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Titolo	Reflective teaching & learning in the health professions [[electronic resource] ] : action research in professional education // David Kember ; with Alice Jones ...[et al.]
Pubbl/distr/stampa	Oxford ; ; Malden [Mass.], : Blackwell Science, 2001
ISBN	1-281-31809-4 9786611318093 0-470-69055-0 0-470-68028-8
Descrizione fisica	1 online resource (210 p.)
Altri autori (Persone)	KemberDavid
Disciplina	610.7 610/.71/1
Soggetti	Medicine - Study and teaching Thought and thinking Medical education Learning Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p.[176]-181) and index.
Nota di contenuto	Contents; Preface; Contributors; Preview; Part I: Introduction; 1 The nature of reflection; 2 Action research and its application to the project; Part 11: Developing reflective teaching in five healthcare courses; 3 The action research process; 4 Integrating theory and practice; 5 The use of learning contracts; 6 Writing reflective journals; 7 Promoting discussion from reflective writing; Part III: Synthesising conclusions about curricula; 8 Encouraging reflective writing; 9 Facilitating critical discussion; Part rV: The nature of reflection; 10 The affective dimension of reflection 11 Triggers for reflection12 Reflections on reflection; References; Index
Sommario/riassunto	This book deals with the nature of professional education and the need to produce professionals who are capable of reflection upon practice. It derives comprehensive guidelines for developing curricula and teaching

methods that encourage reflective thinking. It is heavily research-based and the multiprofessional approach is unique to this subject matter. It will appeal to educators in all health science disciplines. The book includes an introduction to the concepts of reflection and reflective thinking and describes action research methodology used to carry out this study. Findings are prese

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