

TEACHING EXPERIENCE AND REFLECTION

Saleema Gulzar¹, Shahid Shamim MF², Catherine Lobo³

ABSTRACT

The standard of education can be improved if educators actively assess themselves or have someone else evaluate their teaching skills. Reflection on multiple aspects of teaching can be used as a powerful tool for worldwide educationists. Teaching, particularly in nursing discipline, strives to move beyond the simple divulgence of facts and knowledge. It widens student's horizons, stimulates their intellects, and teaches them to become self directed. This manuscript is a qualitative review of observations in a class of nursing with context to teaching skills and its impact on students' interest in learning during the class. The authors have used their reflections to discuss the ways to improve teaching methodology and related them with various teaching learning theories.

KEY WORDS: Reflection, Teaching strategies, Humour in teaching, Role play, Teaching theories, Self directed learning, Teaching and learning principles, Andragogy approach.

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INTRODUCTION

"The task of the excellent teacher is to stimulate apparently ordinary people to unusual effort. The tough problem is not in identifying winners: it is in making winners out of ordinary people" (K. Patricia Cross).

This quotation shows a great significance of teaching and the true role of a teacher.

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Teaching is not merely to reform students or to make them expert technicians, it is to widen their horizon; inflame their intellects; and teach them to be self directed. Therefore teaching in any discipline and particularly in nursing, should always strive to move beyond simply divulging of facts and knowledge or even training of certain skills. Instead, teachers have the broad responsibility of serving as guide and mentor on an intellectual journey, opening and broadening curious minds by exposing students to creative thoughts and ideas. This manuscript was prepared after observing a class of nursing students, conducted by one of the authors, as a reflective process of faculty in order to portray learning experiences for better teaching methods.

METHODOLOGY

There were 33, third year diploma nursing, students in the session/ class being observed for reflections. Teacher was a trained faculty with 25 years of teaching experience. The topic

Teaching Experience Reflection Paper

Malcolm L. Warford



Teaching Experience Reflection Paper:

Tools, Techniques and Strategies for Reflective Second & Foreign Language Teacher Education Paul Voerke, Mergenfel A. Vaz Ferreira, Nancy Drescher, 2024-05-10 Essential questions about the skills teachers need for effective classroom practice have raised by researchers such as Shulman Sch n Altrichter Posch and Hattie and discussions still continue In this context the anthology combines theoretical studies and practical insights about Reflection from foreign and second language teacher education and professional development It includes examples of reflective tools techniques and strategies that can help teachers to re think their practices and ensure the quality of their everyday work *Resources in Education* ,2001

Developing Trauma-Informed Teachers Ofelia Schepers, Megan Brennan, Philip E. Bernhardt, 2022-07-01 Trauma is a public health crisis High rates of trauma exposure among youth and the impact that experiences of trauma can have on students psychosocial and academic outcomes are well established These traumatic events do not live outside of the scope of schools and teaching As children and teachers develop communities within their classrooms and schools trauma comes with those who have experienced it whether invited or not Bien Motta 2012 These experiences capture many facets of students lives including traumatic events however many teachers indicate that they feel unprepared to address students who have experienced trauma in meaningful and sustainable ways Caringi et al 2015 In response many schools and districts have adopted trauma informed practices Overstreet Chafouleas 2016 This text addresses the gap in the literature in embedding trauma informed practices into pre service teacher education This text provides examples of the various ways educator preparation faculty are developing and implementing trauma informed practices across their programs instituting broader curricular shifts to incorporate trauma informed practices shifting pedagogical practices to include trauma informed practices and collaborating across disciplines in order to ensure that teacher candidates are thoughtfully prepared to address students needs and create classroom environments that are equitable safe and sustainable for students and teachers Revitalizing Practice Malcolm L. Warford, 2008 Revitalizing Practice is designed to help theological faculties engage a common set of challenges particularly in the areas of diversity formation and institutional identity These are not technical problems but are instead the very stuff out of which teaching and learning are practiced Yet addressing such issues requires intentional strategies and collaborative work Revitalizing Practice offers four such intentional strategies A New Ecology Model An Improvisational Model An Appreciative Inquiry Model and A World Caf Model Each of these models provides a thorough and practical framework based on sound theoretical concepts designed to help faculties revitalize their practices of theological teaching and learning

Methodological Issues and Reflexivity Practices in Qualitative Language Teacher Education Research Gloria Park, Oksana Moroz, Sarah Henderson Lee, Bedrettin Yazan, 2025-11-28 This volume brings together researchers from around the world including Mexico USA China Japan Iran Turkiye Indonesia and the UAE conducting qualitative research in the field of language teacher education Each

chapter highlights cutting edge research in language teacher education with particular emphasis on non traditional research methods including autoethnography narrative inquiry participatory action research and video cued multivocal ethnography The contributors discuss the methodological challenges experienced by the researcher s and participants in each study and share their recommendations for best practice Discussion questions and research activities and assignments are included at the end of each chapter Designed for students at both the advanced undergraduate and graduate levels this volume is an essential guide for researchers interested in qualitative research methods language teacher education reflexivity and researcher positionality

Practice and Progress in Social Design and Sustainability Siu, Kin Wai Michael, Wong, Yin Lin, 2018-07-06 Designers provide creative solutions for user problems and identify the needs of users in a given environment However it is often difficult to understand the social design of a product or service Practice and Progress in Social Design and Sustainability is a critical scholarly resource that provides groundbreaking research on social contributions to design Featuring coverage on a broad range of topics such as rural sustainability ecological farmhouse designs and community public spaces this book is geared towards architects designers program planners entrepreneurs and engineers seeking information about design for resolving social issues

Developing a Pedagogy of Teacher Education John Loughran, 2013-01-11 A pedagogy of teacher education must go well beyond the simple delivery of information about teaching This book describes and explores the complex nature of teaching and of learning about teaching illustrating how important teacher educators professional knowledge is and how that knowledge must influence teacher training practices The book is divided into two sections The first considers the crucial distinction between teaching student teachers and teaching them about teaching allowing practice to push beyond the technical rational or tips and tricks approach to teaching about teaching in a way that brings in the appropriate attitudes knowledge and skills of teaching itself Section two highlights the dual nature of student teachers learning arguing that they need to concentrate not only on learning what is being taught but also on the way in which that teaching is conducted

Reflective Practices in Arts Education Pamela Burnard, Sarah Hennessy, 2006-08-12 It is an exciting time to be an artist and artist educator Networks of schools and artists are being motivated by arts partnerships a relatively new phenomenon in a field which whilst disparate in its character and practice is marked by a common intention to respond effectively and critically to politically driven agendas of accountability school improvement and pupil attainment More than ever artists and educators alike have begun to realise the need to develop practices which offer the development of artist educator pedagogies as agencies for change and political action Understanding the function of reflective practice the conditions which support it and its impact on learning are addressed throughout this book We hope that the book will motivate readers with a diversity of interests and needs to engage in reflections of their own professional practices and of the practices of the communities in which they work This book is about reflection The thesis about the field it covers and major premise of this book is that reflection matters at every turn in arts

engagement and even more so in educational settings where artist educators share a passion for facilitating and understanding the how of learners engagement with particular art forms It aims to show ways in which reflection can inform and transform practice in terms of what when and how reflection is embodied in arts engagement *Journal of International Students: Vol 10 No S2 (2020): Special Issue: Reflection and Reflective Thinking* Krishna Bista,Chris Glasss,Mary Ryan,Georgina Barton,2020-11-10 Journal of International Students Vol 10 No S2 2020 Special Issue Reflection and Reflective Thinking The Journal of International Students JIS an academic interdisciplinary and peer reviewed publication Print ISSN 2162 3104 Online ISSN 2166 3750 publishes scholarly peer reviewed articles on international students in tertiary education secondary education and other educational settings that make significant contributions to research policy and practice in the internationalization of higher education This special issue shares 7 papers related to international students and reflection by drawing on Rodgers four functions of reflection We hope that the special issue is of value to the journal s readership particularly in regard to assisting both academic and support staff in universities with their work on reflection with international students **Experiences of Second Language Teacher Education** T. Wright,M. Beaumont,2014-12-03 This book brings together the voices of teacher educators working in different national and educational settings It Covers themes such as change in teacher education practices the influences of context on practice and of interculturality to provide rich insights into the processes and effects of second language teacher education **Mathematics Teaching** Johnny W. Lott,Jennifer Luebeck,2015-06-01 Originally published in 2010 The seventh monograph of AMTE highlights examples of important scholarship of and for the mathematics teacher education community This monograph like others produced by AMTE serves as a forum for mathematics teacher educators to exchange ideas experiences resources and detailed accounts of work to improve teacher preparation Chapters in this monograph take up a variety of issues such as using online social networking in the preparation of teachers examining the impact of textbook specific professional development and offering a mathematics specific reading in the content area course *Handbook of Reflection and Reflective Inquiry* Nona Lyons,2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it s necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire theHandbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau s wide awakesness an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional

education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times

Promoting Health and Wellness in Underserved Communities Anabel Pelham,Elizabeth Sills,2023-07-03 Starting from the premise that our health status vulnerability to accidents and disease and life spans as individuals and communities are determined by the organization delivery and financing or lack thereof of health care this book explores how educators and community caretakers teach the complex web of inter connection between the micro level of individual health and well being and the macro level of larger social structures Through the lenses of courses in anthropology ESL gerontology management information systems nursing nutrition psychology public health and sociology the contributors offer examples of intergenerational and interdisciplinary practice and share cutting edge academic creativity to model how to employ community service learning to promote social change

Educating Prospective Secondary Mathematics Teachers Marilyn E. Strutchens,Rongjin Huang,Despina Potari,Leticia Losano,2018-06-01 This book highlights innovative approaches to preparing secondary mathematics teachers Based on empirical findings gathered in several countries on five continents it provides a wealth of best practices for preparing secondary mathematics teachers and discusses issues related to their professional and personal growth such as identity content knowledge and pedagogical content knowledge which also includes knowledge of integrating technology into teaching and learning mathematics Divided into four parts the book focuses on field experiences technologies tools and resources teacher knowledge and teacher professional identities Some of the main threads running through the book are the importance of university and school partners working together to ensure preservice secondary mathematics teacher success in developing pedagogical strategies that lead toward students mathematical engagement and achievement the critical need for preservice secondary mathematics teachers to develop strong content knowledge and pedagogical content knowledge and the importance of providing opportunities during pre service education for developing prospective teachers professional identities

Discipline-Centered Learning Communities: Creating Connections Among Students, Faculty, and Curricula Kimberly Buch,Kenneth E. Barron,2012-12-10 Take an in depth look at discipline centered learning communities Using psychology as an example this issue provides prescriptive advice for those interested in developing a learning community in any academic discipline or program Learning communities are a powerful vehicle for creating and sustaining connections among students faculty and the curriculum but creating one can be a challenge By providing resources practical case studies and theoretical grounding this volume can both inspire and guide faculty staff and administrators in meeting their pedagogical and curricular goals Learn how the five types of learning communities based curricularly residentially in

the classroom on the students themselves and even virtually can be used to enhance student engagement and learning. Illustrating the versatility of the practice across a wide range of settings, student populations and institutional types, this issue also contains an extensive listing of resources that go beyond disciplinary boundaries and open possibilities for all in higher education. This is the 132nd volume of this Jossey-Bass higher education series, *New Directions for Teaching and Learning*, which offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

Threshold Concepts in the Moment, 2024-04-22. In the twenty years since Ray Land and Erik Meyer published their first paper on Threshold Concepts, there has been a steady stream of papers mulling over their original suggestions that learning far from proceeding in an orderly fashion is instead a process of struggle, perhaps alienation and confusion that puts students in a troublesome liminal in-between state. As their understanding develops, liminality gives way to transformational insight whereby a whole field of study comes often quite abruptly into focus. There is a gain but often also a loss in this new world; old certainties, assumptions, and even aspects of our identity can be left by the wayside. *Threshold Concepts in the Moment* is the sixth collection in the series on the subject of Threshold Concepts following the 8th Biennial Conference held in 2021, anchored at London's UCL but running online across the world. Its contributors, who range from old hands to new members of the community, find their feet, mull over the insights of the threshold concepts framework in higher education, scrutinise their own fields of study, explore the implications of liminality for pedagogy and becoming professional practitioners, and consider the broad implications for pedagogy of factoring in the troublesomeness of knowledge and learning.

Innovating the TESOL Practicum in Teacher Education, Chang Pu, Wayne E. Wright, 2022-07-14. Recognizing new opportunities and challenges brought about by technological and social change as well as the COVID-19 pandemic, this volume explores innovative design, implementation, and pedagogy for practicum experiences in teacher education programs in the field of Teaching English to Speakers of Other Languages. By showcasing research and practice undertaken in a range of teacher education courses and programs, the volume offers evidence-based approaches to enhancing pre- and in-service teachers' learning and cultural awareness. Chapters come together coherently to address issues and explore innovative structures revolving around high-quality TESOL practicum. Particular attention is paid to emerging opportunities offered by virtual and simulated learning in online and in-person practicum as well as potential changes to best practice in community-based programs. Using a diverse set of lenses to examine the practical, theoretical, and methodological aspects of TESOL practicum, this volume will be of interest to students, scholars, and researchers with an interest in TESOL education as well as in open and distance education.

Forging Alliances in Community and Thought, Irma N. Guadarrama, 2002-10-01. Besides creating an outlet or vehicle for the promotion and the dissemination of theory and practice in the professional development school field, the book series project will focus on topics at the forefront of current discussion and dialogue among experts. The manuscripts will be

carefully and systematically selected to provide the expression of an array of voices especially those that speak from insightful first hand experience Included are the voices of the researchers who strive to design and implement research that seeks to inform practice The book series will underscore the depth and substance of research quantitative and qualitative designs and their applications in a variety of contexts

The Learning and Development of Mathematics Teacher Educators Merrilyn Goos, Kim Beswick, 2021-04-07 Research in mathematics teacher education as a distinctive field of inquiry has grown substantially over the past 10 15 years Within this field there is emerging interest in how mathematics teacher educators MTEs themselves learn and develop Until recently there were few published studies on this topic and the processes by which mathematics teacher educators learn and the forms of knowledge they require for effective practice had not been systematically investigated However researchers in mathematics education are now beginning to investigate the development of MTE expertise and associated issues This volume draws on the latest research and thinking in this area is therefore timely to stimulate future development and directions It will survey the emerging field of inquiry in mathematics education combining the work of established scholars with perspectives of newcomers to the field with the aim of influencing development of the field invite cross cultural comparisons in becoming a mathematics teacher educator by highlighting issues in the development of MTEs in different countries and examine the roles of both mathematics educators and mathematicians in preparing future teachers of mathematics The primary audience will be university based mathematics teacher educators and MTE researchers and postgraduate research students who are seeking academic careers as MTEs Additional interest may come from teacher educators in disciplines other than mathematics and education policy makers responsible for accreditation and quality control of initial teacher education programs

Praxis-oriented Pedagogy for Novice L2 Teachers Karen E. Johnson, Deryn P. Verity, Sharon S. Childs, 2022-11-30 In this cutting edge book on L2 teacher education experts Johnson Verity and Childs demonstrate how praxis oriented pedagogy grounded in the principles of Vygotskian Sociocultural Theory VSCT can have a meaningful impact on L2 teachers development Starting with a clear definition of praxis oriented pedagogy the authors lay out a theoretical foundation and document how appropriately designed praxis oriented L2 teacher education pedagogy supports the development of novice teacher reasoning Drawing from a longitudinal study of L2 novice teachers chapters address the teachers understanding learning and cognitive development and how their capabilities grow in creating and implementing engaging language learning environments for their ESL students At the core of the book lies a unique set of pedagogical concepts linguistically compact conceptually rich chunks of language that function as psychological tools for learning and teaching By covering teachers changes in understanding reasoning and pedagogical activities the book reveals the role that pedagogical concepts play in praxis oriented pedagogy Essential reading for language teacher educators language teachers and researchers this book makes the VSCT principles that inform praxis oriented pedagogy both clear and accessible

Teaching Experience Reflection Paper Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Teaching Experience Reflection Paper**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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