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**Title**

Reflection on teaching and epistemological structure: reflective and critically reflective processes in ?pure/soft? and ?pure/hard? fields / Carolin Kreber ; Heather Castleden

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**Abstract**

We empirically explored whether academics from pure/soft and pure/hard fields engage in reflective practice on teaching differently and, if so, whether these differences could be partially explained by the epistemological structure of their discipline. Interview data from academics in pure/hard (N = 30) and pure/soft fields (N = 10) were deductively analyzed according to different types and domains of reflection as well as the nature of learning underlying these reflections. The greatest differences between the two groups were found with respect to reflection on core beliefs as well as within the domain of educational goals and purposes, both being more common in soft fields. Soft and hard fields engaged in instrumental, communicative as well as emancipatory learning about teaching but to different degrees. We propose that teaching expertise requires a disposition to engage in reflection on core beliefs, particularly but not exclusively within the domain of goals and purposes, the latter involving both communicative and emancipatory learning. The theoretical and practical implications of the study are discussed. (HRK / Abstract übernommen) Kreber, Carolin, E-Mail:

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