

The Effect of “TRPS: The Teacher’s Reflection with Peer Support”

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Summary

With the diversification of today’s learners, teachers are required to continue self-growth as introspective practitioners. However, despite information provided about reflection methods, the various existing proposals have not yet offered an effective, feasible approach. The authors have thus applied the techniques of PAC analysis and narrative approach to create “TRPS: The Teacher’s Reflection with Peer Support”-introspective activities to be conducted by teachers themselves while obtaining peer support. This technique will provide a fresh impetus as regards self-image and related challenges of teachers. In this technique, peer interviews based on word associations in their own classes, derived from stimulation statements and an investigation of letter-based results, allows teachers to delve into and organize their inner thoughts. The purpose of this paper is to report the results of practice over three years, to attempt an analysis of its effects, and to illustrate the TRPS technique using concrete cases.

Key words: TRPS: The Teacher’s Reflection with Peer Support, reflective practitioner, peer interview, PAC analysis, narrative approach