

## Dewey's Contribution

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## Schon's Contributions

### Reflection-in-action

The process of understanding and improving one's own teaching must start from reflection on one's own experience, rather than simply from the experience or research of others

Occurs before a lesson when you plan for and think about your lesson and after instruction when you consider what occurred

### Reflection-in-action

Occurs while you are teaching as you attempt to adjust your instruction to take into account these reactions

Framing and solving problems on the spot

Actions, understandings, and judgements that we know how to carry out spontaneously

Repertoires of values, knowledge, theories, and practices brought to the experiences through which practitioners interpret and frame (appreciate) their experiences

### Appreciative Systems

During and/or after our actions, we reinterpret and reframe our situation on the basis of the experience in trying to change it

### Reframing

This is where in student teaching I was able to daily reflect upon my teaching and and it's effectiveness to find ways to continually improve it. It was one of the first times that I was truly able to do more than simply rely upon the research conducted in the program at Regis.

I agree with Schon's view of how the problems of the "swampy lowlands" do not align with those of the high ground. I believe that theories should be generated and practiced in schools, not all in universities alone

The familiar process in which an event over which we have puzzled for some time is suddenly seen differently and in a way that suggests new approaches to the puzzle

This is similar to our "puzzles of practice" that we are conducting for the Capstone course, as well as consistently throughout or teaching experiences