Developing Reflective Practitioners Through Action Research in TESOL

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University of San Diego
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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 a 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 (e.g., observing, debriefing, journaling, micro-teaching).

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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Scope and Sequence of our TESOL Program

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Sociological Foundations</td>
<td>3</td>
</tr>
<tr>
<td>TESOL Specialization</td>
<td>12</td>
</tr>
<tr>
<td>Research Sequence</td>
<td>6</td>
</tr>
<tr>
<td>TESOL Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
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</tbody>
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*150+ hours embedded fieldwork/internship experience

Transitioning from Students to Reflective Practitioner Researchers…

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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 & Golombok, 2011, p. 6).

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

Holding Environment (Kegan, 1994)

Action Research Symposium
Panel Feedback
Graduate Seminar Professor
Conferencing Sessions

Faculty Feedback Sessions
Seminar Courses
Critical Peer/Professional Learning Community

Master Teachers
Content Experts

Student Experiences

Online publishing: E-portfolio

My own reflections: Embracing Vulnerability
Thank you…

References


