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 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.

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 hesitance 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.

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’.

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.

Reflection on Assignment 2

Use of controversial material

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.

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 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.

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.