



AN INVESTIGATION INTO THE ADVANCEMENT OF REFLECTIVE PRACTICE TECHNIQUES AMONG MOROCCAN NURSING TEACHERS

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ABSTRACT

Nursing education is aimed at developing independent and insightful practitioners who can effectively navigate complex scenarios within the profession. A key approach to achieving this goal is the implementation of reflective practice, which encourages students to learn from their experiences and become aware of their actions and reactions. As a result, teachers are responsible for leveraging a variety of methods and tools to support student reflective development.

Given the crucial role and benefits of reflective practice in nursing education, this study focuses on the promotion of reflexive practice among teachers at Higher Institute of Nursing and Health Techniques in Fez (ISPITSF). A quantitative survey collected data from 46 ISPITSF teachers using a questionnaire.

Key findings show that a large majority of teachers give priority to the implementation of reflective practice in nursing education, 79.40% of respondents indicated that they use various reflective tools in their teaching practices. However, although considered important, 44.10% of participants rated the development of reflective practice as an average, noting the presence of barriers that impede the effectiveness of reflective strategies.

Moreover, this article uniquely scrutinizes the factors that influence the development of reflective practice in nursing education, offering valuable insights for enhancing student reflective development and advancing the professionalization of nursing education.

INTRODUCTION

Higher studies have taken a significant shift, as teaching has become the most learning-centered; It is one thing to consider the teacher as a guide, a coach, or a facilitator. It is another to hold this role. Implementing learning-by-doing pedagogical approaches is transforming the nature of student learning and remains a real professional challenge for teachers (Frenay, Galand, & Laloux, 2009; Svinicki, McKeachie, 2014).

Given the substantial challenges encountered by healthcare professionals, particularly nurses, it is imperative to prioritize a commitment to quality, an efficient approach, and a dedication to delivering responses tailored to the needs and expectations of clients. Consequently, nursing students must cultivate the capacity to assess their learning in response to diverse pedagogical strategies and the intricacies of practical situations encountered during their internships (El Atmani, Bellfkih & Madrane, 2023). Teachers are called upon to possess

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disciplinary knowledge and skills and develop and demonstrate didactic and pedagogical skills to fully respond to their new teaching roles and ensure professional training. To advance both individual and collective professional practices, there is a necessity for all individuals to work towards developing their professional identity, institutional relationships, knowledge, and ability to adapt to change. In essence, the process of reflection should be carried out systematically, with a structured and equipped approach, in order to instigate fundamental changes in the teacher's practice (El Atmani & Madrane, 2023).

This process involves an actual professionalization process, as noted by Laramée and Garneau in 2018. However, while the idea of reflective practice is commonly discussed in professional training environments, there is a lack of agreement on its definition. This apparent unanimity is misleading, as different authors discuss the concept in different ways, as noted by Guillemett in 2016.

Reflexive practice, pioneered by Schön (1994), is a mental process aimed at learning from lived experiences through conscious self-awareness, particularly in professional or formative situations. Laramée (2019) proposes that reflective practice can provide individuals with a new perspective to critically evaluate their actions and the situations they encounter. The goal of reflective practice is to apply the knowledge acquired from previous experiences to improve future practices and develop professional skills (Schön, 1994). This involves reflecting on one's actions, learning, and practice, and can occur either during or after the action. Schön's (1990, cited in Ruth-Sahd, 2003; Schön, 1994) framework divides reflective practice into three distinct types: reflection in action, on the action, and for action. The first type involves the student spontaneously reflecting during the action,

utilizing their awareness, expertise, and analytical thinking to adjust their present behavior. In the second type, reflection is purposeful and occurs post-action, to assess, comprehend, and articulate the tasks performed. The third type of reflection, reflection for action, strives to direct future actions. Reflexive practice also allows individuals to adjust their beliefs and improve their performance with well-supported arguments and theoretical foundations (Lucie Barriault, 2016). It helps individuals solve problems, understand complex situations, and imagine new ways to enhance their performance (Perrenoud, 2001). Mann documented existing reflective practices and their usefulness. Of the 29 studies analyzed, 11 were conducted with professionals or students in the nursing field. The effects of these reflective practices are described (Mann,2009): more in-depth learning, improved theory/practice linkages, positive perceptions of learning experiences, improved teacher/student relationship. These authors state that while professionals may find opportunities to reflect on their professional experiences, health students have fewer opportunities to develop their reflexivity in authentic contexts, Hence the importance of considering different activities during studies to encourage students to acquire this skill. In this case, students must analyze initial and new situations, identify common elements and the skills sought and acquired. This reflective work is also a way to better prepare for a future professional life, whether academic or not (Unil, 2014). The reflective approach has proven to be effective in developing professional skills in nursing education, and it is incorporated in all aspects of coursework, including theoretical, practical, internships, and synthesis (La fortune, 2012). This pedagogy is crucial and redefines the role of the teacher trainer, who now accompanies students in their learning process

through reflective practice. The focus is no longer on imparting knowledge, but on helping students build their competencies (Balas-Chanel, 2013). Therefore, knowledge is integrated into competence as a regular component (Balas-Chanel, 2007). To encourage self-awareness, educators can employ multiple techniques, such as learning portfolios (Orland-Barak, 2005), narrative-based activities (Binks, Smith, Smith & Joshi, 2009), logbooks (Polster, 1987), video evaluations (Harford & MacRuaric, 2008), cooperative discussion and reflection groups (Fazio, 2009), online communities of practice (Collin, 2009), and case analyses (Périsset Bagnoud, Andrey-Berclaz, Steiner & Ruppen, 2006). In other words, different modalities can be employed to develop reflexive practice in the context of professional practice and health training (Mann, 2009), such as using portfolios or logbooks, reflection on vignettes (clinical cases), self-assessment in a clinical setting, individual interviews, and peer group practice analysis. Reflective practice can be individual or collective, written or oral. However, to highlight their strengths and areas for improvement, students require feedback on both the process and content of their thinking. Mann and Al. (2009) stress the importance of providing guidance to students to help them comprehend the advantages of reflective practice in their learning. While it is typical for teachers to participate in reflective activities to enhance their teaching, it is worth exploring whether students have comparable opportunities for ongoing reflexive practice (Day, 2001). However, some critics argue that reflection is impractical because it requires a level of consciousness that cannot be achieved within the limited time available (Eraut, 1995). On the other hand, Perrenoud (1998) believes that reflection should become a routine and an integrated part of daily life, rather than an exhausting task. He suggests

that training in reflexive practice is paradoxically aimed at making reflection a habit. However, according to Dreyfus (1986), deliberate reflection remains more of an exception than a rule.

During informal interviews with teachers at the ISPITS of Fez, it was revealed that they recognize the significance of incorporating reflective practice into their teaching/learning approach. They asserted that this reflective practice enables students to develop learning autonomy and ensures their professional growth, ultimately shaping their professional identities. These educators described various methods and tools for facilitating reflective practice, such as portfolios, learning journals, case studies, analysis of clinical situations, debriefing, concept maps, reflective questioning, among others. However, they also highlighted several challenges in fostering reflective development, such as inadequate training, excessive workload, and insufficient time. Despite these challenges, some of these teachers have taken it upon themselves to train their students in reflective practice, while others struggle to implement reflective methods and integrate them into their daily teaching practices.

Day (2001) similarly noted that most teachers have limited opportunities for formal development, which usually occur during continuing education periods. Therefore, it is important to recognize that reflective practice training cannot be limited to addressing acute crises, issues, or dilemmas; instead, it should be viewed as a regular practice that is necessary during both stable and turbulent times (Thurler, 1996).

If students can become aware of the reflexive skills they develop during their coursework and learn how to apply them in different situations, they will be better equipped to transfer them to new scenarios and appreciate their value when faced with other potential challenges (Moon, 2004). This article aims

to investigate the use of various reflective methods at ISPITS and highlight any potential barriers that impede students' reflexive development and autonomy, with the intention of identifying and addressing such obstacles. The article describes how permanent teachers at ISPITS in Fez promote the development of reflective practice.

BACKGROUND

1. THE ACCOMPANIMENT OF STUDENTS BY NURSES IN THEIR REFLEXIVE DEVELOPMENT DURING INTERNSHIPS

As part of the student's accompaniment during his reflective development at the practical stage, it seems reasonable to question the approach adopted and whether it focuses on the feedback given by the nurse to the student, after performing technical care or other care activity which falls within the training profile (Huchon, 2005). According to Napoli and Bonte (2012), the provision of "reflective support" prompts students to question their performance during their internships while under the guidance of a nurse. However, it is important to note that not all students possess the ability to reflect on their own practice, question themselves, or doubt their own achievements (Jomas, 2018). Napoli and Bonte (2012) describe the steps involved in this process of guidance. Initially, the student creates a written reflection that will be used as the foundation for a discussion between the student and the accompanying nurse. This writing will then serve as a starting point for an interactive conversation focused on evaluating what went well and what did not, in reference to the training profile and evaluation criteria.

2. FACTORS INFLUENCING REFLECTIVE PRACTICE

2.1. TEACHER RELATED FACTORS

The importance of the teaching effect as a factor influencing teaching practices has been well documented in international education literature in recent decades. Teaching practices will vary depending on a number of factors: one factor is certainly the personal conception that the teacher has of his or her mission as a teacher-researcher and

learning and relationship to the students he wants to build. Some authors (Demougeot-Lebel; Perret, 2010; Postarref & Lindblom -Ylanne, 2011; Sadler, 2008; Trigwell, 2009) have shown that these concepts also vary according to the personal characteristics of teachers and the expertise of his experience in the field taught, and their initial training (degree obtained).

Other Anglo-Saxon researchers have been able to prove that teachers' teaching skills (develop content that seeks a good balance between deep understanding and general understanding, between concrete and abstract, focus on developing learning strategies to build meaning, from the simple to the complex, follow planned strategies, and explicit and active approaches that teach specific skills and aim to establish a better understanding), had a positive impact on students' learning, their academic success, their social integration and commitment to further education (Braxton, Bray & Berger, 2000).

Teachers with a certain expertise in didactic management address their practices to the students entrusted to them, giving importance to the teaching of learning strategies, and do not focus solely on the academic discipline, but also on activities given to students that present an appropriate challenge to students and that success is attributed to their investment in tasks, and the time set aside for learning is important. Since routine management, order administration procedures take up only a minimum amount of classroom time, these teachers ensure that students understand the intended learning objectives. They react immediately to learner responses and interventions, setting up learning activities in such a way that there is great continuity in their didactic organization (Laurent Talbot and Aline Arrieu-Mutel, 2012).

2.2. FACTORS RELATED TO THE WORK ENVIRONMENT

The didactic and pedagogical material is situated at the confluence of the interactions between the teacher, the student, and the learning objects. This report induces the selection and use of the material and affects the learning teaching contexts, which in turn affects teaching practice, taking into account the

pedagogical and didactic characteristics of certain materials and their potential impact on students' learning and the functions of using other materials including digital material (Bélar, Hasni & Lebrun; 2006).

According to Dreyfus and Dreyfus (1986), the intentional process of reflection remains uncommon due to several reasons. These include the limited time available for teachers, the randomness of learning in the classroom, the fragmentation and discontinuity of teacher learning, and the absence of professional dialogues in schools. Additionally, confronting beliefs and practices that have become routine can be uncomfortable, leading to potential barriers to reflective practice. To address this issue, a higher pedagogy that offers intellectual, emotional, and practical support is necessary, along with collaboration among practitioners to move from routine to reflective practice. The concept of reflective practice encompasses professional gestures that include both intervention with people in learning situations and reflection on these actions. There are four dimensions to this concept: instrumental, political, moral, and affective. Each teacher is guided by a model among those available, such as Kolb, Korthagen, Mac Alpine, Schön, Sparks-Langer, Van Manen, Zeichner and Liston, and Jorro's model.

Reflective practice is a very effective approach to improving the quality of nursing education (El Atmani, Madrane & Janati-Idrissi, 2023). This deliberate self-reflection allows students to identify areas for improvement, explore different perspectives and improve their overall competence as future health professionals. However, the effectiveness of this practice is often hindered by factors related to the teacher, such as a lack of reflective training, time, experience, or skills, and factors related to the environment, such as a lack of didactic and pedagogical material, insufficient time, overload of work, conditions imposed by the administration, or disinterest of students.

METHODOLOGY

1. DESIGN

As part of this study, quantitative research was conducted. This type of research determines how one variable affects another in a population by quantifying this relationship (Altinay, Paraskevas, & Jang, 2016). The data used in this brief are quantitative and qualitative in nature and will be the subject of subsequent statistical analyses. The use of quantitative research will allow a possible generalization of the results. In this way, the approach adapted to this study was the descriptive analysis that will provide the most accurate and complete picture of a phenomenon at a specific time (D'Astous, 2011). Given that there are already studies that deal with reflective practice, and the need to improve its development in nursing education, which perfectly corroborates the approach taken. The research is focused on the study environment at the Higher Institute of Nursing and Health Professions (ISPITS) in Fez. It is worth noting that the ISPITS is a higher education institution that is not affiliated with universities and was established through Decree No. 2.13.658 on September 30, 2013, under the supervision of the health authority. These institutes play a vital role in integrating, coordinating, and rationalizing the national higher education system by providing joint training and research programs, initial training in nursing and health techniques (including professional degree, master's, and doctoral cycles), continuing education, and scientific and technological research that promote the nursing profession and health techniques. The ISPITS is comprised of seven main offices and 16 annexes. They are geographically distributed on the national territory. The Fez ISPITS has five streams and ten options with a technical, administrative staff of 20, a permanent faculty of 47, a temporary faculty of 63, and a student staff of 843 (Ministry of Health, 2018). The choice of place of study is explained by the accessibility and the number of teachers reflexive to ISPITS of Fez.

2. PROCEDURE

The questionnaire used in this study was pre-tested with 10 teachers from other ISPITS not included in this study to verify its clarity and relevance. Subsequently, its internal consistency was checked

through the Cronbach α coefficient. As a third step, the authorization of the director of ISPITS Fez and the free and informed consent of all teachers involved in this study were obtained. In addition, both parties were informed of the nature and purpose of the research. Therefore, the questionnaires were completed under the correct conditions.

3. PARTICIPANTS

The target population of the study is all permanent teachers working at the ISPITS level in Fez, with a staff of 46 teachers. In this study, most of the participants (69.70%) are female, so it should be noted that the most dominant age group is [35 - 45]. According to the results obtained, 54.50% of the participants have a seniority of more than 10 years in the teaching post, while 45.50% have a seniority of between 5 years and 10 years. On another track, the majority of participants are winners of the 2nd cycle (85%). While laureates of the pedagogical master are ranked in the penultimate rank with a percentage of (12.10%).

4. DATA COLLECTION METHODS AND TOOLS

This research is intended to achieve the objective of the study. In this sense, a questionnaire was intended for teachers working at the ISPITS level in Fez. This questionnaire makes it possible to reach the maximum number of teachers that one wishes to interview, because a questionnaire designed to collect data efficiently and without risk of significant error. It consists of a list of organized, semi-open and closed questions, the internal coherence of which allows, by cross-referencing the answers, to obtain a qualitative analysis of type beyond its statistical exploitation.

5. INSTRUMENTS

The Google Forms platform was utilized to conduct a questionnaire consisting of 28 items, with the objective of elucidating the factors that impact the advancement of reflective nursing teaching practices. By utilizing the Likert scale, teachers were able to gauge the significance of reflective practice in nursing education, as well as the frequency with which they employed reflective techniques and tools in their teaching and learning activities. Additional multiple-choice questions were employed to

underscore the various factors that might influence the growth of reflective practices among nursing students selected by their instructors.

6. DATA ANALYSIS

The Microsoft Excel software analyzed the results, and the descriptive statistics were adopted using a graphical and tabular representation of the data collected. Standardized answers provide reliable results. Similarly, one of the advantages of this tool is the speed with which results can be analyzed, as well as the lack of bias that facilitators can generate in the context of interviews.

7. ETHICAL STANDARDS FOLLOWED

In the assumption that each research study must comply with certain ethical principles, the present study sought the authorization of ISPITS to conduct the study, the consent of the teachers was guaranteed through their information on the nature, purpose, and duration of the research, as well as on the methods used during the study. Also, the authors of this work proceeded to respect the principles and the fundamental rights of human beings, which codes of ethics have determined, namely:

- Respect for teachers' freedom to participate in this study, which is intended to collect information;
- Formulating research questions in a way that preserves the participant's privacy;
- Respect for the comments and opinions of the various stakeholders in this study;
- Respect for anonymity and confidentiality concerning the identity of stakeholders the final presentation of the study results;
- The preservation of participants' right to protection from discomfort and harm.

RESULTS

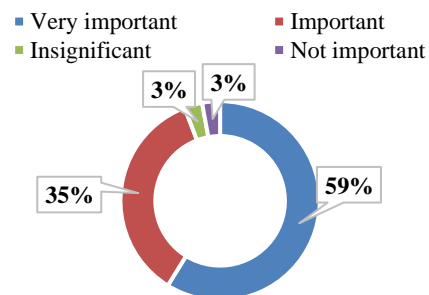


Figure 1: Role of RP in nursing education

Based on the graph, the majority of teachers (59%) consider reflexive practice as highly significant in nursing education, while 35% of respondents perceive it as important. Only a small percentage of teachers (3%) believe that reflexive practice is

unimportant. In another section of the survey, most teachers (61%) reported that they follow a specific model for developing reflexive practice, while only 39% of participants do not adhere to any model.

Table 1: Distribution of teachers according to their BM development reference model

Models	Percentage
Kolb Model (Experiential Learning)	80,81%
Korthagen Model (Thinking by Practice aims for quick problem solving according to the ALACT cycle)	4,29%
Mac Alpine Model (Teacher collects and uses cues as a source of feedback to achieve goals)	5,25%
Schön Model (PR looking at a time perspective (before and after)	0%
Sparks-Langer Model (The teacher justifying his action as well as the terms he refers to to achieve it)	0%
Van Manen Model (Pragmatic Thinking to Critical Thinking)	4,35%
Zeichner and Liston model (Reflexive action can help to deepen the meaning of the person's beliefs and knowledge)	0%
Jorro model (Distinguishing reflexive postures adopted by teachers and specifying self-assessment forms mobilized)	5,30%
TOTAL	100%

In light of this graph, the vast majority of teachers participating in the study (80, 9%) use the Kolb model as a basis for the development of PR.

However, only (5.3%) of respondents perceive the Mac Alpine, Van Manen, and Jorro models as reference models. So let no one refer to the models of Schön, Sparks Langer and Zeichner and Liston.

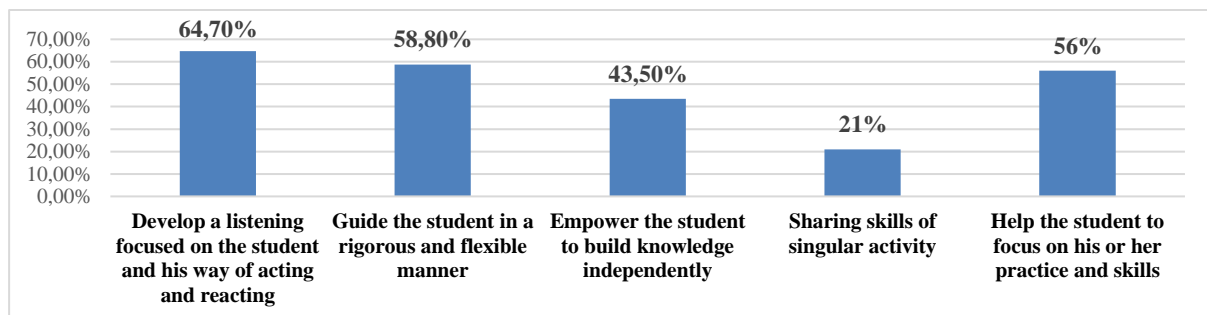


Figure 2: The role of nurse participants in mentoring articling students

Developing a listening focus on the student and his way of acting and reacting is the essential role of nurses supervising the internship according to the

opinion of (64, 7%) teachers. While (21%) of these participants revealed that the nurse had to share skills from the singular activity with the students.

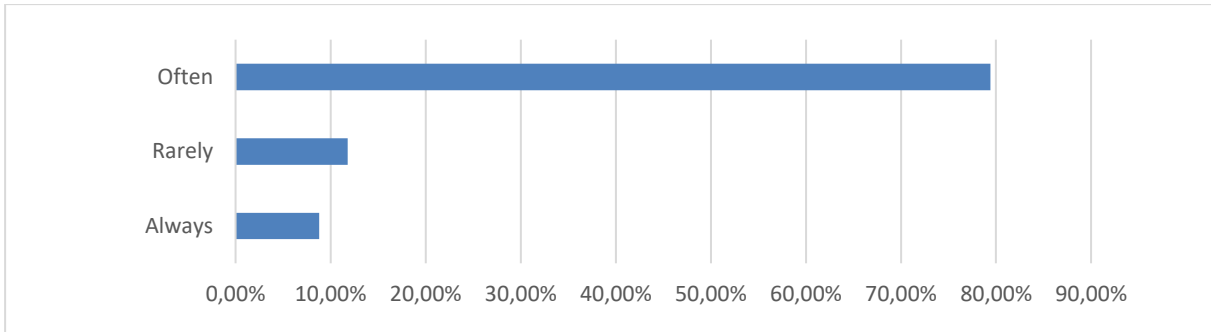


Figure 3: The use of reflective tools in teaching/learning activities

It should be noted from this graph that the majority of teachers (79,40%) of the ISPITS of Fez are often used reflexive tools in their teaching and learning activities. However (11,80%) report that they rarely use them. While only (8,80%) still always use them.

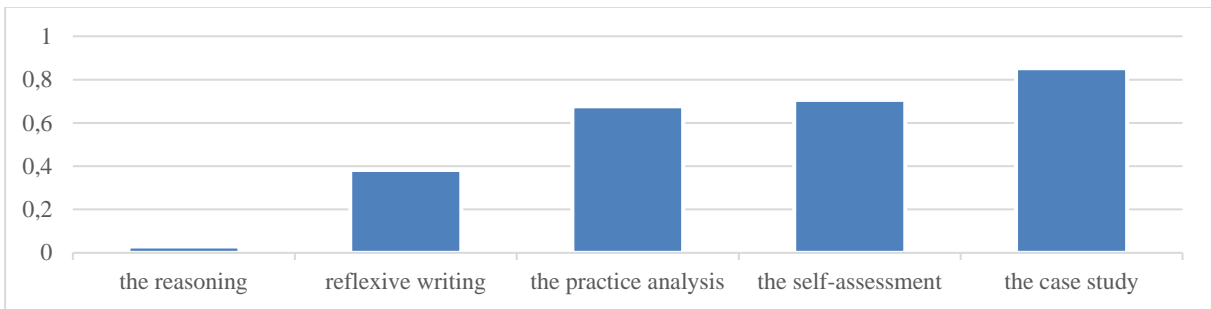


Figure 4: Classification of Reflective Methods by Order of Importance among teachers

This graph reveals that the reflexive method is the case study with a percentage of (85, 30%). (70.60%) for self-assessment while (67.6%) for practice analysis. Finally (2.90%) of teacher respondents perceive that clinical reasoning is the least important.

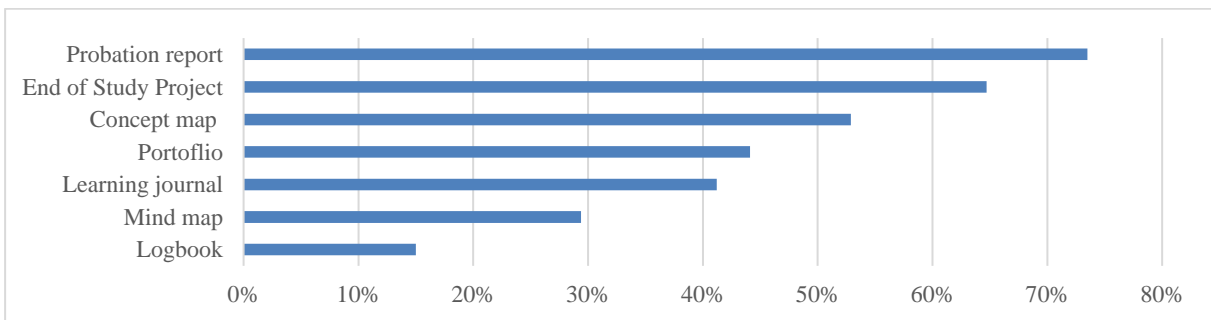


Figure 5: Classification of Reflective Tools by Order of Importance for Teachers

Looking at this graph, it can be observed that the internship report is the most significant reflective tool for teachers, with a percentage of 73.5%. Following that, the memory is also considered a crucial tool by 64.7% of teachers, whereas only 15% of teachers rated the logbook as the most important tool.

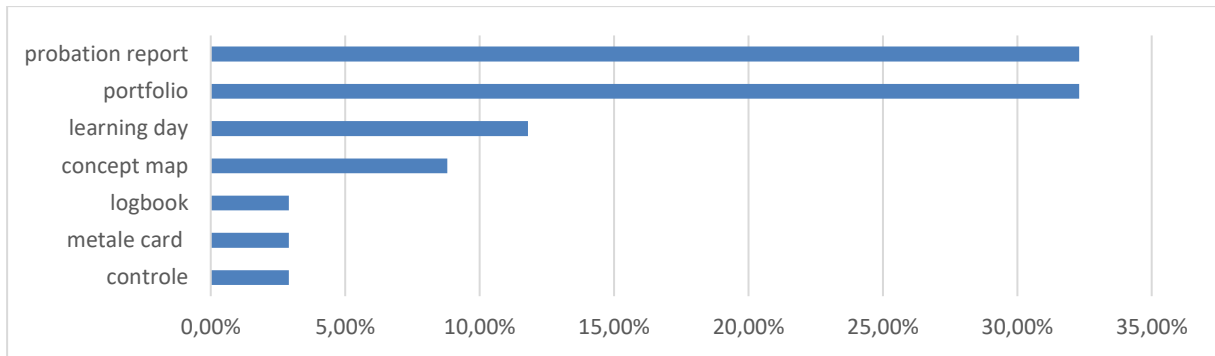


Figure 6: The most adopted tools for the development of PR by ISPITS teachers in Fez

This graph shows the tools that seem most effective for teachers are: The portfolio and the probation report with a percentage of (32, 3%).

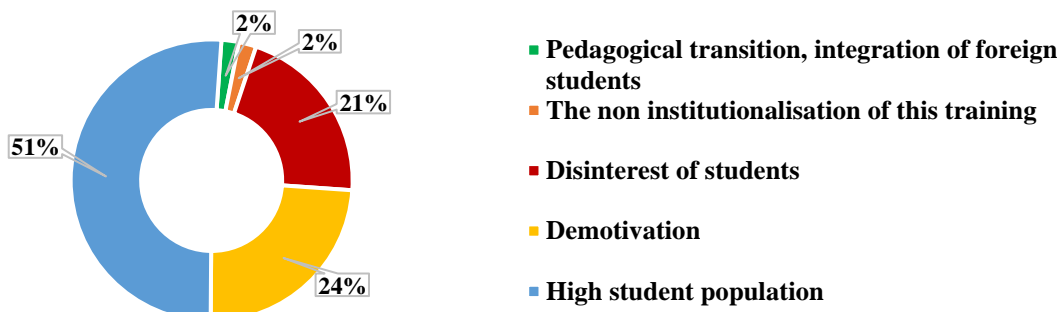


Figure 7: Challenges most faced by students, according to teachers

This graph shows that students face barriers to applying RP. Nevertheless, (51%) of teachers find that the major obstacle is the high number of students, then demotivation as a second obstacle with a percentage of (24%). And then the disinterest of the students.

And finally, the non-institutionalization of reflective learning and pedagogical transition by adding the integration of foreign students who are considered for respondents as minor obstacles via a percentage of (2%).

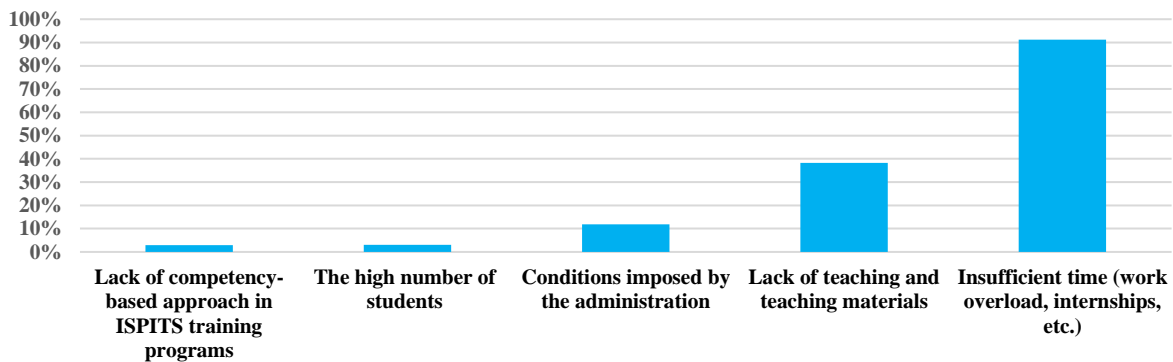


Figure 8: Distribution of obstacles to the development of environmental PRs

Among the surveyed teachers, (91.20%) indicated that the lack of time due to work overload, internships, and other factors is the main factor that affects the development of PR, while (38.20%) of teachers identified the lack of teaching materials as another influencing factor. In contrast, only a small

percentage of participants, (3%), mentioned the high number of students and the absence of a competency-based approach in ISPITS training programs as environmental factors affecting the development of PR.

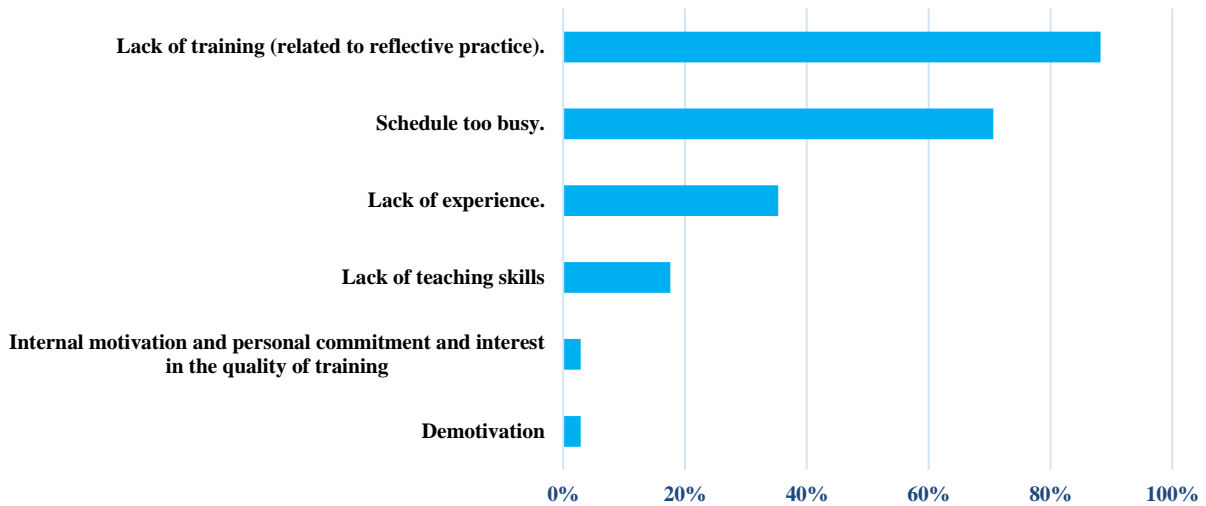


Figure 9: Distribution of teacher-related factors that influence the development of RA

Based on this graph, (88.2%) teachers consider that the major factor is the lack of training, adding that (70.6%) of participants state the hourly plan load as 2nd factor. However, (35, 3%) of teachers believe that lack of experience and lack of teaching skills are also factors to be taken into consideration. Finally, 3% of teachers report demotivation and lack of personal commitment and interest in the quality of training.

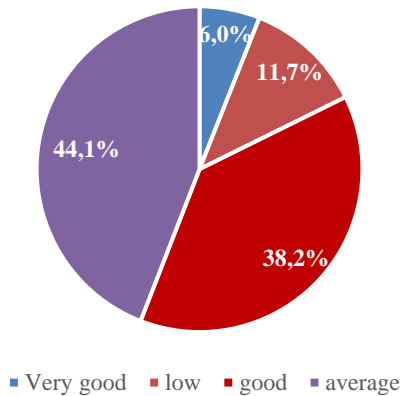


Figure 10 : Level of RP development in ISPITS among teachers

The graph illustrates that nearly half of the teachers perceive the level of development of PR at ISPITS in Fez as average, while (38.20%) believe it to be good. In contrast, (11.70%) of teachers view the level as low, and only (6%) of them indicate that there is no development .

DISCUSSION

The interpretation of the results contrasts the results and refers to the theory and previous work on the

phenomenon studied while considering the type of study (Fortin, 2006). In this sense, an analysis of the data was collected employing a questionnaire administered to the permanent teachers of the ISPITS of Fez and an interview carried out with the administrative managers of the ISPITS of fez. In the light of the results obtained in this study, we proceed to their analysis and discussion while respecting the arrangement of ideas. In this respect, the present study revealed that reflexive practice in nursing education is essential, which 59% of permanent teachers confirmed. It should be noted that for a small percentage of teachers (3%), the adoption of a reflective and critical posture regarding their teaching practice is not essential. However, the majority of teachers (61%) adhere to a specific model to ensure the development of PR, with the Kolb model being the most commonly used reference (80.90%). The internship and the end-of-study thesis are the most commonly used reflexive tools among teachers, with a percentage of 73.5% and 64.70%, respectively. The most common reflexive methods used by teachers include case study (85.30%), self-assessment (70.60%), and analysis of practice (67.6%). The lack of time due to work overload and internships is the most significant environmental factor affecting PR development, according to 91.20% of the teachers. Lack of training on PR (88.2%) and workload (70.6%) are the most common teacher-related factors cited by participants. To improve the development of PR among ISPITS

students, teachers suggest planning teacher training sessions on PR development methods and tools, making didactic material available, decreasing the number of students, and increasing individualized accompaniment hours. It is evident that the level of PR development among ISPITS students in Fez is average and requires special attention to promote its central role in nursing science training.

CONCLUSION

The application of pedagogical guidelines that require the use of reflective practice (PR) during training can provide students with the opportunity to effectively build on their prior knowledge, engage in independent learning strategies, and develop professional skills from real-life experiences during internships. This approach also emphasizes the teacher's role as a motivator and coach, as well as a provider of feedback. Therefore, it is crucial to pay attention to the development of PR and minimize any obstacles that may hinder its progress. This study focuses on various aspects related to the development of PR within the ISPITSF context, including the methods and tools used, identification of limitations that hinder student's reflexive development, and the integration of teachers from different ISPITSF options to facilitate the study of PR among all students. Given the current pandemic situation, conducting this retrospective study has allowed for minimizing close contact with teachers and reducing the risk of contamination. Nonetheless, this study was subject to some limitations such as the influence of the COVID-19 pandemic, the shortage of empirical literature on the study's sample, and the restriction of the research to a single location, which could constrain the generalization of the outcomes. In summary, this research underscores the importance of conducting more comprehensive studies on this topic to explore aspects that were not addressed in this investigation and advance the

quality of nursing education across the country.

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