

## **R** Questions for Further Discussion

1. Besides those mentioned in this chapter, what qualities have you noticed in the online medium that makes it conducive to engaging your course participants in reflecting upon their teaching?
2. What asynchronous and synchronous activities have you put together so that reflections on teaching take place regularly in your online language teacher education classes?
3. In this chapter, we described how our teaching is informed by Garrison et al.'s (2000) practical inquiry model for online instruction as well as Van Manen's (1977) foundational model and Korthagen's (1999) reflective frameworks. Other possible models include Schön's framing and reframing in reflection framework (1983); Zeichner and Liston's (1996) dimensions of reflection; Jay and Johnson's (2002) dimensions of reflection; and Hatton and Smith's (1995) levels of reflection. If you have used these models, share with your colleagues how they have or have not been useful. Share also other reflective frameworks not mentioned here that could be of benefit to language teacher educators.

