

Basics of University Pedagogy for Doctoral Students

Reflection 2

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1 The role of educational theories and paradigms in pedagogy

To start with the discussion on the second lecture, we started in a talk about the role of educational theories and paradigms in pedagogy. Despite reviewing material before, the idea for student-centered or learning-oriented approach is surprised me. It is easy to understand since I have been studying based on the teacher-centered. A short talk of teacher-centered approach, the teacher tries to transmit the knowledge to students, while students obtain new knowledge. I have thought that the traditional approach (teacher-centered) is the most effective way for teaching, but after going through materials and this lecture, I have to rethink again on both approaches.

Nowadays, the idea is different since there are requirements from students after graduate. Therefore, an approach called student-centered has been applying to improve the effective of studying. To succeed, the students have to have independence and responsibility for their learning. At this point, the teacher' task is to observe and feedback to students on their way. In other words, with this approach, the students have full control on their study while the teacher' task is to guide. About the effectiveness, there are some ideas about this study improve the skills for students' career path. If we think student-centered approach is to avoid teaching from teacher, it is a wrong thinking.

In addition, there is a question why do we need to have many different teaching methods? It can be seen as an answer that is about the variety of students. Therefore, a lot of participants in the lecture has agreed on that those approaches should be combined in some ways to boost and gain both advantages. In case of variety of background, a suggestion is to first define "what is the variety background means?" (e.g. knowledge or something else). Hence, it requires a consideration of the class' background in beginning from that a decision on activities or modify your plan can be done. One way to be

done is the first class of the course. In the first class, that is a good opportunity for lecturers to understand students, background, knowledge, feeling and etc. From those information, the solution can be come up. For example, if there is a much different students' background, providing fundamental materials which support the lecture should be published to the students.

Although I have thought about the difficulty of different background, in my opinion, the students have to recover the fundamental knowledge, otherwise they have to drop the course. However, it is good idea to understand the students. From this information, I can adjust the lectures or suggest students more materials for the course.

2 Consider objectives and outcomes

The next consideration from the class is the objectives and outcomes from the course. In details outcomes should be set at the beginning, so that student can know when they complete the course. For instance, the students would like to know how far they can utilize the knowledge of the course in the wide use-cases or content or idea which students have to understand after the course?

Another talk in this topic is the rank of verbs which indicates how far students obtaining from the course. Particularly, the rank of words goes from high to less knowledge as create, evaluation, apply, understand, remember. During this lecture, Sonja Lutovac emphasises the importance of outcomes and objectives in the description of the course. The description can includes more details on these verbs.

From the information of students and the main outcomes, the lecturer of the course can consider on knowledge or content which one need to present and the priority. In other words, there are three levels of knowledge including the knowledge students must know, should know and nice to know. From that the knowledge students must know, the lecturer can go more detail and spend more time on it, rather than quickly mentioning other types of knowledge. With the priority of knowledge, the lecture can be formed in optimization which satisfies requirements from the course and enhances the learning from the students after present of the lectures.

As a reflection, I have not thought the much importance of the objectives and outcomes from the course. Due to my teaching based on a textbook, my aim for the course is to finish transmitting all knowledge to the students and extend to current trends. However, it is super

3 Teaching methods and “What the student does?”

It is hard to say which teaching method is the best use for general cases. As mentioned, the lecture has compared the teaching methods with research methods to indicate no specific one method being the best for every case. Particularly, each research method helps researchers on specific problems.

Based on the objectives and outcomes in the beginning of the course, the teacher continue deciding Which method or what kind activities to reach those objectives. During the lecture, I have found the three main groups of activities including before, during and after.

In a talk about the student approaches, there are three main idea from students (deep, surface, strategic). Deep is generally is the best students who ask to interact to obtain the most knowledge for the future. Meanwhile, there are students following the surface approach try to memorize and no need to understand how the course is going. The last approach from students is the strategic which idea is to obtain the highest score (they do not care how far in surface or deep approaches).

4 Assessment

Following the lecture, there are two different types of assessment (summative and formative). Summative assessment is traditional assessments from which students take written test, while the teacher grades the students' answer. Meanwhile, formative is a case of feedback as learning diary not always at the end of the course. It can be after a section or chapter to see how students are going. The learning diary is definitely crucial since there is a research (mentioned in the lecture) showing that the teacher should ask as many as to understand students' progress (e.g. how is it going, progressing, how to continue and etc.). Moreover, from the learning diary, this is a chance for students to reflect there study again that is good for there future.

Another important discussion in the lecture is peer assessment. This is a different assessment from traditional assessment where the teacher creates exams and the students answer to be graded by the teacher. Nevertheless, nowadays, peer assessment is important for the students to a look on different use or other works. The lecture also mentioned an evidence from research showing that the students based on independence or self-assessment continue studying and improving in the future. Another research displays the students putting more effort when using peer review due to the view of other students.

Although peer-assessment is good, the requirement of teacher is a case to judge at the final case. Those assessments should be cooperate in a course. The assessment can be various such as report of patients (in medicine field). The teacher can observe and give feed back as assessment task. This mean the teacher can use various format/types (e.g. essay, test, presentation, etc.) based on the field of study.