



*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.



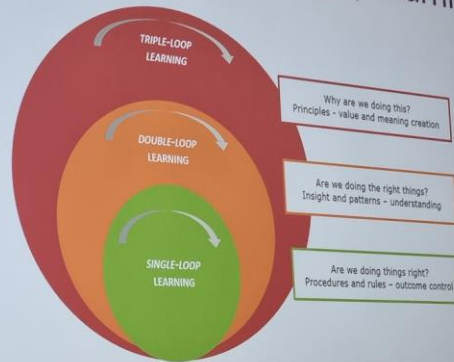
**Eve Baert from Karel de Grote University College of Applied Sciences (Belgium)** shows us how they use service learning and bring together students from their teacher training and social work programmes to co-create sustainable concepts in which children and young people from socially vulnerable situations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



## Photos and impressions



# The model of triple loop learning



Janssens, M. (2015). The learning paradox in higher education.

#MOVINGMINDS











