



KORTHAGEN
*Professional
Development*

When using a diagram, reference to its source is needed:

Korthagen, F. & Nuijten, E. (2022). *The power of reflection in teacher education and professional development: Strategies for in-depth teacher learning*. New York: Routledge.

Extended list of reflection questions
Step 4 and 5 of the previous cycle (which led to step 1 of this cycle): 1. What did I want to achieve? 2. What did I want to pay attention to? 3. What did I want to try?
Step 2 (looking back on the experience): 4. What actually happened? - what did I do? - what did I think? - how did I feel? - what did I want? - what did the students do, and what do I think they thought, felt, wanted? - how did the context influence these aspects?
Step 3 (awareness of essential aspects): 5. How do the answers to the previous questions relate to each other? 6. Is there alignment or are there discrepancies between these aspects? 7. What does that mean to me? 8. So what is the essence of the problem or the positive discovery? 9. Can I connect this essence with a professional framework (for example theory, competence requirements, an educational concept)?
Step 4 (creating alternative methods of action and making a choice): 10. What alternatives do I see? (solutions or ways to use my discovery)? 11. What are the pros and cons of these alternatives? 12. What do I intend to do next time?

Diagram 2: Twelve questions for an extended reflection