

The Reflectivity in Practice Teaching of Visual Arts*

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KEYWORDS Problem. Case. Thinking.Teaching. Reflective. Prospective Teacher

ABSTRACT This research aimed to reveal how three sub-dimensions of reflective thinking, (that is, being aware of the problem, thinking of solutions, and making a conscious decision) appear in visual arts practice teaching. A qualitative study was conducted with data analysis of logs, notes, and interviews with nine prospective visual arts teachers. According to descriptive analysis findings, interviewees encountered difficulties in classroom management, student behavior, activity planning and teaching methods. The participants usually put their university level knowledge to use in decision making. In visual arts practice teaching, reflective learning occurred in-action and on-action, and prospective teachers also reflected art acquisitions and student experiences from primary and secondary school. In conclusion, art education can bring alternative solutions in reflective thinking due to its practical and cumulative structure that promotes creative thinking. Special teaching methods knowledge has also been used in-action while referring to educational sciences knowledge.