THE IMPACT OF CONTEMPLATIVE PRACTICE AMONG UNIVERSITY TEACHERS TO IMPROVE TEACHING PERFORMANCE

Iman Abu Saleem
Prince Sattam bin Abdulaziz University

ABSTRACT  The aim of the present study is to investigate the impact of reflective practice of a university professor on improving his teaching performance. The study was limited to eighteen female staff members from women's colleges at Prince Sattam Bin Abdul-Aziz University. The researcher followed the procedures of qualitative research. A training program was built to reflect on aspects of teaching performance defined in the list of performance review based on a thorough review of literature and including five aspects: readiness, preparation, teaching method, interaction with learners and assessment. Through reflective debate on each item according to the three stages of reflection (before, during and after practice), micro-performance was conducted during the training program followed by post reflective writing by participants. The study identifies some methods of forming conscious reflective practice of a university professor. Most important is the training program including some reflective tools and techniques such as debate, micro-teaching, reflective writing and observation. The study also identified a clear impact of reflection on improving teaching performance. The clearest instances were in the areas of improving teaching methods and teaching preparation.