

A close-up photograph of several vintage photographic lenses and a camera body. The lenses are of various sizes and colors, including black and silver. One lens in the foreground has a silver ring with '1:2.8' and '1:5.6' markings. Another lens to the right has a silver ring with '1:2.8' and '1:5.6' markings. A camera body with a black leather strap is visible in the lower left. A semi-transparent black text box is overlaid in the center of the image.

Advancing Critically Reflective Practice & Adaptive Expertise in Health

Stella Ng and Maria Mylopoulos

Schön's Reflective Practice as Epistemology of Practice

Indeterminate zones of practice: Uncertain, unique, unstable, value-conflicted

Messy, complex, unpredictable situations that cannot be solved through following routine rules or formulae alone.

How do practitioners navigate these situations?

How do they learn to navigate these situations?

Can we better prepare practitioners for these situations?

Layers of Lenses



Reflection (Dewey)

Reflective Practice (Schön)

Critical Reflection (Habermas)

Critically Reflective Practice (Brookfield)

Critically reflective practice, distinct from and related to reflexivity

Valuing different sources of knowledge

Getting to know "the other"

Shifting from advocating at the other to working in partnership (advocating with)

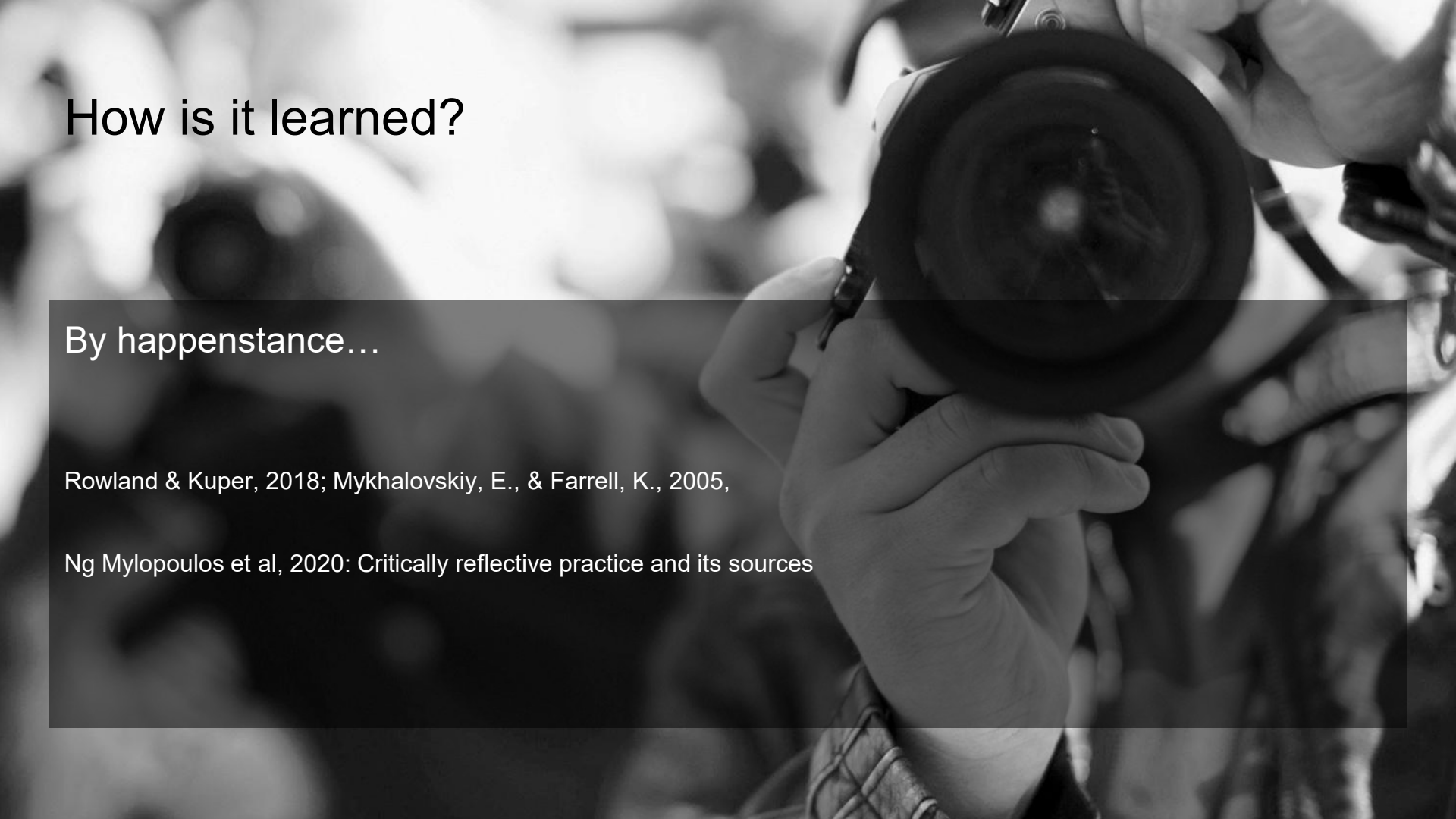
Creating and communicating workarounds

Revealing systemic inequity/injustice

Imagining change

Zeroing in on value conflict, increasing social complexity, and the advancement of social roles of care (e.g. collaboration, advocacy, leadership)

Ng Wright Kuper, 2019: The divergence and convergence of critical reflection and reflexivity.



How is it learned?

By happenstance...

Rowland & Kuper, 2018; Mykhalovskiy, E., & Farrell, K., 2005,

Ng Mylopoulos et al, 2020: Critically reflective practice and its sources





We have demonstrated the impacts of transformative and critical pedagogies on both critical reflection and critically reflective practice.

Ng et al., 2022: Toward seeing critically: a Bayesian analysis of the impacts of a critical pedagogy

Boyd et al., 2022: Examining the impact of dialogic learning on critically reflective practice

The affordances of adaptive expertise and learning sciences for the study and advancement of RP

Reflective Practice shares common origins with Adaptive Expertise (Dewey). Where RP may offer a focus on a constructivist practice epistemology, AE and its associated curricular, teaching and learning approaches offer RP many effective educational pathways. Where Critically RP focuses on critical perspectives on knowledge, AE democratizes knowledge and knowledge building.

Ng, S. L., Forsey, J., Boyd, V. A., Friesen, F., Langlois, S., Ladonna, K., Mylopoulos, M. & Steenhof, N. (2022). Combining adaptive expertise and (critically) reflective practice to support the development of knowledge, skill, and society. *Advances in Health Sciences Education*, 27(5), 1265-1281.



Toward a pluralistic approach

“We cannot simply attempt to cultivate the intellect without changing the unjust social context in which such minds operate. Critical educators cannot just work to change the social order without helping to educate a knowledgeable and skillful group of students. Creating a just, progressive, creative, and democratic society demands both dimensions of this pedagogical progress.” – Joe Kincheloe