

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

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***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.*