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Faculty: Faculty of Education
Assessment: TEACHING CAPACITY ENRICHMENT PLAN

Due Date: 28 January 2011
Vision
As an educator I wish to provide the best possible experiences for my learners. To offer chances to engage in deep learning, and opportunities for students to view and make sense of their own learning outcomes in a way that is accessible to them and that meets their needs. Furthermore, I wish to foster learner autonomy and encourage learning behavior that will be ongoing, in a life long process.
Excellence in learning depends a great deal on the quality of the whole teaching and learning experience (Queensland University, 2003). There is a great deal of literature that points to the idea that the smartest investment that can be made is in ‘quality teaching’ (McRobbie, 2000). Moreover, Biggs (2001) discusses how ensuring the quality of teaching, given the limits of public pressure for accountability and the confines of the institutional organization, will create possibilities that foster student learning. This would mean that ongoing teacher development is crucial not only for teachers and teaching environments, but for an individual’s whole experience of learning. Therefore, providing my students with the best possible learning experience will entail my own efforts in developing as a teacher/educator. Part of this development includes this Teaching Capacity Enhancement Plan (TCEP) along with a series of reflective processes. This TCEP is an attempt to highlight areas of my own professional development needs, so that I can become aware of my own teaching and assumptions about learning. It is also about making plans to address those needs, and it sets a framework for achieving the changes within the next 12 months. The areas in which I have identified as needing growth and improvement are: student needs, knowledge of theory, providing engaging learning experiences, being a reflective teacher, and providing feedback. This vision I have expressed in the following statements:

• Gaining an understanding of learning styles and preferences, and how they relate to learning experiences.
• Development of a firm basis in theory and how it relates to practice.
• Providing a wide range of learning activities that are responsive to learning styles and that meet with constructivist learning principles.
• Fostering more reflective processes and self/peer evaluation throughout.
• Providing useful and timely feedback for the benefit of more effective learning and teaching.
Priorities
Over the next 12 months I intend to:

- Participate in activities that encourage more thorough understandings of theory/research, learners, their styles and preferences.
- Create better instructional goals that respond to both established taxonomies and the actual learner needs within my context of teaching.
- Research different forms of feedback and use this information to enhance student learning.
- Create better and more accurate assessment tools that gain a better understanding about how students are achieving the learning objectives.

Goal 1 Learner Styles and Preferences

*Objective:*
Develop specific understandings of student learning styles and preferences that will facilitate course development, goal development and implementation of objectives.

*Strategies:*

1. Use Kolb’s (1984) inventory as an assessment tool in determining an individual’s strengths and weaknesses as a learner, based on experiential learning theory.
2. Collate findings and develop understandings about which of the four learning modes (concrete experience, reflective observation, abstract conceptualization, and active experimentation) learners are using, and seek to understand whether learner understand them.
3. Create and develop understandings about individual learning styles for the development of lesson objectives.
4. Use of Edgar Dale’s (1946, as cited in Molenda, 2003) cone of learning to further assist in the implementation of lesson objectives and keep a check on learning retention.
Goal 2 Instructional Goals and Lesson Design

Objective:
Improving the design and the planning phase for the production of instructional goals for lessons, in order to encourage greater student engagement and autonomy in learning.

Strategies:

1. Identify areas of specific needs, based on research, theory (discipline), learning styles and preferences (use either Kolb – for accessing and processing or Myers and Biggs– for cognitive and personality).

2. Understand the theories behind goal setting and goal development by establishing a commitment to reading research and current literature. This will focus on developing firm understandings between the process and the products of instruction (Glicken, n.d.).

3. Find, develop and adapt materials (variety of methods) that encourage an increase in student engagement and learning and respond to learning styles and preferences as identified by either the Kolb’s or Myers and Biggs’ inventories.

4. Encourage students to reflect upon their own learning and make judgments about how they can improve.

5. Creating Syllabi for individual courses that include clear, logical and assessable goals, based on the understandings about learners and in response to organizational requirements.

6. Develop learning experiences and questions that encourage deep learning to take place. Use of Biggs’ (1995) “structure of observed learning outcome (SOLO) taxonomy” could provide a good guide for developing questions at different levels of difficulty (Biggs, 1995).

7. Create a Pre-lesson / Post lesson planning sheet.
Goal 3 Ongoing and Effective Feedback

Objective:
Enhancing feedback to students by developing understandings of where, when and how feedback can be utilized and to increase the effectiveness in alerting students to the kinds of feedback and then training them in it’s use.

Strategies:

1. Develop understandings of the theories and research behind feedback, the various styles and methods and it’s effectiveness in the classroom.

2. Understand and make known where it fits within the course, when it will be available, how it will be provided, and who (students and teachers) will provide the feedback (University of Edinburgh, 2010).

3. Collect samples of existing feedback (self and peer) and analyze it to see its effectiveness.

4. Research about feedback, especially the kinds and language used to give feedback and develop more efficient and effective responses ways of giving feedback.

5. Implement various methods of feedback into classes in a logical and consistent way.

6. Utilizing and/or developing assessment tools for pre, mid and post feedback, that give indications of the feedback’s effect on the learning process.
Goal 4 Assessment Tools and Reporting

Objective:
Analyze and evaluate existing assessment tools and to enhance the overall assessment procedures by incorporating reliable and valid assessment tools and procedures for the analysis, evaluation and reporting of student progress.

Strategies:

1. Determine the kinds of assessment tools that are being used and their overall effectiveness in the process of teaching and learning.
2. Collect and collate a number and variety of appropriate samples from other teachers and those that have been made for my classes in the past for test validation.
3. Analyze the tests for ‘Content Validity’, ‘Construct Validity’, and ‘Reliability’.
4. Analyze whether detailed and clear instructions outline appropriate test administration procedures.
5. Evaluate the methods that are used to report on student progress and determine whether there are more appropriate ways to understand student learning.
6. Development of tests within the four macro-skill areas that are more reliable and valid.
Goal 5 Reflective Learning and Teaching

Objective:
Develop a system of reflective learning and teaching in which anecdotal records can be kept on the entire process of teaching and learning, incorporating both teacher effectiveness and learner achievement for later analysis and evaluation.

Strategies:
1. Determine the most appropriate reflective learning instrument for the context of the teaching situation, such as a journal, a blog, or lesson log.
2. Determine which kinds of assumptions are being made, and make decisions about the validity of those assumptions and what can be done about them.
3. Create a post lesson evaluation format that includes sections on teacher activity (looking at things such as the teacher as lecturer or facilitator), textbook effectiveness (content) and student responsiveness and needs (learner requirements).
4. Create times to analyze the reflective tools and understand the effectiveness of various activities on student learning.
5. Using the journal along with the results obtained through assessment, if necessary, alter existing objectives in accordance with student’s needs, effectiveness of teaching material / process and the learning that is taking place.

Implementation Plan

A. Identify areas of specific needs, based on research, theory (Discipline), learning styles and preferences (either Kohlb or Myers and Biggs).
B. Understand the theories behind goal setting and development by establishing a commitment to reading research and current literature.
C. Find, develop and adapt materials that encourage an increase in student engagement and learning.
D. Encourage students to reflect upon their own learning and make judgments about how they can improve.
E. Creating Syllabi for individual courses that include clear, logical and assessable goals.
### School Events:

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<td>Return from winter vacation</td>
<td>May</td>
<td>Golden Week Mid-Term Exams</td>
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<td>February</td>
<td>Final Exams</td>
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<td>March</td>
<td>Graduation/ Commencement</td>
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<td>Speech Contest Mid-Term Exams</td>
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<td>April:</td>
<td>Semester 1 begins</td>
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<td>December Year End Party Winter Holidays</td>
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Table 1: Quick plan for the implementation of objectives over the next 12 months. Each block represents a strategy for the Goals to be implemented.

See appendix 1 for detailed table of implementation.
T-DEPLOY
(Theory, Discipline, Extra, Practice, Learner Context, Organizational Influences, and You)

**Theory**

In exploring aspects to consider for this TCEP, I have included five goals to work towards. The first of the five goals encompasses actions that identify areas of individual differences among students at the Osaka YMCA in their approach to learning. From this initial step we move onto a process of lesson design and for the creation of appropriate objectives. It is also a basis for the selection of materials and approaches toward teaching. Understanding of learner styles and preferences will enable me to select materials that engage students fully in learning.

The first of the five goals is Goal 1: Learning Styles and Preferences. Kolb (1984) suggested four different learning styles or preferences, which are based on a four stage learning cycle. In this cycle of experiential learning, individuals are taken through a cycle where immediate concrete experiences (CE) form the basis for observations and reflections (RO). These observations and reflections help to create abstract concepts (AC), which in turn, are actively tested, and then create new experiences. Kolb creates a description of learning styles, by placing two of these cycles under one heading. Whatever choice of learning style, the learning preference is a product of the two unconscious choices that individuals make, represented as:

1. **Diverging** (CE/RO) = Watching, feeling
2. **Assimilating** (AC/RO) = Watching, thinking
3. **Converging** (AC/AE) = Thinking, Doing
According to Kolb’s model, ‘Divergers’ tend to favor concrete experiences and reflective observation. They are imaginative and emotional people who like to take part in activities that require idea generation. They like to take on learning experiences that allow them to take a single experience and move toward multiple possibilities. Thus, for the Diverger, activities such as brainstorming can encourage greater engagement and deeper learning. In terms of lesson design, this may mean that I should consider objectives that include learning experiences that give individuals chances to work in groups, to watch or listen, and to give and receive feedback (Chapman, 2003-2010). Therefore, a learning objective for a lesson, which might favor Diverger’s, might be:

**Objective (Diverger): To watch a video, and then brainstorm ideas on a theme.**

Assimilators on the other hand have the most cognitive approach, liking to watch, think and act. They favor a more logical and concise learning approach. They tend to focus on ideas and abstract concepts and are attracted to logically sounding theories. They like organized and structured understanding. They prefer learning experiences that include lectures (with demonstrations), readings, and having time to think logically. They will also learn in discussions that are logical and thoughtful. According to Danish & Awan (2009), the best way to teach this learning style is with lectures that begin with high-level concepts and work towards detailed information. This would necessitate a Top-down process. Creating objectives that take into account this learning preference will need to provide opportunities for logical thinking. Therefore, a learning objective for a lesson, which might favor Assimilator’s, might be:

**Objective (Assimilator): To assign a passage to read, then analyze the passage in a top-down way.**

Converger’s tend to be solitary, preferring to take on problems with a practical application. They seem to like situations with a single correct answer, and tend to focus on specific problems or situations (Danish & Awan 2009). According to Chapman (2003-2010) they are more attracted to technical tasks and problems. They like to experiment with new ideas, to simulate, and work with practical situations. Therefore, a learning objective for a lesson, which might favor Convergers, might be:
Objective (Converger): To provide a problem/task based learning activity to practice language items.

Accomodator’s are completely opposite to Assimilators. These kinds of learners prefer hands-on experiences, and according to Chapman (2003-2010) they prefer intuition, rather than logic. They tend to take creative risks, and be quite flexible with change. They have a strong preference for doing, rather than thinking. They tend not to like routine, and rely heavily on others for information and analysis. Therefore, a learning objective for a lesson, which might favor Accomodator, might be:

Objective (Accomodator): To practice authentic language through a role-play situation

As an educator I will need to think about how to handle different learning styles, given that there may be the possibility that in one class, there could be a variety of learner types. There may be a number of groups with each of Kolb’s learning styles. I will need to develop instructional strategies that take into account these learner differences. Furthermore, I will need to think about the instructional design of lessons, to incorporate learning activities that take in the broadest number of learner styles.

Instructional Goals and lesson design

While trying to create instructional goals for lessons, I will need to understand that there are a variety of affecting variables upon individuals in their learning context. This includes the learner’s ability to understand content, to apply knowledge, the ability to utilize strategies to deal with the content, the learner’s past experiences, attitudes and expectations toward learning. All contribute to influencing the learning process and to the individual’s success within the learning environment. Similarly I will need to understand the contributions that the educator brings to the process, in the form of content, instructional strategies, and resources. These contribute much to designing programs that ensure the highest quality of the learning experience. Effective planning and design of these three areas can provide opportunities for focused learning. The planning involves instructional goals that provide a road map for learning, which can be evaluated on a constant basis throughout the process with reflective teaching practices and formative assessment. The focused learning in the form of instructional goals can also be evaluated at the end of the process, in the form of summative assessment. (Glicken, n.d.)
Goal 2: Instructional Goals and Lesson Design is my attempt at trying to correlate these two areas (affecting variables on learners and the contributions of the educator) in order to improve the overall quality of my teaching. It begins by using the data collected through goal 1, and extends to the development of effective instructional goals for my individual lessons. The idea here is to utilize the knowledge about learner styles and preferences in the creation of better lesson objectives. Understanding of the learner, I can develop learning experiences that will better engage students in the learning process. I will have a better understanding of the kinds of content/resources that students will prefer and the way in which they will process the information.

Ongoing Feedback

There seems to be a lot of evidence for the benefits of having opportunities for students to give and receive feedback, to and from educators and peers. (University of Edinburgh, 2010). Individuals receiving feedback tend to gain more of an appreciation and understanding of the work that is required in their area of study. According to the University of Edinburgh, (2010), who base their research on Falchikov, 2001; Miller, 2008; Orsmond, 1996, 2000 et al., feedback works better when everyone is participating in the process, giving feedback on real-life tasks, and understand how and why the feedback is being done.

Feedback can create a supportive, and nurturing environment that has the potential to increase student engagement within the learning process. Students can receive specific constructive pointers from peers and teachers. Ongoing peer-evaluation can also provide valuable responses and extended learning opportunities (Peer to peer written feedback). The learning from the feedback sessions will be incremental and accumulative. In addition, the feedback should be immediate and ongoing, in order to facilitate that step by step process and therefore increase those learning opportunities.

There are many kinds of feedback (such as peer review, self-generated, co-revising, editing and redrafting), for both educators and students. The purpose behind Goal 3: ‘Ongoing and Effective Feedback’, relates to creating this nurturing environment, which encourages both the teachers and the learners to participate in activities (feedback) that promote those extended learning opportunities. Personally, as a teacher, I wish to enhance the effectiveness of my feedback to students, and improve the timing and language of the feedback, so that
students won’t miss the opportunities to improve on an ongoing basis. For students, my intention is to create an environment where peer evaluation can stimulate learning opportunities that can improve the quality of their learning environment.

**Assessment Tools and Reporting**

Assessment and the subsequent reporting of the results obtained from the evaluation techniques are closely related to the created instructional goals. Understanding whether the objectives for a particular course have or have not been met is crucial to understanding if any learning has taken place. There are many kinds of assessment tools to evaluate course objectives, ranging from Formative in-class assessments (observation, mini-tests, anecdotal journals and note-taking for instance) to Summative assessments (such as tests: end of chapter, mid and end of course tests, State run standardized tests). My particular interest in Goal 4: ‘Assessment Tools and Reporting’, is in the kinds of assessment tools that I have been and continue to use in the classroom. I wish to confirm that the assessment tools are testing what they are meant to test (Content Validity), and that the tests are done in a way that minimizes anxiety among students, yet provides me with enough knowledge to ascertain the students understanding of the content (Construct Validity). In addition, I would like to make sure that the tests that I am making consistently get the same results over time (Reliability) (Bachman & Palmer, 1996).

Another significant factor in the reporting of student results relates to the keeping of accurate and transparent records, in order for both the organization and the learner to understand the progress of learners. Keeping records that are up to date allows teachers to see problems early, and enables them to take corrective action that puts individuals back on a learning path that seeks to offer greater learning outcomes.

**Reflective Learning and Teaching**

Brookfield (1995) makes the point that as educators, we shouldn’t go about our teaching ‘innocently’, which implies that we tend to assume that the things that we know and believe about learning and teaching are always the right ones. Starting from this point, Brookfield takes us on a journey of “hunting our assumptions”. When we start examining our own paradigms, we can start to understand our teaching behaviors more objectively. Remember,
that the learning process within schools is not only made up of learner affecting variables (such as learning style and preferences), but also of teacher actions. We need some ways of assessing what we actually do as teachers, to see if they are the most beneficial actions for learners.

It is my intended purpose for Goal 5: ‘Reflective Learning and Teaching’ to create a system in which I can become better at being a critically reflective teacher. This involves understanding of the kind of teaching that I am undertaking, within a constructivist framework. It will include reflective analytical tools that try to carefully examine all areas of my teaching. I will try to understand the assumptions that I am making about my teaching, the methods I use to design lessons, the ways that learners are responding to the content and teaching methods, my teaching performance and the ways that I am assessing student performance. Brookfield (1995) lists a number of ways that this can be done by seeing ourselves through a number of lenses: our own observations, through student eyes, peer review, and literature. First using tools such as the ‘Teaching Perspectives Inventory’ (TPI), we can evaluate our own assumptions about teaching and make judgments about how and why we believe things. Also, through student evaluations of teachers and classes, student learning journals, troubleshooting (asking students if there are any concerns), participant learning portfolios, critical incident questionnaires, we can start to understand the student’s perspectives. Lastly, through the peer review (class evaluations and collegial partners help), we can start to get our colleagues perspectives.

**Discipline**

Second language learning (2LL) and acquisition (SLA) is based on a huge amount of research initially stemming from first language acquisition (behaviorism to social constructivism). One of the major contributors to SLA is Stephen Krashen, who has posited the Acquisition-Learning hypothesis (subconscious/conscious processes), the Monitor hypothesis (relationship of learning on acquisition), the Natural Order hypothesis (acquisition of grammatical structures follows a natural order), the Input hypothesis (comprehensible input), and the Affective Filter hypothesis (affective variables' in second language acquisition, including motivation, self-confidence and anxiety). Comprehensible input forms the focus of the curriculum at the Osaka YMCA. There is a focus, especially earlier in the curriculum, on reading and on listening. The idea is to provide learners with a transitional
phase, that moves toward the final goal of language acquisition in a way that challenges, but does not burden the learner (Wilson, 2000).

On the other hand, Merrill Swain (n.d.) promotes what is referred to as the output hypothesis. Here, learners encounter a gap in the language, and when the individual notices they are able to adjust their output to learn new things. There are three parts to the hypothesis: noticing, testing and reflecting. Noticing is the important factor in this hypothesis, as it gives the learner an opportunity to modify his or her own behavior. This is something that goal 3 can help with. It can provide learners with the opportunity to notice their own language learning through feedback, and that of their peers, and according to the output hypothesis they can adjust themselves through testing of their assumptions and reflection.

Professor Rod Ellis, another major contributor to SLA, is the leading theorist on ‘Task Based Teaching’ approaches, which require learners to deal with the meaning and context within language, rather than just manipulating language items. Behaviorist of the past tended to focus of grammar-translation methods at the expense of meaning and comprehension (Brown, 2000). One can see examples of this in the drills included in textbooks such as, “American Streamline” and “Side by Side”. Task based learning is one of the strategies that is incorporated within “Communicative Language and Teaching”, a method that we use extensively at the YMCA, in order to create more engaging activities, to increase motivation, and provide ongoing authentic learning experiences (Richards, n.d.).

Schumann's (1986) Acculturation Model connects learning language to social and psychological factors. It states that a learner will learn language based on how much they have adapted to the target group. Social factors within the new target group will either foster or hamper the learning of language (Schumann, 1986).

My intention in all of my goals is to provide learning experiences that take into account individual differences, but also promote sustained and justifiable actions for all of the participants. The hope is to provide learning experiences that bridge the gap between learners at the beginning of the process, and the state where learners are proficient in the target language, in an authentic situation. My role as teacher is to provide the resources, content, and plan effective strategies for learning.
Extra Factors

Ramsden, P. (2003) establishes the need for deep learning, in contrast to surface type learning to take place. There may be times in lessons where students don’t engage fully with the material. They may not be making the necessary connections, or developing the necessary relationships that will help them to understand the content. Furthermore, the pressures of teachers to cover content and their actions based on ‘innocent’ assumptions may contribute to a situation where individuals are overlooked, thereby compounding the problem further.

Practice

Practice is very different to theory. In putting something into practice, we have many influences that affect our application of our ideas. There is a lot of pressure that is exerted from our organizations to do countless extra-curricular activities (such as meetings and school events) to the limits of time and numbers of classes. The YMCA is my main job, however, I also teach at two other schools that have their own requirements. The amount of work can sometimes feel overwhelming, and can affect any teacher’s hopeful intentions for change. However, having a plan for change is a great first step toward making small changes that are long lasting. The changes I have mentioned through the creation of the objectives support each other and follow on from each other in what I hope to be a logical sequence. The goals are positioned in a way to take advantage of the YMCA calendar.

Learner Context

The Osaka YMCA International College is a vocational college specializing in training high school and university graduates for jobs in the hotel industry, within business and to move into jobs that require the English language. The students study within a two-year bilingual program in which both English and Japanese are taught and used everyday. Within the last few years, the college has seen a decline in the numbers of Japanese high school graduates entering the college, and an increase in the number of international students from China, Taiwan, Hong Kong, Nepal, and we expect more students from Thailand next year. The change has increased the pressure on the college to respond to the educational needs and requirements of an international student body. The biggest factor that might
contribute to difficulties in the classroom is that most of these students are using their second and third languages (if not fourth or fifth) within the classroom environment. They come with a fairly good ability in Japanese, level 2 of the Japanese proficiency test being a requirement of entry, however, their English ability varies considerably. Also the expectations and assumptions that these students have of the college may vary noticeably.

These students are coming to Japan to study, most of them for the first time. Many different aspects may affect learning. From their lifestyles (part time jobs) to language ability, students may find that learning is hindered in some way. Students may not be achieving to the best of their abilities, and their behavior in class may cause teachers to wonder about the student’s ability. However, the one of the most important things for us teachers to know, is how these students are adapting to the new learning environment, and are there any factors that make it more difficult to learn within the classroom. A number of personal factors, as well as classroom management may impede learning (Moon, 2008).

As teachers within a system that has dealt predominantly with native Japanese learners of English, we need to develop understandings about the new student population. The assumptions that we have made about student learning in the past will need to be reviewed and altered if necessary. Furthermore, learner styles and preferences may be different, and teachers will need to understand differing learning styles and preferences. It is partly for this reason that “Goal 1: Learner Styles and Preferences” was chosen. I wish to establish firm understandings about the learners that will be in my class. The learning style inventories have the potential of being beneficial in any classroom environment as they are able to give understandings about cognitive, processing/personality factors, the learner’s access and process of information, and the learner’s instructional preferences. In my case, I wish to understand how learners approach the tasks within the classroom, so that I can create educational goals that reflect their needs.

Organizational Culture/Influences

The Osaka YMCA International College has a top-down curriculum, but allows the teachers the flexibility to create their own teaching objectives. This means that the subjects and textbooks are dictated to the teachers by the school, but the instructors are left to decide on what to accept and reject within the textbook for the learning context. Also teachers are left to decide on the methods to implement within individual classes. This system provides enough flexibility for individual teachers to create instructional goals that suit their particular context.
This flexibility enables me to utilize a constructivist methodology, and develop learning objectives that suit individual classroom contexts. Biggs’s (2003) mentions that a good teaching system aligns teaching methods and assessment to the learning activities. It is my hope to be able to use Goals 2 through 5, to correctly align the curriculum, teaching methods, assessment procedures, methods of reporting, context of the classroom and the organizational nature of the YMCA (University of Southern Queensland, n.d.). Through the reflective process, I will be able to have an overview of the entire process. The University of New South Wales (n.d.) also states, that to main teaching quality, it is necessary to: Establish clear goals and expectations, ensure alignment of objectives, learning activities and assessment, use active learning methods, create a supportive environment that is inclusive of the diversity of students, enhance generic skills and autonomy, focus on continuous improvement through evaluation and review. By making the process visible and encouraging students in the reflective process and goal making as well, students will have a greater opportunity for input into their own learning.

**You: The teacher in a particular context**

I have been teaching within my context for over 15 years. I first graduated as a primary school teacher in 1993, but soon moved into the field of teaching English as a second/foreign language (ESL/EFL). I gained about 10 years of experience teaching ESL/EFL in a number of teaching contexts, ranging from private to public, from children to adult learners. My first step at trying to improve the quality of my teaching came with the undertaking of a Masters in Education (TESOL), where I reinforced the grounding theory in my discipline and first started experimenting with change in my daily classes. I slowly grew accustomed to implementing changes within my teaching that had major successes in increasing learner engagement and motivation. Changes such as the addition of ‘Schema Building’ theory (Widmayer, n.d.) to reading classes and the reduction of ‘teacher talk’, to enhance student centeredness.
Reflective/Introspective response to TCEP

Undertaking of the Graduate Certificate in Tertiary Teaching, I hope to consolidate my ideas and to further enhance the quality of my teaching. I hope to keep adding useful strategies that enhance student learning. Through the learning event, and subsequent write up I have already discovered areas in which I can improve, especially in terms of creating environments in which there is less content, but which have greater learning opportunities. This will help me with the development of learning goals that motivate and engage students more. My vision stated in the beginning of this paper stated my intention was to create learning environments that empowered independent learners that seek to develop learning behaviors that are ongoing. I hope that feedback will encourage this kind of behavior. Enabling individuals to think about their own and peers learning, will hopefully support noticing of favored learning outcomes, a condition of Swain’s SLA theory. It will also provide learning and teaching opportunities for individuals. Understanding how to create clear and logical instructional goals will provide a framework for making lesson objectives that are inclusive of a variety of learning styles. These will hopefully create learning situations that are highly motivating, as they relate to the unconscious ways that individual learners approach learning. The evaluation tools allow clarification of the learning that is taking place. The better able I am to meet the instructional goals, the more I will understand what and how learning is taking place. Having clear and logical objectives that are backed up by analysis, evaluation and reflection from a number of perspectives has the potential to provide the checks and balances that are needed to improve my teaching quality.

References


Teaching and Educational Development Institute (n.d.). *Biggs’ structure of the learning outcome (SOLO) taxonomy,* The University of Queensland. Queensland.


University of Southern Queensland, (2003). *Module 4 – Effective design, implementation,


Appendix 1

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<tr>
<th>Actions</th>
<th>Questions to think about?</th>
<th>Outcomes</th>
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<td>Goal 1</td>
<td>- Which Learning styles inventory will you use?</td>
<td>Development / Preparation of use of a learning styles inventory for the first classes.</td>
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<td>Read and review Research on learning styles.</td>
<td>How do the learning styles inventories relate to your objectives?</td>
<td>- Understandings of how learning styles might affect learning experiences in the classroom.</td>
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<td>- Create and develop understandings about learning styles for the development of lesson objectives.</td>
<td>-What kinds of students do you have?</td>
<td>- A basis for modifying existing goals on the syllabi and for altering learning activities that meet student needs.</td>
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<td>- Use of Edgar Dale’s cone of learning to assist in the implementation of lesson objectives.</td>
<td>-Are there many people with the same kinds of learning styles?</td>
<td>- Students will have clear goals to strive towards, and hopefully have personalized goals that they can measure.</td>
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<td>- Use of an inventory as an assessment tool in determining and individual’s learning style and preferences for learning (such as Kohlb’s –accessing and processing or Myers’ and Briggs – cognitive and personality)</td>
<td>-How does this influence your design phase?</td>
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<tr>
<td>- Find out and record the kinds of learning styles and preferences within the classroom for each of the macro skills (4 classes).</td>
<td>-How will learning styles affect the kinds of activities that you have planned for the upcoming semester?</td>
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</tr>
<tr>
<td>- Give an inventory to students in the first class, collect them and analyze results.</td>
<td>-How do Students access and process information?</td>
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<tr>
<td>- Encourage students to reflect upon their own learning and make judgments about how they can improve.</td>
<td>-Will this information help in my overall presentation of learning activities?</td>
<td></td>
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<tr>
<td>- Give students a worksheet to help them reflect upon the goals they have for this semester, and determine what they will try to do to make those goals come true.</td>
<td>- Do students have a clear vision of what they wish to learn and how to go about the process of learning?</td>
<td></td>
</tr>
</tbody>
</table>
### Actions

<table>
<thead>
<tr>
<th>Goal 2</th>
<th>Understanding the theories behind goal setting and development by establishing a commitment to reading research and current literature.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Access USQ library for journal articles on setting goals and planning objectives.</td>
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<tr>
<td></td>
<td>- Reread Chapter 8 of Ramsden (2003) on the goals and structure of a course.</td>
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<td></td>
<td>- Discipline: Research theory on four skills (reading, writing, speaking and listening).</td>
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<tr>
<td></td>
<td>- From research and looking at textbooks, develop a list of standards under each of the four macro-skills of language (reading, writing, listening, and speaking).</td>
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<td></td>
<td>Create Syllabi for individual courses</td>
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<td></td>
<td>- Develop a list of learning objectives based on competencies within language.</td>
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<td></td>
<td>- Create a Pre-lesson planning/Post lesson record sheet.</td>
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<tr>
<td></td>
<td>- Type up a sheet that includes room for lesson aims, objectives, material to be used, timing and place for anecdotal comments.</td>
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<tr>
<td></td>
<td>- Find, develop and adapt materials that encourage an increase in student engagement and learning.</td>
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<td></td>
<td>- Research online and make plans to create study guides that meet the lesson objectives.</td>
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<th>Questions to think about?</th>
<th>Outcomes</th>
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<tr>
<td>- What kind of understanding do you now have of writing objectives?</td>
<td>- Notes on the kinds of objectives to write for my specific discipline.</td>
</tr>
<tr>
<td>- How do the discipline requirements relate with the research on ‘aims’ and ‘objectives’?</td>
<td>- A list of standards from which some of the instructional objectives will be based.</td>
</tr>
<tr>
<td>- Are your ‘aims’ and ‘objectives’ only about content, or do they cover other aspects of learning?</td>
<td>- A lesson-planning sheet ready for implementation at the beginning of next semester.</td>
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<tr>
<td>- Which kinds of objectives are needed for each level?</td>
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<tr>
<th>Goal 3</th>
<th>Develop understandings of the theories and research behind feedback, the various styles and methods and it’s effectiveness in the classroom.</th>
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<tbody>
<tr>
<td></td>
<td>Understand and make known where it fits within the course, when it will be available, how it will be provided, and who (students and teachers) will provide the feedback (University of Edinburgh, 2010).</td>
</tr>
<tr>
<td></td>
<td>Collect samples of existing feedback (self and peer) and analyze it to see its effectiveness.</td>
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<tr>
<td></td>
<td>Research about feedback, especially the kinds and language used to give feedback and develop more efficient and effective responses ways of giving feedback.</td>
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<td></td>
<td>Implement various methods of feedback into classes in a logical and consistent way.</td>
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<tr>
<td></td>
<td>Utilizing and/or developing assessment tools for pre, mid and post feedback, that give indications of the feedback’s effect on the learning process.</td>
</tr>
<tr>
<td></td>
<td>- Develop understandings of the theories and research behind feedback, the various styles and methods and it’s effectiveness in the classroom.</td>
</tr>
<tr>
<td></td>
<td>- Collect samples of existing feedback (self and peer) and analyze it to see its effectiveness.</td>
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<tr>
<td></td>
<td>- Research the language of feedback and develop more efficient and effective responses.</td>
</tr>
<tr>
<td></td>
<td>- Implement various methods of feedback into classes in a logical and consistent way.</td>
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<th>Questions to think about?</th>
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<tr>
<td>What do you understand about Feedback?</td>
<td>Understandings about feedback.</td>
</tr>
<tr>
<td>What kinds of feedback are there?</td>
<td>Student learning through editing and feedback sessions.</td>
</tr>
<tr>
<td>What kind of feedback have you done so far?</td>
<td>Establishment of various feedback modes.</td>
</tr>
<tr>
<td>What are the good points and bad points about the feedback samples you have collected?</td>
<td></td>
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</table>

<p>| How can you get students doing more feedback of peers? | |
| Are there any rubrics that you can utilize? | |
| What are the differences between pre, mid and post assessment tools? | |</p>
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<td><strong>Goal 4</strong>&lt;br&gt;- Determine the kinds of assessment tools that are being used and their overall effectiveness in the process of teaching and learning.&lt;br&gt;- Collect and collate a number and variety of appropriate samples that have been made for my classes in the past for test validation.&lt;br&gt;- Seek out and collect tests from previous years, and the syllabi for that subject.&lt;br&gt;- Ask my collegiate partner for examples that they can share.&lt;br&gt;Look at the question items on the tests and see if… Each question has ‘Content Validity’, ‘Construct Validity’, and ‘Reliability’…&lt;br&gt;- Analyze the tests for ‘Content Validity’, ‘Construct Validity’, and ‘Reliability’.&lt;br&gt;- Analyze whether detailed and clear instructions outline appropriate test administration procedures.&lt;br&gt;- Evaluate the methods that are used to report on student progress and determine whether there are more appropriate ways to understand student learning.</td>
<td>Have you been making tests that test to your objectives? What kinds of assessments are they, formative or summative? Do test questions relate back to the objectives on the syllabus? Are many students making mistakes with the same questions? Do students have questions with instructions? What do the following mean: Construct Validity, Content Validity, and Reliability? Examine each question to see trends? Are there any tests with questions that all students get wrong?</td>
<td>A collection of tests for analysis and evaluation. A brief overview of what kind of assessments I have been doing so far. Understanding if items on tests test what they are meant to test, whether they meet specified constructs, and are consistently reliable over a number of times. Understanding if students have problems with test instructions. - Develop understandings whether the tests are appropriate, or if there are any other methods to assess and evaluate student progress.</td>
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<tr>
<td><strong>Goal 5</strong>&lt;br&gt;- Create times to analyze the reflective tools and understand the effectiveness of various activities on student learning.&lt;br&gt;- Reflect on both journal and lesson logs for inconsistencies, variances in learning, student engagement and motivation, teacher centeredness, deep/surface learning.&lt;br&gt;- Determine the most appropriate reflective learning instrument for the context of the teaching situation, such as a journal, a blog, or lesson log.&lt;br&gt;- Use of a notebook for lesson reflections</td>
<td>Did you teach in a way that reflects your proposed method of teaching? What kinds of reflective tools are there? How can you use them? Are students motivated in your classes? Do you sometimes have too much content? Is there enough learning taking place? What kind of learning is taking place? Are your objectives being met? What have you changed, and why? What assumptions did you make so far this semester? What are your students saying about lessons? What do your colleagues think of your lessons? What do you include in your journal? Have students been engaged in the lesson? Were the materials appropriate for the content and the students? What kind of teaching was taking place? What kind of learning is taking place?</td>
<td>Understanding of the interaction between teacher and student. Knowledge of assumptions. Tools for reflective practice. Knowledge about whether students are learning? Different perspectives on your teaching.</td>
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