Teacher Reflection among Professional Seminary Faculty in the Seminaries and Institutes Department of the Church Educational System
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Research Problem
The central problem under examination in this study is that there is a lack of description, understanding, interpretation, or explicitly articulated theory of teacher reflection as an integrated function of professional development in Seminaries and Institutes of Religion (S&I).

Definition of reflection: “Reflection may be seen as an active and deliberative cognitive process, involving sequences of interconnected ideas which take account of underlying beliefs and knowledge. Reflective thinking generally addresses practical problems, allowing for doubt and perplexity before possible solutions are reached” (Hatton and Smith, 1995, p. 34).

Research Questions
#1—What are some of the reflective practices among professional S&I seminary instructors?
#2—How do these teachers engage in reflective practices and activities?
#3—How do they perceive these reflective practices and activities as having an impact on their professional development?

Research Methods
Grounded theory approach (Creswell, 2005; Glesne, 2006; Charmaz, 2008)
Survey Questionnaire (n=70)—two purposes: collect data to answer research question #1; collect data to help select interview participants
Interviews & Observations (n=6)—pre-observation interview; classroom observation; post-observation interview

Theoretical Framework
Hatton and Smith, 1995—Four levels of reflection: Technical, Descriptive, Dialogic, and Critical
Mayes, 2000, 2001—Spiritual reflection
Korthagen, 2004—“Onion model”

Critical Reflection
Consists of “seeing as problematic, according to ethical criteria, the goals and practices of one's profession…Thinking about the effects upon others of one's actions, taking account of social, political and/or cultural forces (can be shared)” (Hatton and Smith, 1995, p. 45).