

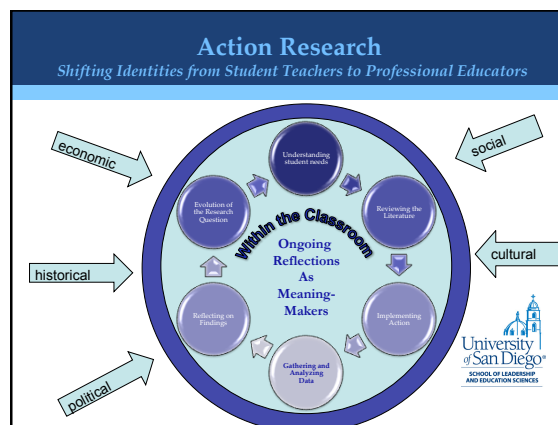


Developing Reflective Practitioners Through Action Research in TESOL

Dr. Sarina Chugani Molina
 University of San Diego
 TESOL International Convention
 Baltimore, Maryland
 April 8th, 11:30-12:15 p.m. Rm. 317





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The Role of Teacher Transformation in the Literature


- Postmethod/post-transmission perspectives emphasize the role of teacher transformation in language teacher education (Kumaravadivelu, 2012)
- Reflection, reflective practice, reflective judgment, and reflective learning are variation of terms that are often used in teacher development literature as playing a central role in teacher transformation (Kember et al., 1999; Mezirow, 1991; Schön, 1987)
- Fieldwork experiences and practitioner research (Burns, 2010) have been proposed as tools that support such transformation because of the reflective opportunities embedded within these experiences (eg. observing, debriefing, journaling, micro-teaching).


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Transitioning from Students to Reflective Practitioner Researchers...





Scope and Sequence of our TESOL Program	
Coursework	Units
Psychological Foundations	3
Sociological Foundations	3
TESOL Specialization	12
Research Sequence	6
TESOL Practicum	3
Elective	3
*150+ hours embedded fieldwork/internship experience	


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What does Transformative Learning mean?


"Transformative learning is learning that transforms problematic frames of reference – sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets) – to make them more inclusive, discriminating (discernment), open, reflective, and emotionally able to change."
 (Mezirow, 2003, pp. 58-59)




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Transformative Learning: How do we break free?

- When "premise" is reflected upon and questioned rather than reflection on "content" or "process", this can lead to transformation (Mezirow, 1999).
- When "prior habits of the mind are called into question" (Cranton, 2006, p. 23)
- "Shipwreck moment" (Daloz-Parks, 1999, 2000)
- "Optimal conflict" leading to adaptive change (Kegan & Lahey, 2009, p. 54)

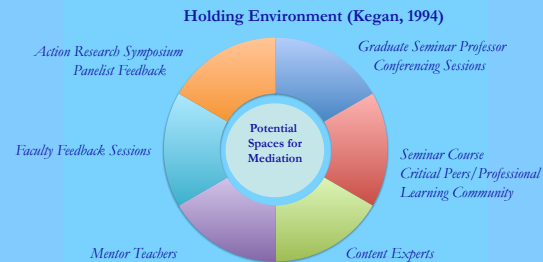

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Mediation



- dialogizing through social interaction requires mediation, where tensions (Engeström, 2001) can be uncovered within the learner whereby the learner may begin to challenge their assumptions, recognize gaps, and deepen their conceptual understanding.
- “when we see/hear the same teacher interact with someone who is more capable while accomplishing a task that is beyond her capabilities, this creates a window through which we can see her potential for learning and her capabilities as they are emerging...mediation in this metaphoric space of potentiality is essential” (Johnson & Golombek, 2011, p. 6).

Our Learning Community based on Socio-cultural Theory (Vygotsky, 1978)



Student Experiences



Online publishing: E-portfolio

Miriam Voth

HOME ACTION RESEARCH TEACHING PORTFOLIO CV CONTACT



My name is Miriam Voth. I am an ESL instructor with nine years of experience teaching college and adult courses in the U.S. and internationally. Currently, I work in the San Diego College and Grovermont Community College Districts in ESL, and at the University of San Diego as a teacher educator in Professional and Continuing Education.

This website includes my portfolio and action-research project completed as part of my candidacy for an M.Ed. in TESOL, Literacy, and Culture at the University of San Diego. Please take some time to explore my work and who I am as an educator.

CONTACT



Online publishing: E-portfolio

Personal Academic Professional Artifacts Reviews Action Research

Hello and Welcome!

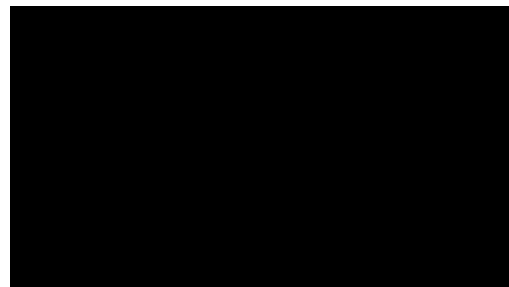
My name is Emily Meyers and I am currently a 27-year-old graduate student at the University of San Diego earning my M. Ed. in TESOL, Literacy and Culture. I am also an ESOL Instructor at Education First teaching 4 courses: Intermediate General English, Intermediate Speaking and Listening, English through Modern Novels, and TOEFL Preparation. My three passions in life are **learning**, **traveling**, and **educating**.



Learning - I graduated from Miami University (OH) in 2009 with a Bachelor of Arts in English and a minor in Sociology. I also completed a 'Thematic Sequence' focusing on intercultural communication while in Oxford, Luxembourg. In the summer of 2008, in 2010 I earned a 60-hour in-class TESOL/TEFL certification through Oxford Seminars. In 2013 I was accepted into the University of San Diego's Master of Education program focusing on TESOL, Literacy and Culture. In March 2015 I attended the CATESOL regional conference in San Diego with the theme of Powered Up! Although I will have completed my M.Ed. by May 2015, I am a voracious learner and always welcome opportunities to further my education and knowledge.



My own reflections: Embracing Vulnerability



Thank you...



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