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Conference Proceedings

**INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

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5 – 7 April, 2017*

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INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year's event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is "Opportunities and Development of Global Business Economics Social Sciences Humanities and Education" It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
- Management
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- Accounting
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- Social Sciences
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DEVELOPMENT OF STUDENT TEACHERS' REFLECTIVE THINKING ABILITIES

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ABSTRACT

In the period of knowledge-based society, teachers have been faced to many challenged and complicated questions, such as how to manage their classrooms, how to analyze students' learning abilities and facilitate to fulfillment of their capacities. Therefore, the knowledge base of profession should be developed and refined in ways that help the teacher as the practitioner to be an effective and informed professional. Reflection thinking has long been recognized as an important and valuable cognitive process that continually resurfaces in conceptualizing the practice setting. Many teacher education programs have incorporated views of reflection into their course structures, but the effectiveness and forms of adoption may well be limited by largely traditional nature of the programs to begin with. The purposes of this research was to investigate the results of instructional activities based on a 4-stage model of reflective thinking practice integrated with Research Based Learning (RBL) and learning log. Participants were 25 English major student teachers who enrolled in the third year of academic year 2015 at Suan Sunandha Rajabhat University, Thailand. Data were gathered by means of documentary study, classroom observation, and reflective thinking assessment by using 45 item 5-point Likert scale which highly reliable (coefficient alpha=.93). The results implied to be favorable as it revealed on better academic performance of the participants' reflective thinking abilities.

Key words--reflective thinking, student teachers, thinking development

INTRODUCTION

The globalization Era has change the teaching profession landscape since teachers have been faced to many challenged and complicated questions, such as how to manage their classrooms, how to analyze students' learning ability and facilitate to fulfillment of their capacities. By so doing, the knowledge base of the profession should be developed and refined in ways that help the teacher as the practitioner to be an effective and informed professional (Goodwin, 2010; Rong & Preissle, 2009). Therefore, there have been several model of teacher education stress the continuing cycle of interplay between theory, practice and reflection as the way to promote changes in student teachers' attitudes and practices (Hill, 2000). Reflective thinking is a key practice that has long been recognized as an important and valuable cognitive process which engages to understand conflicting factors in a situation of instruction then develop a strategy to proceed within it. Since it continually resurfaces in conceptualizing the practice setting, 'critical & reflective thinking' is acknowledged as one of the key skills for sustainable development, especially in higher education institutions (Dawe et al, 2005). It is the particular way to achieve an integration of theory and practices, so that student teachers are encouraged to construct their own philosophy of education integrating their experiences and personal practical knowledge with general theory (Shin, 2006; Rofle, 2011). Therefore, promoting reflection is an objective of this study, as it may be a precursor to stimulate reflective thinking skills that will enable student teachers at Faculty of Education, Suan Sunnandha University to look at a piece of work they produce or an aspect of their professional practice and make accurate judgment about it.

LITERATURE & THEORY

According to reviewed literatures, this study proposed reflective thinking as the student teachers' abilities encompassing with three sub-constructs of self-assessment, awareness of individual's learning, and the lifelong learning skills (Kember et al, 2000; Alverno College, 2004 cited in Hamilton, 2005; Jasper & Rofe, 2011) . The mention sub-constructs were identified as a scheme that used for assessment the participants' reflective performances in order to prevent purely subjective assessment. The highlighted of them were as the following:

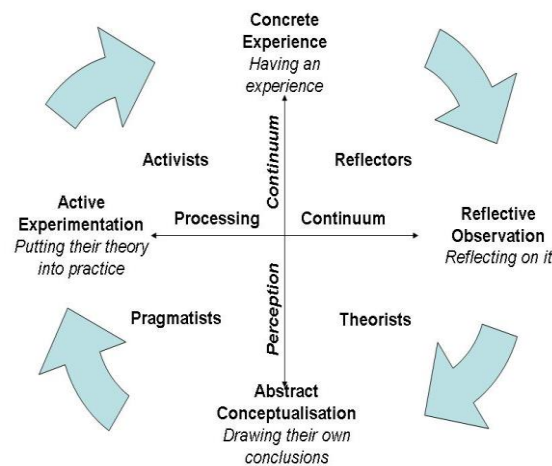
1) Self-assessment- the ability of observing, gathering details, using the main reason, distributing details, and using question for guiding education structure to obtain the information for evaluation with the purpose of development work, and determining the success and impacts.

2) Awareness of individual's learning- ability to understand their ideas, believe in a better idea, to create the concept of experience and knowledge, as well as the ability to knowledge application.

3) Lifelong learning skills- the ability for systematic practicing to achieve one learning, transfer knowledge/attitude to learning. And the awareness of lifelong learning should occur continuously.

Due to, the reflection is not an easy skill to acquire, the appropriate practice is essential to its development. Various instructional methods have been recommended to support reflective thinking. Also, there are many reflective models available all with their own benefits and limitation and they are believed to encourage deeper levels of reflection. This study adopted the model of Honey & Mumford's learning cycle (2000) which applied from Kolb's (1984) experiential learning cycle or a circuit learning through experience. Since it is commonly used by teaching practitioners and often provides a straightforward structure to enhance critical reflection. The model consists of four stages of concrete experience, reflective observation, abstract conceptualization and active experimentation (see fig.1).

Figure 1
Honey & Mumford's learning cycle Source: (Honey & Mumford, 2000)



This research applied the model of learning cycle with the concordance instructional activities that based on Research Based Learning (RBL). In addition, learning log was assigned so that the participants had been able to demonstrate their reflective thinking their learning throughout the semester. The integrated instructional activities were as the following:

1) Concrete experience (Having an experience): This is a process of getting knowledge and experience feelings, both direct and indirect, and a description of the actual event: the concordance instructional activity was classroom observation for how actually authentic assessment has been conducted by in-service teachers in schools for teacher professional practicum.

2) Reflective observation (Reviewing the Experience or Reflection): This includes analyzing emotions and linking prior experiences and knowledge. The concordance instructional activity was classroom discussion of the experience gained in the first stage, to encourage participants to explain their own subjects relating to their beliefs, feelings and opinions.

3) Abstract conceptualization (Drawing individual conclusions): During this phase, the participants were associated recognition step by the literature reviewing and discussion with friends, then individually modify their thinking and reappraise the situation. In order to create aggregated ideas or to conclude related principles or theories so to recognize the application of them.

4) Active experimentation (putting the theories into practice): In this final phase an individual tries out new theories, approaches or solutions in similar or new situations. This then becomes the concrete experience on which subsequent reflections can be made. The teaching activities in this stage, the participants were assigned to develop the authentic assessment instruments, for to represent or to take part in the former ones which being used at the observed classroom (in stage 1) or at the least the similar classroom.

OBJECTIVE OF THE STUDY

The purposes of this research was to investigate the results of instructional activities based on a 4-stage model of reflective thinking practice integrated into Research Based Learning (RBL) and learning log.

METHODOLOGY

The quasi-experimental research of one group pretest-posttest was designed. The participants were 25 student teachers who were in the third year of their bachelors' degree in English language teaching, at Suan Sunandha Rajabhat University, and were at the time of authentic assessment studying. As such, they had been possessed practical knowledge of authentic assessment and issues present in traditional English teaching in classroom. Throughout the semester, instructional activities based on a 4-stage model of reflective thinking adapted from Honey and Mumford's learning cycle of constructing experience, reviewing experiences, conclusion the experience, and planning practical way. For to support the participants thoughtfully performed a wide-range of learning cycle, the activities were integrated into research based learning. The assignment were research proposal for developing authentic assessment at schools located in Bangkok. Various methods of data collection to maximize construct validity through triangulation, the learning log was used to elicit information regarding the participants' way of learning and reflect on their own thinking. Moreover, to let the participants consciously considered how they really learn, they were assessed before and after the instruction by 45 statement-reflective thinking scale. The scale was comprised of 18 items for ability to self-assessment, 15 items for awareness of how one learns, and 12 items for developing lifelong learning skills. Its internal consistency of total coefficient alpha was .93. Then the data were analyzed by pair t-test for comparing their reflective thinking abilities between means score of the pretest and the posttest.

RESULTS

Findings reveal that the 4-stage model of reflective thinking development that integrated with Research Based Learning (RBL) and learning log has been able to affect the participants' reflective thinking abilities as the following tables

Table 1
Means score of sub-construct of Reflective thinking abilities

Sub-construct of Reflective thinking abilities	Mean score of pretest		Mean score of posttest	
	\bar{X}	SD	\bar{X}	SD
self-assessment	3.84	.516	3.92	.478
awareness of individual' s learning	3.40	.377	3.66	.383
the lifelong learning skills	3.53	.515	3.81	.557
Total	3.51	.429	3.79	.422

The posttest mean scores of 3.92, 3.66, and 3.81 for respectively the three sub-construct of reflective thinking skills, 'self-assessment', 'awareness of individual learning' and 'lifelong learning skills'. They accumulatively demonstrate the participants have high agree with the statements concerning reflective actions. Comparing with the pretest mean scores of 3.84, 3.40, and 3.53 of the same statements, indicate the participants have neutral agree with them (Table 1).

Table 2 shows the t-value of 5.574 and statistical significant at level of .000. It implies the posttest is significantly higher than the pretest.

Table 2
The comparative means score between the pretest and the posttest

Total mean score of the test	n	\bar{X}	SD	t-value	Sig.
The pretest	27	3.51	.429	5.574*	.000
The posttest	27	3.79	.422		

*sig. < .05

DISCUSSION

The significant increase of mean score of reflective thinking abilities at the posttest implies the model is able to be applied for developing student teachers' reflection (Schon, 1993; Honey & Mumford, 2000). Particularly, the increase of the lifelong learning skills implies the participants can think about their own learning path and transfer knowledge and attitude to learning, because of the activities that had encouraged

them to know their own goals, to monitor their progress and mull over different options and courses of development.

That can be referred to Claxton (1999) who argued that for to develop the lifelong learning, the necessary learning conditions required: resilience, resource fullness and reflection. The further finding reveals one of the main points that the participants have been increased their confidence in themselves and their reflective thinking because they understood and knew far more about what they capable of after reflecting on their abilities in the assignment especially through large-group discussion in classroom. However, the increasing of the three sub-constructs of the reflection abilities: self assessment, awareness of self learning, and lifelong learning skills is not so much as it should be. Harmoniously, Kember at al (2000) concluded the reflection, particularly the critical reflection presence is generally less than understanding as well as Schon's (1993) suggestion that the instructional model of developing reflection should be concerned the continuous practice. Another finding reveals the participants' assignment, the learning log was not achieved to the descriptive writing manner or under the criterion of description, since the participants had performed their assignments completely, but most of them had copied content rather than brief summarized and integrated knowledge. Referring to Plymouth University (2010) has indicated reflective writing as evidence of reflective thinking which is more personal than other forms of academic writing and divided it into three stage: description, exploration and analysis, and conclusion. It also implies the participants have still restricted in making meaning and interpreting new experience unintentionally. Concordance to Hilsdon (2006) concluded that reflection is more than a set of skills, it is an expression of the natural relationship that exists between learning and language, moreover the process of finding the words to express something with which someone already familiar often seems to distil and crystalize it and seeing it with new eyes.

CONCLUSION AND FUTURE WORK

The current research applied the process of reflective thinking ability development based on experiential learning cycle consists of 4 stages: 1) constructing experience, 2) reviewing experiences, 3) conclusion the experience and 4) planning practical way. The four stages were integrated with research based learning (RBL) and the assignment of developing authentic assessment tools to encourage the participants reflect their experiences. Including with learning log, a writing assignment, was applied for capturing the participants' thoughts and feeling that each learning is experiencing during the environmental decision making exercise. As they record their moments of reflection that they begin to sense and express the complexity associated with both oneself and/or group environmental decision making.

The study concludes that the model have a favorable achievement to enhance the participants' reflective abilities. However, it should have much more activities and practice period to encourage critical reflection as well as writing analytically or reflectively.

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