

Reflective Writing – Assignment# 1 Week 4

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**Objective:**

This reflective writing is focused on the assignment suggested quote from Brookfield textbook, “The origins of this instrument (Learning Audit) lie in students’ complaints that they are learning nothing, making no progress, getting nowhere.” (p. 29) It hurts really to hear such a comment from students despite all the efforts teachers put to teach and to make learners learn. However, more reflection on this quote will highlight its dimensions and its effect on both the teachers and the learners.

**Reflective:**

At the beginning when I first read this quote, I knew deep inside that it could happen with any student and to any teacher. Why an experienced teacher would even expect to hear such a comment? And why a single or more students would say that they learn nothing? I believe it is an individual experience more than a whole class thing. The reason behind that is different learners have different learning needs and styles, and yet, teachers continuously attempt to provide a learning environment that is diverse and meets most of the learners needs. However, teachers cannot really control what learners assume about their learning experience and also cannot control what they say. As a future teacher, I anticipate that such comments may still arise regardless how much efforts I put to make my learners learn, however, I won’t give up learn from other teachers and their experiences.

**Interpretive:**

A comment such as the one on hand about poor learning experience may go unnoticed if the teacher is not willing to take corrective actions on his performance. Yet, it requires a great

deal of courage for students to verbalize such comments to their teachers unless they have been given an opportunity to provide feedback during the course period of which can make a big difference for both students and teachers. Formative feedback offers students a chance to reflect on their learning and to provide any comment about the course, the pace, the contents, and the teacher in a way that is anonymous and constructive. Teachers on the other side use these feedbacks to adjust the course delivery to meet the students' needs and expectations. In addition, the teacher may perform significant changes to his or her style to help learners learn because that is the core of the teaching learning process, help learners learn rather than just teach as teaching does not necessarily provide learning.

**Decisional:**

It is valid comment and should not go unnoticed, especially if learners are reluctant to share their personal experiences of the learning process with teachers. Formative feedback followed by summative feedback are important instruments that teachers must use at minimum to ensure the teaching learning process is effective (Cross, 1987; Brookfield, 2015). I am glad that I did not find myself yet in this situation where my learners complain about the learning and eventually they learned nothing. However, I must incorporate the feedback instruments in my teaching and I should be able to reflect on my teaching experience as learners do on their learning to find a better ground for both of us where we agree on an effective teaching methods and a continuous transparency to provide honest and constructive feedback, and of course a promise to accommodate the learners' general learning needs in my teaching styles.

Although it might not be easy to change the teaching style, teachers are offered many tools and methods that they can incorporate in their teaching, and yet, students are not alike and there are always some students with challenging needs (Conceição Ribeiro Chicharo et al.,

2016). For example, bringing a guest speaker for one of the classes might be seen as a great learning opportunity for many students who are interested to listen from an experienced figure, however, a student or few may not like the idea and found it as class-time wasting only. Many other examples Brookfield has included in chapter three and chapter four of his book “The Skillful Teacher” (Brookfield, 2015).

## References:

- Brookfield, S. (2015). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. 3<sup>rd</sup> Ed. San Francisco: Jossey-Bass Publishers
- Conceição Ribeiro Chicharo, S., Florêncio, M. V., Sampaio Piraciaba Alves, S. Z., Antunes Cortez, E., Andrade, M., & Soraia Cavalcanti Valente, G. (2016). Factors facilitating the teaching-learning in nursing education: an integrative review. *Revista De Pesquisa: Cuidado E Fundamental*, 8(2), 4099-4108. doi:10.9789/2175-5361.2016.v8i2
- Cross, P. K. (1987). Teaching for Learning. *AAHE Bulletin*, v39 n8 Apr 1987. Retrieved from <http://files.eric.ed.gov/fulltext/ED283446.pdf>