

Assignment Three

Critical Reflection

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for

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Self-reflection is crucial to the professional development in many professions, however, in education, it is a necessity as teachers continue their practice, they are less and less likely to receive peer-feedback. Therefore, it is critical, that as a preservice teacher I establish a well-developed method and ability to critically evaluate my own practice. Further use and maximisation of peer review and feedback is crucial as it will be seldom achieved in practice.

Similar to some of the responses from my peers, I am generally unable to provide critical feedback on other's works. This is particularly the case when I am unfamiliar with the individual or do not have a respectful relationship with them. Much of this stems from my experiences within the Australian Army, where feedback is provided from the top down, does not allow for constructive discussion and can be degrading and public. Further, the critical feedback is seldom conducted by peers and almost never by subordinates. This is something that I am working to overcome within myself as I understand the importance of honest and constructive critique. Feedback is typically only considered in written and verbal direct forms, however, can be delivered in a variety of other ways, such as automated feedback and through game-based feedback. (Charles, et al., 2011).

I also am anxious when receiving criticism and being observed, again, particularly when I am unfamiliar with those observing, which is likely a significant driver behind my hesitation to provide critical feedback on others. This is also a key area that I intend to resolve within myself, as it will be occurring often during my course to becoming a teacher and, more importantly, it likely to occur in rare instances during my career as a teacher, therefore those opportunities becoming even more invaluable. (Corelli, A. 2015)

Public criticism is difficult to provide honestly when it could lead to poorer observations from other or be perceived to be in that space. As such, I find it more beneficial, as a learner and a teacher, that criticism be provided with a level of anonymity. To further enable learning, particularly in group learning goals, the person or people receiving the

critique are also omitted from the discussion. Whilst these options are not possible in each setting, this provides individuals, giving and receiving the critical feedback the security, that they will not be ostracised for making an error. This method must also be monitored for civility, as the anonymity gives space for cruel mischaracterisation of the goals of peer reflection.

Whilst, I am typically unable to provide critical feedback to others, I am able to conduct critical self-reflection on my own work, which is often the most stringent. Even though, this self-reflection is often the most critical feedback I will receive, it is done without alternative and external perspectives.

In my initial post, I failed to adequately discuss the importance of the educators, administrators and other invested parties' roles in redirecting the students' attention away from the marketed media they are bombarded with, and toward their futures through education. Further, and as I eluded to, the access to information students have can drive their expectation in a direction that differs from the education system's own expectation. Again, how do these organisations redirect the students' attention. These are both key questions I intend to explore in greater depth throughout my own learning journey, hopefully driven and lead by my own experience, rather than others'. (Storch, S & Ortiz Juarez-Paz, A. 2018)

Another area I continue to encounter conflict, is the pedagogical theories driving the education system. It seems, that much of what I am being taught, is to allow students to discover through learning and provide much less direction than I am familiar with from my own secondary education, some 15 years ago. Whilst, I understand that change will happen, in my limited observations or actual schooling, the level of self-directed exploration reported in literature is not practiced in the classroom. Further, this is not practiced in the lecture rooms of tertiary education that is proliferating these ideas.

My responses to others' blog posts do provide additional ideas and themes to explore not only for myself but also the original poster and other readers. Some of the key themes I intend on exploring in the future is the effects of technology and its imposing presence on adolescents' development and education. Through this method, I often prefer to support others' ideas and provoke further investigation and thought. (Rowan, C. 2010. Villegas, A. 2013)

Reflection on Assignment 2

For one of the resources, I used a video that shows military hardware being used. Upon later reflection, I believe I would need to be cautious to use this, as it may create discomfort within the students or other invested parties. This resource specifically, would only be used in a classroom where the cultural climate is clearly supportive or accepting of the Australian Defence Force and use of military. (Axe Axeford, 2019)

Whilst I am generally concerned with the level of adversity that school children and adolescents are exposed to or suitably prepared to deal with, this must also be supported by the school faculty. The use of controversial material can be useful to evoke critical thinking and challenge preconceived ideas that are the status quo. (Hermawan, et al., 2018)

The theme to introduce the capacity and capability of current and available technologies is still suitable to teach within the classroom, however it may also be prudent to use alternative resources as that introduction. Within the series of lessons proposed, there were other resources also identified that followed a similar theme, these could be continued to be used and others be used to replace the initially proposed video, as required. (Thinked, 2015)

I think that the second resource, for Health and Physical Education, will be a successful resource to introduce a number of themes and issues surrounding higher level athletes and

also general lifelong fitness activities. The variety of topics that can be drawn from this video allows for a teacher not familiar with field hockey to still use this as a resource within Health and Physical Education. Whilst all the themes must still be thoroughly researched before presentation to a classroom, the video provides enough variety, that most teachers will be able to identify an area they have some familiarity with, to successfully deliver a lesson, or series of lessons, using this resource as an introduction.

Through my recent experience with placement at Darwin High School, gaps in my knowledge of context within the Digital Technologies stream was evident. Although I have recently begun my formal education to become a teacher, it was very clear that I need to expand my own knowledge to adequately guide students, as they learn. This does not only apply to Digital Technologies, but also my other specialty, Health and Physical Education. Also, during my placement, it was clear that the literature has changed significantly within human movement and sciences surrounding it. Although I have spent much time in my previous career with a focus on physical training, I was not afforded time to spend time conducting professional development and to expand and update my knowledge. Further, many of the teachings were already out of date.

Through these experiences, it is clear that I need to continue to expand my knowledge. This will, mostly, be incidental during my tertiary education, however, I believe, I will need to make a concerted effort to continue this during a professional career. During my previous career, particularly during the most recent year, workload did not allow for training and education beyond the immediate team and organisational goals. My concern is that this will occur in a teaching career. As discussed in many of the blog posts, particularly within regard to information technologies, teachers are being left behind by students in their subject knowledge. Generally, it seems that teachers can become complacent in their professional development and use the students' learning journey as their own; rather than learning the

subject matter prior to teaching it, learning with the students. I understand is it not always feasible to expect that teachers will be able to foresee every opportunity for a student's learning, it should be the norm, that they attempt to understand the broad strokes of the material before exploring it with students. (Honan, E. 2012)

As my own formal learning journey is only in its infancy, I am excitedly looking forward to filling my knowledge gaps and identifying new ones. The experiences I have had till this point are all incredibly valuable and have been critical in preparing me to provide a sound basis for my future education and education of others. I certainly intend on continuing to conduct self-directed professional development, and through the blog activities and professional experience strongly believe there is a well-established cohort of teachers and pre-service teachers that will share my drive to continued self-improvement.

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