatitikimas, orientuotas noras ir asmeninė gali nesuderinamumas, nepilnavertiškumo išgyvenimas; c) asmeninės empatijos ir savirefleksijos stoka; d) profesinės dvejojimas, išgyvenant baimės jausmus ir nepasitikėjimą savo jėgomis.
- Tarpasmeniniame lygmenyje studentų specialiajam pedagogiškai reflektyvaus mokymosi veiksmingumui lemiantys aspektai: a) teigiamas jausmų išgyvenimas ir patirtys interakcijoje su vaikais: meilės ir pripažinimo jausmai, abipusio prieraišumo išgyvenimas, reikalingumo jausmo priklausomybė nuo vaikų dėkingumo ir kartu praleisto laiko trukmės; b) teigiama patirtis bendraujant su dirbančiais specialistais: ramybės ir laisvumo pojūčių išgyvenimas, esant lygiavertiams tarpusavio santykiams; c) pagalba pažinti praktikos subtilybes interakcijoje su šeimos nariais, dalinantis išgyventa patirtimi: profesinės veiklos sunkumų žvalgos ir analizavimas; d) specialiajam pedagogiškai ir auklėtojų pagalba profesinės veiklos ypatumams suvokti: asmeninės motyvacijos

veiklai skatinimas, reikaling savybi profesin je veikloje akcentavimas, vaik individuali charakteristik atskleidimas; e) interakcija su vaikais, suvokiant b simos veiklos specifika : savo, kaip b simo specialisto, profesin s veiklos tiksl suvokimas, veikimo b d konkreiose situacijose supratimas; f) specialist autoritetas, pasireiškiantis santykiuose su dirbaniais specialistais, dalijantis su jais patirtimi, stebint j veikl , formuojantis aiškesn b simos profesijos samprat ir modeliuojant savo b simas veiklas.

- Reflektyvaus mokymosi veiksmingum slopinantys išoriniai tarpasmeninio lygmenys aspektai: a) santyki su dirbaniais specialistais praktikos vietoje nulemti neigiami išgyvenimai: specialist socialin nekompetencija, orientuota neadekvataus bendravimo su vaikais b dus bei atvir nepasitenkinimo student atliekama veikla demonstravim bei atsakomyb s „perk lim “ praktikantui; pasipiktinimo ir nusivylimo išgyvenimas tiesiogiai susij s su maž jan ia student motyvacija dom tis savo profesija; b) menkai išpl tota interakcija su d stytoju, orientuota student asmeninio pasirengimo vertinim tapti pasirinktos studijuoti srities specialistu, reflektuojant ir teikiant gr žtam j ryš ; c) informacijos stoka nulemti išgyvenimai: nejaukumo, baim s ir drovumo išgyvenimas, susij s su informacijos stoka apie vaik individualias savybes, bendravimo bei pagalbos jiems b dus.

#### **4. Reflektyvus mokymasis aukštojoje mokykloje, remiantis specialia j pedagog pavyzdžiu, gali b ti apib dintas tokiomis pagrindin mis dimensijomis:**

- Reflektyvus mokymasis universitetin se studijose modeliuojamas atsižvelgiant student projektuojamas b simam specialiajam pedagogui aktualias kognityvini geb jim ir asmenyb s savybi klasterius, susijusius su b simo specialisto asmenyb s brendimu ir profesiniu vystymusi. Nustatytos kompetencij vystymo ir asmenyb s savybi ugdymo dimensijos esmin s geb jim grup s sudaro s lygas numatyti studento, kaip b simo specialisto, rengimo kryptis, formuoti jo s moningo ir aktyvaus reflektavimo apie veikl ir veikloje, mokymosi lengvinimo s lyg sau k rimu, efektyvaus problem sprendimo valdymo praktikoje geb jimus.
- Modelio dimensijos apima d stytojo ir praktikoje dirban i specialist pedagogin -didaktin kompetencij . D stytojo, pedagogo-praktiko ir studento tarpusavio interakcija, pagr sta abipusiu pasitik jimu ir atvirumu, dalykiniu bendradarbiavimu, sukuria prielaidas studento kritinio m stymo pl totei. Akademiniam ir praktiniam lygmenyse išskirtos dimensijos pasižymi integralumu ir yra persidengian ios. Pastar j turinyje akcentuoti studento savojo Aš ir atliekamos veiklos, apiman ios mokymosi medžiagos ir rezultat analiz s reflektavim . Pabr žtinas studento asmeninio aktyvumo studijose parametras, atskleidžiantis asmenin s motyvacijos reikšm individualiai ir grupei refleksijai pasireikšti realizuojant pozityvius socialinius ryšius su kolegomis.

## **Disertacinio tyrimo rezultat aprobavimas**

*Disertacijos tema paskelbtos publikacijos recenzuojamuose periodiniuose leidiniuose:*

1. Bubnys, R., Žydži nait , V. (2008). Reflektuojan io b simo specialiojo pedagogo profesinio apsisprendimo patirtys. *Mokytoj ugdymas*, 11 (2), 80–94.
2. Bubnys, R., Krušait , L. (2008). Socialini pedagog ir darbuotoj reflektavimo ypatumai profesin je veikloje. *Jaun j mokslinink darbai*, 2 (18), 65–70.
3. Bubnys, R. (2007). Mokymosi lygi vaivov kaip reflektivaus ugdymo aukštojoje mokykloje prielaida. *Ugdymo psichologija*, 18, 61–68.
4. Bubnys, R. (2007). Refleksija student mokymosi iš savo patirties procese. *Sveikatos ir socialini moksl taikomieji tyrimai: sand ra ir s veika / Applied Research in Health and Social Sciences: Interface and Interaction*, 3 (1), 71–78.
5. Bubnys, R., Žydži nait , V. (2007). B sim j specialia j pedagog išgyvenimai ir patirtys praktin se studijose aukštojoje mokykloje: rašytini refleksij analiz s rezultatai. *Specialusis ugdymas*, 2 (17), 40–50.

*Disertacijos tema paskelbtos publikacijos konferencij leidiniuose:*

6. Bubnys, R. (2007). Constructing the Professional "I" through Practical Experience and Reflecting on in Higher Education. *EDUCATION-LINE*, 1–12 psl. [British Education Index – BEI]. Prieiga per internet : <<http://www.leeds.ac.uk/educol/documents/167147.htm>>.
7. Bubnys R. (2006). Teorin s prielaidos student mokymui(si) iš savo patirties ir refleksijos procesui gyvendinti. *Profesini praktini g dži formavimo galimyb s ir problemos neuniversitetin se studijose: pranešimo tez s*. Šiauliai: Šiauli kolegijos leidybos centras, p.6–7.

*Disertacijos tema skaityti pranešimai mokslin se konferencijose:*

1. Bubnys, R. (2009). Reflektyvaus mokymosi patir i analiz taikant fenomenologin hermeneutik : tyr jo patirtys. *Lietuvos universitet edukologijos krypties doktorant ir j mokslini vadov konferencija „Tarpdisciplinini tyrim link“*. Šiauliai: Šiauli universitetas, 2008 m. kovo 20 d.
2. Bubnys, R. (2008). Kiekybinis student reflektavimo universitetin se studijose vertinimas. VII tarptautin mokslin konferencija *Mokytoj rengimas XXI amžiuje: poky iai ir perspektyvos*. Šiauliai: Šiauli universitetas, 2008 m. lapkri io 21 d.
3. *Bubnys, R. (2008). The Meaning of Professional Self-Development of University Students through Reflection in Practical Settings*. The European Conference on Educational Research (ECER): From Teaching to Learning?, 8–12 September, 2008, Sweden: Gothenburg University.
4. Bubnys, R., Žydži nait , V. (2008). Specialiojo pedagogo profesinio apsisprendimo kokybin diagnostika. Tarptautin mokslin praktin konferencija *Atskirtis ir socialinis dalyvavimas: edukaciniai ir psichosocialiniai aspektai*. „Sunkus“ vaikas mokykloje-akmen lis bate ar...?, Šiauliai: Šiauli universitetas, 2008 m. geguž s 8–9 d.
5. Bubnys, R. (2008). Student galinimas reflektyviam mokymuisi aukštojoje mokykloje: reflektavimo procesas kaip studij pagrindas. Tarptautin mokslin konferencija *Socialiniai ir biomedicinos mokslai: teorijos ir praktikos derm besimokan ios visuomen s kontekste*, Šiauliai: Šiauli kolegija, 2008 m. balandžio 24–25 d.
6. Bubnys, R., Tuominien , J. (2008). Studento asmeninio augimo prielaidos taikant dienoraš io metod teorin se ir praktin se studijose aukštojoje mokykloje. Tarptautin mokslin konferencija *Socialiniai ir biomedicinos mokslai: teorijos ir praktikos derm besimokan ios visuomen s kontekste*, Šiauliai: Šiauli kolegija, 2008 m. balandžio 24–25 d.
7. Bubnys, R. (2007). Constructing the Professional "I" through Practical Experience and Reflecting on in Higher Education. The European Conference on Educational Research (ECER): Contested Qualities of Educational Research, 18–22 September, 2007, Belgium: Ghent University.
8. Bubnys, R. (2007). Refleksija: koncepcija ir taikymas ugdymo procese. VI tarptautin mokslin konferencija *Mokytoj rengimas XXI amžiuje: poky iai ir perspektyvos*. Šiauliai: Šiauli universitetas, 2007 m. lapkri io 23 d.

*Disertacijos tema vesti seminarai ir mokymai:*

- Bubnys, R. (2009). Methodological decisions of dissertation research: basic difficulties and researcher's experiences. *Metodologinis seminaras Lietuvos universitet doktorantams ir j vadovams „Kritinis m stymas universitetin se studijose“*. Šiauliai: Šiauli universitetas, 2009 m. kovo 21 d.
- Bubnys, R. (2008). Importance of Emotions in the Process of Reflection. *Effective Health Communication and Management of Emotions. International Training*. State Agency of Tuberculosis and Lung Diseases, 6–10 May, 2008. Latvia: Riga.
- Bubnys, R. (2008). Kokybinio tyrimo rezultat pristatymas ir sklaida. *Student praktikos aptarimas*. Socialin s gerov s ir negal s studij fakultetas, Šiauliai: Šiauli universitetas, 2008 m. vasario 28 d.

- Bubnys, R. (2007). Metodologiniai sprendimai vykdant fenomenologinį hermeneutikos tyrimą : refleksija apie daktaro disertacijos empirinės dalies rengimo kliuvinius ir teigiamybes. Pranešimas skaitytas projekto ERASMUS MOD Project 2006-2008 „New Models of Activism in European Social Work“ EU-Programme Erasmus / Curriculum Development Projects dalyje Basic Seminar (BS) mokymuose KTU, 2007 m. lapkričio 19 d.

#### **Informacija apie autori**

Remigijus Bubnys – Šiaulių universiteto Socialinės pedagogikos ir psichologijos katedros lektorius; Šiaulių kolegijos Socialinio darbo katedros ved. j.

Moksliniai interesai: refleksyvaus mokymo(si) modeliavimas aukštajame moksle, studentų prisitaikymo sunkumai ir socialinė kompetencija.

Adresas: Šiaulių universitetas, Socialinės pedagogikos ir psichologijos katedra, P. Višinskio g. 25, 76351 Šiauliai, Lietuva. Tel. (8-41) 595 732, el. paštas: rbubnys@gmail.com