

Abstract

In times of dynamic social changes and uncertainty, reflective practice becomes crucial for social work and nursing. This dissertation examines the epistemological foundations and the multidimensional nature of reflection within professional education from various theoretical perspectives tested through original empirical findings, which aim to prevent the reduction of reflection to a mere technique and instead promote dialogue, interdisciplinary cooperation, and participatory methods. Drawing on phenomenological and critical constructivist approaches deepens the understanding of educators' individual and collective experiences and reflective practices.

The structure of the thesis corresponds to three empirical phases. The first phase investigates the characteristics of reflection and its developmental potential using SRIS and PHLMS questionnaires. The second phase, encompassing reflexive thematic analysis of interviews, addresses educators' views on reflection and their methods of promoting reflectivity among students.

In the third phase, the work employs Q methodology to process and analyze various perspectives on reflection among educators. This method, still underutilized in the Czech context, allows for a deeper examination of the subjective aspects of educational practice. The participation of 35 educators in the Q methodology phase led to the identification of three main factors: Phenomenological, Pragmatic, and Inspired perspectives on reflection. The study showed that prior experience with reflection was crucial in shaping these views.

The dissertation offers a new and more differentiated perspective on critical reflection within professional education. It highlights its significance for developing critical thinking and social engagement of future social workers and nurses. Its critical evaluation of extant literature and empirical findings points towards context-specific reflective educational strategies that support professional competence and ethical and socially responsible professional identity.