



The Reflective Practice and Teaching for Thinking team of 2024

Thomas Eberle from Universität Erlangen-Nürnberg (Germany) shows us how they involve and support the students in the evaluation of their case-based seminars. Thomas introduces their data and the insights they have gathered from this.



Joos Vollebregt from AP University of Applied Sciences and Arts (Belgium) introduces us to their co-creative innovation project that adapts the Exploratory Talk-method (Mercer & Wegeriff, T'Sas) for reception education for non-native newcomers, to strengthen language and critical skills within an integrated method suited to these classrooms.

Tinne Van Camp from University College Leuven-Limburg (Belgium) introduces us to a model for a teacher education program that trains change-competent teachers who are ready to function in changing secondary education. The group tries it out and discusses their various experiences with it.



Suzan van Brussel from Avans University (The Netherlands) introduces us to her Phd research into the confirmation bias and shows us 'consider-the-opposite', an approach to training perspective-taking that enables student-teachers to sidestep or overcome confirmation bias.

Lars Christensen and Betine Kargaard Jakobsen from Københavns Professionshøjskole (Denmark) encourage the use of meaningful play and demonstrate investigating, experimental, creative and playful approaches to stimulating reflective practice, in both teacher education and further education programmes.





Klaus Kofoed-Heller from Københavns Professionshøjskole (Denmark) introduces us to their journey towards a reflection method for their students, navigating challenges such as students' inexperience with critical self-evaluation and GDPR.

Suzanne Dekker introduces us to her research on student coaching methods in teacher education and we discuss different models based on our answers to Suzanne's online survey.



Eve Baert from Karel de Grote University College of Applied Sciences (Belgium) shows us how they use service learning and bring together students from their teacher training and social work programmes to co-create sustainable concepts in which children and young people from socially vulnerable situations explore STEM contexts in a sustainable fashion, within a safe context, in co-operation with the KdG Lego Education Lab.

Photos and impressions











