

Text Book

The Teacher's Reflective Practice Handbook

Becoming an extended professional
through capturing evidence-informed practice

Paula Zwozdiak-Myers



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Barriers to reflective practice

The changing nature of higher education

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ABSTRACT Reflective practice is seen as the way forward for both students and academics alike and there is much research that shows that reflective practice leads to better learning. This article, whilst acknowledging that reflective practice is something to which we should strive, recognizes that there are many other considerations that will have to be dealt with by the sector before its use will be universally accepted. The main consideration, probably more than anything else, is the demotivated staff within the higher education environment. It is suggested that this de-motivation occurs because of lack of resources, lack of recognition, overwork and lack of appreciation of the additional burdens put on academics, and invariably the institutions themselves, by widening participation and lifelong learning initiatives. Therefore, it is suggested that universal reflective practice may come in the long-term but only once the deeper-seated problems within the sector are resolved.

KEYWORDS: barriers, curriculum and pedagogy, motivation of academic staff, reflective practice, resources, widening access

Introduction

**active learning
in higher education**

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