

Reflection Paper
EPSY 2020 - CTL section

An important part of contextual learning is pausing to reflect on what you have learned, what parts of it seem most useful to you, and how you might use it in the various current and future real life contexts. If you are like most of us, you are often so busy that you don't or can't take the time to do anything that isn't "required," so think of this paper as a "required reflection." We hope you will be able to use what you have observed, what you have read in class, and what you have heard and done in class to develop further your ideas about several areas that seem important to you--through thinking and writing about them. In other words, this paper is not just a "product" on which you will be graded, but also, we hope, a part of the learning "process" you are doing in this class.

The paper has two parts:

PART I: (30 pts. total--10 pts. for each "thing"). Choose three of the most important things you believe you have learned in this class. Analyze your learning of each idea by writing about:

a) **What** you learned: What do you now think about this concept? How is that different from what you thought before? (2 pts.)

b) **How** you learned it: What was it that you experienced, did, observed, heard, read, or thought about in taking this class that caused you to develop or change your beliefs about this idea? (2 pts.) Explain how your learning in this instance is an example (or counterexample!) of a learning principle we have talked or read about in class. (2 pts)

c) **Why** you think it is important learning: How will it affect whatever form of "teaching" you plan to do in the future (this might include parenting, therapizing, coaching, or principaling, as well as regular teaching)? Please be specific about this. For example, don't just say "I plan to adjust my teaching to accommodate student's diverse cultural backgrounds," give examples of how you might do this in a specific situation with specific students/clients/children you are likely to have. (4 pts)

NOTE: We do NOT have any preconceived answers to what the three most important things you learned in this class ought to be, or of how you ought to have learned them. Given the diversity of people and the many different ways we hope we have offered for you to construct knowledge, we would expect that the "three things" and the ways you found to learn them might be different for every student. It is certainly even possible that you might have learned how not to do something by an assignment we gave or a teaching strategy we used. We learn from our mistakes all the time, and so might you!

PART II: (20 pts. total--10 pts. each) Please write at length about two examples of contextual teaching and learning based on your fieldnotes. They may be any combination of "actual" or "alternative" examples (see below).

Actual examples: By this, we mean examples of good contextual teaching and learning that you saw during your field observations. Analyze each actual example by:

a) **Describing** what happened: What was the classroom context, what did the teacher do, how did the students respond? (Different students may have responded differently.) (2 pts.)

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b) **Explaining** why you feel this was a good example of CTL: What elements of CTL did you see in this example? (You may want to refer to the handout you got at the beginning of class outlining the Characteristics of Contextual Teaching and Learning.) (4 pts.)

c) **Extending** this example: How would you think students would be influenced by this sort of teaching strategy, now or in the long run or both? (Please be specific; don't just say "well" or "they'd learn more.") Did the student(s) seem to respond as you might have expected, or not? How and why might you modify or add to this teaching strategy if you planned to use it (or a similar strategy) in your own teaching? (4 pts.)

Alternative examples: By this, we mean examples of occasions you observed where you think contextual teaching strategies might have been a better alternative than what you actually observed. Develop each alternative example by:

a) **Describing** what actually happened: What was the classroom context, what did the teacher do, how did the students respond? (Different students may have responded differently.) (2 pts.)

b) **Explaining** an alternative strategy that you think might have worked out better in this situation. Please lay out your alternative in realistic, workable detail (4 pts.); explain how your alternative better exemplifies characteristics of CTL (2 pts.), and explain how and why you might expect students to respond differently to your alternative than they did in the actual situation (2 pts.).

NOTE: For each example, actual or alternative, you need to include a (dated) copy of the original fieldnotes you took on the situation.

Please feel free to call, Email. or meet with either of us if you have any questions about this paper. **Final version is due in class, DEC. 6.**