Chapter 7

Empowering Professional and Ethical Competence on Reflective Teaching Practice in Digital Era

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ABSTRACT

In the last decade, the reflective teaching practice has been considered to look at program and planning which should be taken into action. However, the digital era has shifted teaching practice from direct interaction to virtual one. It has challenges such as professional skills on online learning. This chapter aims at filling this gap by proposing the framework model on reflective teaching practice to pay special attention to professionalism and ethical essence in a way that can be taken seriously among the school holders. This chapter could enhance learning and professional development of teachers, which should be seen as a continuing process combining formal, non-formal, and informal learning so that students will have the chance to reflect in a direct way even though the educational practice is constituted in a special way in various settings.

INTRODUCTION

In the last decade, the reflective teaching practice has been considered as the entire initiative with both program and planning to look at the teaching to be conducted which should be taken into action. This refers to the way how the teachers with their experienced personality have an essence to do from the process to self-evaluation (Beck & Kosnik, 2000). The one to do in the real life is by collecting information to identify and explore about what goes on in the classroom. In terms of analysing and evaluating this information, practical basis associated with the beliefs could lead to the changes and improvements

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in the teaching performance. However, the digital era has been shifted the way on teaching practice from direct interaction to virtual one where the adaptive teaching competencies would refer to the basis of framework model, for instance big data approach (Huda, M., Shahrill, M., Maseleno, A., Jasmi, K. A., Mustari, I., & Basiron, B., 2017a). With this regard, the challenges such as lack of professional skills can be viewed in the online learning (Loughran, 2002) and towards the ethical engagement in digital era as the basic foundation in the learning process (Song, Singleton, Hill, & Koh, 2004) and social interaction at wide ranges (Huda, M., Sabani, N., Shahrill, M., Jasmi, K. A., Basiron, B., & Mustari, M. I., 2017b).

Furthermore, the emergences of such challenges in digital era or Information and Communication Technology (Battistich) including the use of technology among the users in social media such as Facebook, LinkedIn and even messenger, like behavioural challenges among student-teacher relationship (Campbell, 2009) and even cyber bullying (Erdur-Baker, 2010), attempts to find out the particular way to adopt the way in underlying professional competence to lead to the reflective teaching practice become a pivotal aspect to transmit the knowledge in supporting and extending the organizational memory. In order to assist the extent of teaching practice within professional and ethical competence in digital era, enhancing particular enhancement on the way of managing the disperse nature of knowledge has to do entirely with the diverse set of knowledge carriers. This initiative should be taken into consideration through adopting the potential key performance to generate the teaching practice in resolving the challenge between institution and organization. As a result, concerning the contribution which addresses the social system and technical structures would emphasise the framework into the feedback on strategy and application in reflective teaching practice. Although many studies conducted in the same field, there has been lack of scholarly attention on the way reflective teaching practice should be engaged with the professional and ethical balance in digital era. In particular, understanding of the alignment with critical discourse will enable teaching practice to get essence to integrate the modes with a valuable contribution to focus on strengthening the exploration in the effort to empower teaching practice reflected in focusing comprehensively on encouraging teacher education in appropriate way supported by the model of decision making integrated into the feedback levels coming from decision- learning structures. As tool in digital era, creating feedback levels would demonstrate inherent contribution along with technical tools of ICT.

In line with this basis for filling the gap in the background, the aim of this chapter is to examine the insights to empower professional and ethical competence to underlie the reflective teaching practice. Since the role of professional skills combined with the ethical basis on reflective teaching practice, this framework model refers consider in particular enhancement in the way that can be engaged to take seriously among the school holders. As a result, attempts to pay particular attention in stressing the professionalism and ethical essence should be concisely engaged with the model of the innovative way. Moreover, the particular objective which will be presented in this chapter refers to strengthen the exploration in the effort to empower teaching practice reflected in focusing comprehensively on encouraging teacher education with professional and ethical balance, especially in the digital era. In particular, exploring the systematic approach of professional and ethical competency for the teacher associated with reflective teaching practice could potentially be applied in the education setting. Such objectives could be added in particular in terms of elucidating the innovative basis which could be enhanced with a wide exchange of empowering professional and ethical basis with reflective teaching practice. Towards this innovative approach, the potential value of this chapter attempts to build the constructive basis in proposing the framework model in strengthening professional and ethical basis to underlie the process of teaching practice.
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