



Case Study and Analysis of Reflective Learning for Excellent Counselors

--Taking Civil Aviation Colleges and Universities as an Example

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Abstract. In a rapidly changing learning-oriented society, learning for counselors has become an important path and guarantee for professional growth in colleges and universities. Educational reflection serves as a positive means and tool for counselors to enhance their professional knowledge and skills, practice educational concepts, and achieve sustained professional growth, accompanying the entire process of counselor learning. The learning of excellent counselors can be reflected and realized through their educational reflection on student work cases, educational events, and class experiences.

Keywords: Excellent counselor; Educational reflection; Student work case;

1 Introduction

Since the 1980s, under the impact of the global wave of educational reform, teacher professionalization has garnered widespread attention across countries, and promoting teachers' professional development has become a goal pursued by relevant international organizations and governments. To meet the demands of educational reform in the new century, countries worldwide have launched "excellent teacher training" programs, pursuing the cultivation of highly qualified, personalized educators who can achieve a true integration of teacher and student lives, namely, excellent teachers. In colleges and universities, counselors, as a key force in implementing the fundamental task of cultivating students with virtue, also face the requirement of moving from competency-based job performance to excellent growth in their professional development, pursuing highly qualified, personalized educators who can achieve a true resonance of teacher and student growth.

The learning revolution, spurred by constructivism, situated learning theory, and sociocultural learning theory, has pushed teacher learning to the forefront of research on teacher professional development. For counselors in civil aviation colleges and universities, tasks such as guiding students' thoughts, fostering academic atmosphere, conducting discipline and safety education, providing mental health support, managing funding and awards, and handling practical training, internships, and employment

are highly contextualized and event-driven. Therefore, there is an even greater need for them to continuously learn and reflect on real-world issues.

Compared to teacher professional development, teacher learning is more proactive, routine, and intrinsic. It is a learning based on practical teaching issues, a self-directed learning aimed at professional growth, and a reflective learning grounded in practical experience. Correspondingly, for counselor roles, counselor learning also exhibits proactivity, routine, and intrinsic nature: it is a learning based on real issues in student work, a self-directed learning focused on enhancing educational competency, and a reflective learning rooted in practical experience of managing classes. As an ideal stage of professional development, cultivating exceptional counselors naturally relies on an effective counselor learning process, especially the implementation of appropriate educational reflection in educational practice, which will be an important means to promote the learning of exceptional counselors.

2 Excellent Counselors Need Educational Reflection in their Learning

Reflection, as explained in the Modern Chinese Dictionary, means "to think about past events and draw lessons from them." Reflecting on the past is for the sake of the future. Humans have had the consciousness of reflection since ancient society, as evidenced by such wise sayings as "reflect on oneself," "examine one's conscience," and "awaken three times a day to check one's conduct." Reflection is a human experience that maintains a distance from specific situations, in order to consider the implications hidden within those experiences. Through reflection, we gain and approach an understanding of the implicit meaning and experience within that experience.

Despite various disagreements and debates regarding the understanding and implementation methods of reflection and its education, "reflection" seems to have been recognized as a hallmark of excellent education and a crucial element in professional development, especially in achieving excellence [1]. For example, in the "Professional Development Schools" in the United States and the "Nurturing the Next Generation of Outstanding Teachers" teacher education program in the United Kingdom, educators' reflection on the practical process is an important part of improving their professional abilities. In colleges and universities, counselors' work is highly contextual and event-driven, especially in the cultivation of civil aviation professionals. In terms of discipline and safety awareness, professional norms, psychological resilience, practical training and internship management, and career development, reflective learning is needed to continuously enhance educational competency.

The educational reflection of counselors involves their continuous self-examination of their educational philosophies and behaviors in their educational practice activities. They frequently review, reconstruct, prioritize, and critically analyze their own and their students' behavioral manifestations. They consciously contemplate the causes and consequences of their actions, as well as the limitations imposed by various environments and conditions. In light of the ethical and social complexity principles of student work activities, they accurately, critically, and systematically reflect on the

importance of educational practice, aiming to facilitate the learning of counselors in educational practice, thereby promoting the growth of both students and counselors themselves, while also fostering the maturity of the entire educational system.

For counselors, educational reflection is beneficial in deepening their educational experience and educational philosophy. In their specific educational practices, counselors are often able and adept at summarizing the student work process, forming certain educational experiences. However, such experiences must undergo reflection to have preservation value. Unreflected experiences are narrow or superficial understandings. Only after reflection can the essence of the original experience be refined and systematized, resulting in a qualitative sublimation, which is conducive to counselors being able to transfer and apply it when facing specific student work problems, and thus enriching their own educational philosophy. Schon believes that although educators can learn some professional knowledge through accepting traditional educational theories and skills training, a large amount of their knowledge still comes from their own practice and self-reflection [2]. Educational reflection for counselors means viewing personal educational life, experiences, and vibrant educational life, collective experiences, as well as formal theories and research as equally important factors. These factors are dialectically linked, mutually supporting and providing informational support to each other. It can be said that educational reflection enriches counselors' understanding of educational life and their comprehension of life values. Counselors' reflection seeks to transcend the current educational existence and educational reality, making their educational practice and philosophy more reasonable. Reflection enriches counselors' professional life with thought and wisdom.

Secondly, it is beneficial to the development of counselors' professional knowledge and abilities. The knowledge structure of counselors includes two aspects: one is theoretical knowledge, namely educational theoretical knowledge and knowledge related to student development, ideological and political education, mental health education, career development, etc.; the other is practical knowledge, namely the contextual knowledge of student work and related knowledge that counselors possess when facing the purposeful cultivation of students [3]. In terms of improving the knowledge structure of excellent counselors during their learning process, general theoretical knowledge can be acquired through various courses offered in traditional training programs. However, for enhancing the effectiveness of student cultivation, practical knowledge is more crucial, and the acquisition and improvement of such knowledge can only rely on counselors' reflection on their own practice. It seems impossible to rely on others' impartation or provision. Educational reflection requires a clear awareness of the context, one's own actions, one's own professional knowledge, and the relationship between these factors. It also requires a series of analysis, argumentation, and reconstruction, requiring counselors to reflect on and deeply consider the daily student cultivation life and student work behaviors that they are usually unconsciously involved in, seeking the theoretical support and interpretation behind them. This is particularly prominent in the work of counselors in civil aviation colleges and universities, from discipline and safety bottom-line education, professional image and behavior norm guidance, to risk warning and home-school collaboration during practical training and internship, from psychological crisis identification and referral to

procedural fairness in award evaluation and funding work, all require constantly clarifying the relationship between "knowledge of cultivation" and "actions of cultivation" through reflection in real situations. This requires counselors to have a belief in cultivation and a "professional consciousness" of reflection, to be aware of the real problems existing in counselors' daily cultivation activities, to be aware of the cultivation opportunities and resources contained in these real problems, to be aware of the responsibilities and roles they play in the cultivation process, and gradually attempt to clarify the cultivation beliefs and assumptions hidden in their own cultivation actions. Gradually, in the process of consciously examining the relationship between their "knowledge of education" and "actions of education", they can enhance their grasp of cultivation practice and achieve a higher level of professional consciousness and professional autonomy.

Thirdly, it is conducive to enhancing the sense of responsibility and educational belief of counselors. Education is a glorious and noble cause, which requires educators to have a reverent and sacred heart, rather than just a heart for life, when facing educational objects and activities. Educational reflection will prompt counselors to explore various issues behind student work techniques at a deeper level, even involving moral, ethical, and institutional issues. Some issues may appear to be technical problems on the surface, but in essence, they conceal deeper moral and ethical issues. Only through deep reflection and exploration from a broad perspective can counselors truly recognize, understand, and perceive the crux of the problem, truly clarify their responsibilities, and shoulder the heavy responsibility of educating people. Moreover, educational reflection will also promote counselors to enhance their educational consciousness through reflection on specific student work issues, educational events, and educational phenomena, demonstrating a persistence and responsibility in educating people, and enhancing their educational belief, which is also the premise for counselors to consciously engage in educational reflection. Educational reflection and consciousness are mutually prerequisite for promoting the professional development and personal growth of counselors.

Fourthly, it aids in the continuous professional growth of counselors. Reflection always involves examination and introspection, which requires counselors to adopt a critical approach. Counselors reflect on the theoretical basis behind their educational behaviors, whether these behaviors are appropriate and effective, the educational significance of educational events, and the development issues of educational objects. This necessitates counselors to constantly review and improve themselves, maintain due vigilance and critical thinking, and avoid allowing their educational behaviors to violate the essence of education while believing they are following the call of education. Educational reflection requires counselors to question their daily assumptions and practices, recognizing that their practices are part of the real-world practices within a specific cultural and social environment. Therefore, the educational reflection of counselors involves challenging the beliefs and assumptions embedded in their practices through critical self-reflection and analysis of educational behaviors, examining their own actions and the ideological environments in which they are generated. The aim is to enhance the rational autonomy of counselors, enable them to have more self-awareness regarding their practical beliefs and the causal determinants of their

practices, and thus place counselors under more rational self-control, freeing them from external, tangible and intangible constraints, so that the growth of counselors remains in a dynamic, open, and continuously developing state.

Through the process of continuous and in-depth reflective learning, counselors gradually deepen their educational experience and ideas, acquire higher-level professional knowledge and ability development, enhance their grasp of educational practice, thereby enriching the quality and wisdom of their lives, and further sublimating their educational responsibilities and beliefs. Through such dynamic, open, autonomous, and continuous learning, the goal of cultivating "high-quality, high-caliber, self-developing, and personalized counselors" is achieved, that is, the growth of excellent counselors.

Since educational reflection plays a crucial role in the learning of excellent counselors, counselors should integrate their professional growth and learning journey with educational reflection. In specific educational practices, they should focus on improving their practical teaching abilities and enhancing their learning capabilities through reflecting on student work cases, educational events, and class management experiences.

3 Reflection on Student Work Cases Promotes the Personality Development of Excellent Counselors

In traditional educational theory research, many educational issues are often abstracted and conceptualized from educational practice, leading to a separation between educational practice and educational theory. Excellent counselor learning involves continuously questioning the educational world through educational practice, constantly reflecting on ideals held, and continuously pursuing the meaning of educational work. It places academic research on educational issues back into the vibrant reality, allowing theoretical research to return to its ideological roots, and integrating educational research into the nourishment of practice. This process achieves the reintegration of educational theory and educational practice, as well as the blending of general educational theory and counselors' individual practices. One of the most effective means to achieve this process is counselors' reflection on student work cases.

Student work cases are descriptions of actual educational scenarios, facts that exist in real-life situations and possess descriptive characteristics. Any fabricated or fictional student work activities cannot be called student work cases. A good student work case should be characterized by authenticity, purposefulness, diversity, and contemporaneity. Lawrence believes that a good case is a tool that introduces parts of real life into the classroom, enabling teachers and the entire class to analyze and learn from it. A good case can keep classroom discussions centered around difficult problems that only exist in real life. It serves as a basis for academic contemplation. Cases are records of complex situations that must be dissected, analyzed, and faithfully reconstructed to enable people to understand them [4]. The cases that counselors reflect on can be their own or those of other people's student work cases. In civil aviation colleges and universities, cases often occur in the intertwined multiple fields of class-

rooms, dormitories, training grounds, training rooms, and internship units. When narrating and analyzing, ethical norms must be followed, and necessary anonymization of student privacy information must be carried out.

The reflection of counselors on student work cases can bridge the gap between educational theory and educational practice. The relationship between educational theory and educational practice is quite complex. In layman's terms, theory guides practice, and practice tests and enriches theory. However, the relationship between educational theory and educational practice is not such a simple linear one. It is not the case that having knowledge of educational theory necessarily equates to having the ability to educate, nor does having practical experience in education necessarily mean mastering educational theory. There is a transition between them, and this transition is the activity of educational practice. The reflection on student work cases serves as a conscious bridge and link between educational theory and educational practice.

Secondly, case analysis of student work is beneficial for counselors to enhance their practical abilities. Student work cases represent a virtual representation of educational practices in terms of educational theory. Although virtual, they bear many similarities to reality, facilitating learners to quickly immerse themselves in the role of counselors and reflect on the educational behaviors involved. It is advantageous for them to gain early exposure to real-world student work, enabling them to recognize, analyze, and solve educational issues, cultivating their ability to engage in student work and thereby enhancing educational effectiveness. Especially in professional training for professions such as flight attendants and security personnel, cases often involve challenging issues such as discipline and safety bottom lines, professional norms and behavior development, psychological resilience and stress management, practical training risks, and home-school collaboration, necessitating reflection through cases to enhance professionalism and sensitivity in handling these issues.

Furthermore, analyzing student work cases is beneficial for grasping educational phenomena. Student work practices are complex and uncertain. Faced with the complex and changing reality of education, counselors without experience may feel lost, unable to grasp the key points, and at a loss. Student work cases summarize and simplify the reality of education. In student work cases, it is easy to see the essential and non-essential aspects of things. Through analyzing student work cases, one can better understand and grasp the reality of education, master methods for understanding and handling the reality of education, accumulate educational experience, and facilitate the growth of counselors.

Regarding the reflection on student work cases, Zeichner (1983) suggests that educators should consider the following questions when reflecting on the causes and consequences of their own practical activities [5]:

What kind of development support and value guidance should be provided to what kind of students?

Faced with students who exhibit significant differences, how should counselors allocate their work time? How should they arrange educational resources?

When setting up educational systems and conducting educational activities, how should schools consider students' existing experiences and foundations?

What should be the level of involvement of counselors in the process of selecting work content, work strategies, and evaluation and handling methods?

In case reflection, counselors not only reflect on whether the educational behaviors of others and themselves are reasonable and effective, and the fit between educational theory and educational practice, but also reflect on the educational value orientation, educational beliefs, background factors, etc. contained therein. Counselors' educational beliefs, assumptions, knowledge, and practical activities are closely related to their life experiences, cultural influences, historical status, and background. Case reflection on student work not only emphasizes the learning and mastery of counselors' professional knowledge and skills, but also concerns the social environment outside the educational system - social politics, economy, culture, and humanity. Through reflective learning of student work cases, counselors rely on their independent thinking and personalized experiences to understand, assimilate, criticize, and question social culture, avoiding becoming captives of established systems and group culture. In other words, through reflective learning of student work cases, counselors not only give their own personalized understanding of general educational theories in their educational practice, but also maintain a caring, interested, and critical eye towards the entire society beyond the curriculum, actively intervening in social life and maintaining an independent stance and outstanding character. Therefore, case reflection is a way to cultivate counselors' independent thinking ability and ability to understand and handle educational situations in a personalized manner, allowing counselors to voluntarily consider the reasons, results, and limiting factors of various environments and conditions of their own behaviors, thus achieving their professional and personal growth.

4 Reflection on Educational Events to Achieve Synchronous Resonance Between Teacher and Student Growth for Excellent Counselors

Education is nothing more than an inter-subjective exchange of spirit and flesh between people, encompassing the impartation of knowledge, the comprehension of the essence of life, the understanding of volitional behavior, and the regulation of such behavior. Through its cultural transmission function, education passes on cultural heritage to the younger generation, enabling them to grow freely and inspiring their innate freedom[6]. This exchange of spirit and flesh is a complex process, not a mechanical handicraft labor that can be achieved merely through impartation, indoctrination, or replication. It is a process of continuous event coupling, which is also an important goal for the growth of exceptional counselors: to achieve mutual and generative growth resonance between teachers and students.

In the entire educational process, educators and educatees engage in ideological exchanges and spiritual communication, aiming to bring about changes in the educatee's mind and body. From this, it can be seen that educational activities have value significance. The subjects of these activities, whether counselors or students, are value-laden entities, and they are also intertwined within the broader value system of

social, cultural, and historical contexts. Moreover, educational activities encompass human historical experiences as well as the individual experiences of educators and educatees, which are constantly evolving. Experience represents a person's state at a specific historical moment, and its changes signify personal transformations. It also reflects human needs and is formed and created through purposeful social practice. It is dynamic and alive, containing rich connotations and value significance. This determines that the educational process cannot be simply repeated or predicted over the long term. The educational process is an event coupling within this flow of living experiences. If history is merely a stream of events in the expression of social history, then the educational process may also be a process of event coupling. Therefore, when reflecting on educational events, it not only reflects the educational, student, and value perspectives of counselors, but also considers counselors' views on life, especially the tension between safety bottom lines and individual situations, strict management, and nurturing with warmth.

Let's look at such a description:

After a late roll-call, the dormitory management personnel reported that a student majoring in air security returned late and was in an agitated state, and had a conflict with a classmate in the dormitory. The counselor's first reaction was to handle it according to discipline and conduct a notification education in the class, hoping to set an example. During the heart-to-heart talk, the student said: "I didn't intentionally violate the rules. Recently, the training intensity has been very high, and something happened at home. I have been suffering from insomnia and can't control my emotions. I know it's wrong to return late, but I don't know what to do." The counselor was also taken aback for a moment, but after hesitating for a while, he threw the question back to a more realistic educational situation for consideration: Is this just a general violation of rules, or has there been a risk signal that requires support and intervention?

The counselor did not merely settle on the predetermined solution of handling disciplinary violations, but instead proceeded with fact verification and tiered disposition in accordance with procedures. On the one hand, conversations, records, education, and necessary disciplinary actions were carried out for conflicts and late returning behaviors as per regulations. On the other hand, the psychological risk identification and referral mechanism was simultaneously initiated, contacting the psychological center for assessments, communicating with parents to understand recent major life events, collaborating with training teachers to make appropriate adjustments to their training loads and schedules, and conducting conflict resolution and peer support communication at the class level. As the incident unfolded, there was continuous communication of information, emotional integration, and ideological collision between the counselor and students, leading to the continuous generation of new understandings and solutions: rules must be adhered to, but the implementation of rules requires procedures and methods; strictness does not exclude care, and care cannot eliminate bottom lines. Students reconstructed their sense of responsibility and self-control through the dual experience of being understood and regulated, while the counselor also reflected on and rebuilt his educational philosophy and action strategies in real events.

Reflection: The dialogue in educational events is qualitatively different from the traditional conversation method commonly used in our past student work. The conversation method often involves counselors who already have answers in mind, and simply use conversation to lead students towards predetermined conclusions. In contrast, dialogue involves the exchange of information, emotional connection, and intellectual collision between dialogue participants. According to the perspective of deconstructivist philosophy, dialogue should be a form of dissolution - both dissolving the central role of counselors in educational situations and dissolving the "discourse hegemony" of students within the group. Issues will also shift depending on the focus of the dialogue participants. In such dialogue, both counselors and students will generate new ideas and language. Counselors sincerely listen to the expressions of each student, discover the shining points in their thoughts and language, and encourage students to liberate themselves from "fixed labels" to understand rules, others, and themselves from a diverse perspective. Education is not carried out step by step according to the counselors' presets, but rather fully leverages the enthusiasm of both teachers and students. As educational activities unfold, counselors, students, and the situations they are in continuously collide, generating new needs and directions. Students' understanding and experience deepen in this process. In such an educational field, students receive support and development in various aspects, and the labor of counselors shines with creativity. Both teachers and students can feel the surge of growth vitality.

In educational events, reflection is not only about knowledge and techniques of student management, but also carries many humanistic meanings that often transcend the mere educational system [7]. Counselors' reflection on educational events not only involves introspection on their educational philosophy, educational skills, beliefs in education, and educational faith, but also on the social significance of the event and the life significance of teacher-student interactions. Only in this way can teachers and students engage in equal ideological dialogue and exchange, thereby achieving mutual growth for both counselors and students, and attaining a resonance of growth between teachers and students.

5 Conclusion

This study shows that reflective learning is an essential path for the professional growth of excellent counselors in civil aviation colleges and universities. Through reflection on student work cases, educational events, and class management experiences, counselors can connect theory with practice, improve their professional knowledge and practical abilities, and strengthen their educational responsibility and belief. Reflective learning also helps counselors respond more effectively to complex student development issues, such as safety education, psychological support, internship management, and value guidance. In this process, counselors not only promote students' growth but also reconstruct their own educational concepts and action strategies. Therefore, continuous educational reflection should be regarded as an im-

portant mechanism for cultivating excellent counselors and achieving the shared growth of teachers and students.

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