

A Study of Reflection of Pre-service Teachers about Teacher Educator's Teaching

Dr. Atul I. Kanaiya
Assistant Professor,
Department of Education,
K.S.K.V.Kachchh University,
Bhuj - Kachchh.

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ABSTRACT

This qualitative study discusses the analysis of pre-service teacher's reflection regarding the teaching 'Expanding Horizons of Secondary Education. While analyzing the reflective notes given by the pre-service teachers, the researcher found nature of teaching, teacher's personality, effectiveness of teaching, values regarding teaching and life and views about the teacher-training college and the teacher-educators here. Their notes also reflected the dimensions of teacher's social responsibilities and guidelines for their future. This study was also very much helpful in adding some new dimensions in teacher education and also to pave way to be a reflective practitioner.

Key words: Reflection of Pre-service Teachers.

Introduction

Reflective practice and qualitative research at the research level in the field of teacher-education are considered revolutionary at the international level (Bhogaita, 2002). Such researches put the whole transactions of teacher-education at the critical level. According to Sparkson (1991) & Henderson (1992), the studies of various aspects of training have opened up new horizons in education. Various dimensions of teacher-education and reflections of trainees about their studying various studies of practice teaching have drawn the attention of many researchers (Thaker & Andhariya, 1999). But the researches about the teaching of a teacher are found very less and I, the researcher, was very much interested about studying the

reflection of trainees about my teaching, this study was undertaken.

Objective of the Study

The objective of my study was to analyze the reflection of trainees about my teaching.

Sample

Out of 100 pre-service teachers of Shree Swaminarayan College of Education of the academic year 2005 - '06, 30 pre-service teachers joined in this study voluntarily.

Setting of the Study

The role or the participation of the researcher is very important in the setting of the research (Joshi, 2002). A phrase related to the reflection of a teacher educator in practice teaching, 'Teacher's behavior, liable to reflect.' (Bhogaita, 2000) I, the researcher,

decided to study what the reflection of the pre-service teachers about my teaching on the compulsory paper *Expanding Horizons of Secondary Education and the Unit Micro-teaching, Programmed Learning, Models of Teaching and Reflective Teaching*. I, after completing the teaching of that unit in 20 lectures, told them in detail freely to write a detailed reflective note on that topic. I gave them 10-12 days to write the detailed reflective note on that. I also told them not to write their name anywhere so that they could write freely and fearlessly. I also told one of them to collect all the reflective notes and to put them on my table. I told them, when asked by one the trainees, what and how to write in their reflective notes - about presentation, style of teaching, interest and other dimensions they wanted to keep in mind. They were asked to write without any worry of number of words, writing style freely at their convenient.

Tool

The reflective notes written by the pre-service teachers included were the tool of the study.

Data Collection

Out of 100 pre-service teachers of my college, 30 pre-service teachers handed over their reflective notes on my table.

Data Analysis

It is really a very tough job to analyze the data qualitatively. And it is also extremely difficult to analyze the reflective responses of

one's own teaching impartially because a teacher-educator lives in a glass house (Bhogaita, 2003). Out of 30 reflective notes given by the pre-service teacher educators, 20% of the reflective notes i.e. 6 reflective notes of the total 6 pre-service teachers were randomly selected for analysis. The reflective notes passed through reading, re-reading, and re-reading 3-4 times. While passing through that stage, 35 facets of teaching were observed and analyzed. Some of them were interesting teaching,

Nearly 25 aspects of teaching like interesting teaching, knowledge of various subjects, cheerful teaching with a smiling face always, caring for human and teaching values were found here. Here, it was very much clear that nothing like ready-made things would be useful in qualitative research. It suggests that reading, re-reading and restudying of the data highlights new facets qualitative research. Here also, as a researcher, I've found such and based on that I could classify five main groups of the data I got from my pre-service teachers who were selected randomly as a sample.

To verify the content reliability of the main five groups and the sub-groups prepared by me, I gave that classified table to the five pre-service teachers selected by me randomly. I asked them to make a sign (\checkmark) against each of the classes and sub-classes prepared by me. These data were also analyzed.

Results

After analyzing, synthesizing and interpreting the data, the following results were concluded. Nearly 75% of the similarity was found between the classes and sub-classes prepared by me and by the 5 pre-service teachers. The groups prepared by me focusing the repeated facets in the reflective notes given by the respondents.

Nature of Teaching

Under this group, knowledge of many subjects, presentation, teaching style etc. were included. Out of 6 pre-service teachers, the reflective notes of 5 suggested positive or good aspects of my teaching.

Knowledge of many subjects

Here, it was noted, "You are not only the teacher of one subject but you focus many subjects while teaching. You also take care of it and utilize it whenever and wherever needed. It suggests that you have acquired the skill of illustration very well. We were satisfied .Anytime, anywhere any question is asked, a satisfactory answer we did get.

Teaching Style

Some of the related observations are: "Atulbhai, your style of teaching and stating is such that it makes us the topic understood easily. Your presentation of topic is so transparent, we feel so convinced. Your style of teaching is so interesting, we enjoy it really. You have acquired mastery over it."

One of them has noted, "When your lecture is going on, pin-drop silence is found. Not any

compulsion but your teaching style is such. Teaching is 100% interesting." One side students with curiosity asking questions, the other side expert faculty .Questions are asked and answers are given very positively and patiently.

In addition to it, experience of teaching, fluent style of teaching, facial reading of the students, artistic treatment of the content were also derived from their reflective notes about my teaching. Such were the positive points of my teaching derived from their notes.

Personality of the teacher

Six notes of the pre-service teachers related to the second class of their reflective notes suggested multidimensional personality, smile, cheerfulness, paternal nature, frankness and openness punctuality, etc. One respondent has noted; "Second thing is that his loving personality, intimate behavior with each, positive response, patience." Another noted, "You have all good qualities fit for the highest level teacher. I'm too young to note all that but even your personality, insight, politeness, and wisdom I salute them." One more noted, "His body language, selection of clothes, very loving to all and has always seen loving father and mother in his personality."

These conclusions show that they can identify and assess the personality traits of a true teacher.

Effectiveness of Teaching

We, teachers know very well that the effectiveness of teaching is found while

assessing the answer papers of the learners. But, here, in this qualitative research, as the data are being analyzed, new dimensions of teaching are found. Here, out of total 6 respondents in the reflective notes of my teaching, it was found, “We had very good example of making teaching very effective one. We directly felt how students’ participation can be increased using new techniques. The more a teacher teaches effectively, systematically, to the point with ample illustrations, the less hard work the students need to do. Your unique style of teaching has left a sound impression on me. We have learnt from you how to arouse interest among the learners as well as to respect the learners.”

The above mentioned citations suggest that the teaching was not only exam oriented but how teaching should be and how to teach identifying the learners’ and to make learning in the real sense of learning.

Teacher and Life oriented Values

For teacher, metaphors like source of light, gardener, mother, light house, guide, magician, are found. One of main goals of teacher education is to inculcate teachership to make himself/herself lighthouse to the learners and developing human values in them. This dimension was also found about my teaching. One noted, “The rise of the sun removes the darkness. And the same is about your teaching has removed my ignorance. If a teacher cares for how much is filled in any

student, how much is left out and how much is overflowed, then what would be real scene of teacher! If teaching right from the secondary level would have flowed in such a way, then the topics other than course are taught easily, then! Your approach is such to prepare real teachers that prepare the next generations effectively.”

It is derived from such notes that the respondents do not believe in having a degree of a teacher but also to understand and to apply the theories of teaching to real life situations. It suggests the awareness of them to social responsibilities.

Opinions about college and other faculty

Here, it was also known that what they thought of this college, teaching level of this college and the other faculty. Some of the lines of them indicated the reflection of them. “While entering the college, many used to say that here workload would be much. The faculty assign many tasks, projects etc. But I feel so lucky that I got admission here in this college. I have had a chance to learn from such experienced and knowledgeable faculty. What we learnt till today and whatever we learnt here, it is of vast difference.”

Discussion

After analyzing the results derived here, it was noted that in teacher-education, the reflections of the respondents suggest many things learnt in theory and practice. The interesting study of the respondents reflect that expertise of the faculty, skillful and joyful

teaching style, live and intimate behavior, manifestation of teachership and human values, social responsibility of a teacher, construct positive attitude to teacher training. The main objective of my study here was to analyze the reflective level about teaching, many new dimensions of reflection

were also found here. The respondents included in this study were led to think reflectively on many topics.

Reference

1. Teggart and Wilson.(1998).Prompting Reflective Thinking in Teachers:44 Strategies.Crowning Press, Inc.California.

Great thoughts speak only to the thoughtful mind, but great actions speak to all mankind.

~ Theodore Roosevelt