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In the preface, Donald Schon explicitly sets out to explore and characterize an epistemology of professional practice that centers on reflection-in-practice. Moreover, he envisions a modus operandi that is nevertheless rigorous in composition and efficacy.

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Donald A. Schön is Ford Professor of Urban Studies and Education at the Massachusetts Institute of Technology. Bibliographic information. Title: The Reflective Practitioner: How Professionals Think In Action Basic Books Volume 5126 of Harper torchbooks The Reflective Practitioner: How Professionals Think in Action, Donald A. Schön:

The Reflective Practitioner: How Professionals Think In ...
The Reflective Practitioner: How Professionals Think in Action Donald A. Schon & Vincent DeSanctis Shenango Valley Campus, The Pennsylvania State University Pages 29-30

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The Reflective Practitioner: How Professionals Think in Action (Description: A leading M.I.T. social scientist and consultant examines five professions?engineering, architecture, management, psychotherapy, and town planning?to show how professionals

(PDF) The Reflective Practitioner: How Professionals Think ...
The Reflective Practitioner Donald Schon (1983, 1987)provides a framework that not only addresses these cognitive and organizational barriers, but distinctly illuminates the practice of reflectivity as well. Models for reflective practice, based on Schon's (1983, 1987) principles, describe processes that translate theory to action for educators.

The Reflective Practitioner
Donald Alan Schön (September 19, 1930 – September 13, 1997) was a philosopher and professor in urban planning at the Massachusetts Institute of Technology who developed the concept of reflective practice and contributed to the theory of organizational learning.

Donald Schön - Wikipedia
Donald Schön's 1983 book The Reflective Practitioner introduced concepts such as reflection-on-action and reflection-in-action which explain how professionals meet the challenges of their work with a kind of improvisation that is improved through practice. However, the concepts underlying reflective practice are much older. Earlier in the 20th century, John Dewey was among the first to write ...

Reflective practice - Wikipedia
Donald Alan Schon (1930-1997) trained as a philosopher, but it was his concern with the development of reflective practice and learning systems within organizations and communities for which he is remembered. Significantly, he was also an accomplished pianist and clarinetist - playing in both jazz and chamber groups.

Donald Schon (Schön): learning, reflection and change ...
Spring 2000) Donald Schdn and the Reflective Practitioner nonprofit social research and development company, which he ran un- til 1972, when he became Ford Professor of Urban Studies and Educa- tion at MIT.

Donald Schön, The Reflective Practitioner, and The ...
The Reflective Practitioner offers much food for thought about how planning should be taught and practiced.' Judith I deNeuville, American Planning Association Journal, USA 'Clarifies the struggle between art and science in the professional manager's thought process. ... In the preface, Donald Schon explicitly sets out to explore and ...

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A practitioners reflection can serve as s corrective to overlearning. Through reflection, he can surface and criticize the tacit understandings that have grown up around the repeptive experiences of a specialized practice, and can make new sense of the situations of uncertainty or uniqueness which he may allow himself to practice. (61)

The reflective practitioner - SOPPER.DK
The Reflective Practitioner Donald Schon (1983, as cited in Smith, 2009) stated that acting as a reflective practitioner enables educators to spend time exploring actions and observations on what has occurred. In so doing, reflective practice is developed as a mode of inquiry resulting in praxis.

The Reflective Practitioner
Donald Alan Schön was a philosopher and professor in urban planning at the Massachusetts Institute of Technology who developed the concept of reflective practice and contributed to the theory of organizational learning. --This text refers to the paperback edition.

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