A Study of Reflective Diary of B.Ed Student - Teachers

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Introduction

Education is a lifelong process. The destiny of India is being shaped in the classrooms. (Patel, M. and others, 2008) The destinies of the students are being shaped by their teachers in the classroom. The teachers have the power to cultivate or develop the students.

21st century demands much more from the teachers because 21st century is the century of quality. TQM has also been introduced in the field of education. The quality of teaching depends on the quality of teacher. The teacher should be aware and alert about their teaching, merit or demerits. Teachers should always introspect themselves, so they can know where they are lagging behind. This type of self – assessment is possible only by reflective thinking. Teachers can bring change in teaching methods, techniques and system by reflective thinking on their own teaching (Raval, N.V and others).

Teacher – education institute provides teaching to the student-teachers and as a part of a training they should also be trained to be a reflective teacher and this is done in B.Ed programme in teacher – education institute affiliated to SNDT University as a part of curriculum they have to write a detailed reflective diary. Investigator tried to find out the reflective thinking of trainee and improvement in their teaching in this study.

Education helps to make life more prosperous and this noble deed is possible only by the teachers. Teachers will think on or about all the activities related to their teaching logically. They analyze and synthesis their teaching fragments and thus, by this procedure they will make their teaching more fruitful and productive. Reflective thinking is a master key to open the treasure of success (Andharia, R.2005)
Objectives of the Study

Investigator has constructed the following objective to conduct the present study on the basis of review of reference literature.

1. To know the reflective thinking of student – teachers before the classroom teaching in practice lessons (teaching).
2. To know the reflective thinking of student - teachers during the classroom teaching in practice lessons (teaching).
3. To know the reflective thinking of student- teachers after the classroom teaching in practice lessons (teaching).
4. To know the self – suggestions for improvement in their teaching.

Research Questions

1. How is reflective thinking of student - teachers before the classroom teaching in the practice lesson (teaching)?
2. How is the reflective thinking of student – teachers during the class room teaching in the practice lessons (teaching)?
3. How is the reflective thinking of student – teachers after the class room teaching in the practice lessons (teaching)?
4. What are their self-suggestions for improvement in their teaching?

Delimitations of the Study

1. The present study was limited to the student – teachers of Kameshwar College of Education, Ahmedabad, affiliated to SNDT Women’s University.
2. Analysis solely depended on what the respondents stated on diaries. There was no follow up or additional action taken for clarification of the data.
3. Writing a reflective diary is a part of their training. So there might be a lack of perfection in writing diaries. The limitations of diaries also became limitations of the study.

Significance of the Study

There are very few researches done on reflective thinking in India and especially on the reflective thinking of teacher – students during practice teaching at schools.

Writing a reflective diary is a part of B.Ed curriculam of SNDT Women’s University and as a part of teacher training all student – teachers write this reflective diary. Many researchers have been done on teacher’s improvement and their work efficiency, skill – development, content
knowledge, commitment and same as with the student–teacher quality or teaching improvement.
The present study focuses on the reflective thinking which includes before, during and after and
also self suggestion for next lesson qualitatively. Thus, the present study will be helpful in
curriculum development of B.Ed programme, teacher – educators, teacher–education institutes,
applying methods, techniques and teaching strategies. It will be also useful in personal and
professional development of student–teachers and teacher.

**Keywords**

The operational definition of the keywords which investigator has used in the study.

**Reflective Thinking.**

Dewey's Definition of Reflective Thinking.

"Active, persistent and careful consideration of any belief or supposed form of knowledge in the
light of the ground that supports it and the further conclusion to which it ends.

In this study Reflective Thinking means what the student–teachers feel, experience before
during and after classroom teaching.

**Reflective Diary.** The reflective diary is a tool for practitioners where they can actively reflect
on events, cases, interactions etc that had a significant impact on their thinking about how they
practice and that may have led to change in practice.

**Student – Teacher.**

A student teacher is a college or a graduate student who is teaching under the supervision of a
certified teacher in order to qualify for a degree in education.

Here, student–teacher means, the students who are studying in a B.Ed programme.

**Sample**

In the present study 20 reflective diaries of student teachers were selected out of 100 reflective
diaries of student–teachers by random sampling method.

**Tool**

In the present study reflective diaries were used as a tool.
In the reflective diaries, student teachers have written their teaching experiences during practice teaching which is included in their experience before the classroom teaching, during the classroom teaching and after the classroom teaching.

Data Collection and Interpretation

Data were collected from the reflective diaries of student teachers of B.Ed programme and the content analysis was used to analyze and interpret the data because the present study is of qualitative research in nature.

Findings

The findings derived by the testing of objectives and the questions of the study are as under:

Reflective Thinking before Classroom Teaching

1. Most of the student-teachers thought about, how will be a class or the students?
2. They took lots of time in formulating and deciding objectives for a particular unit.
3. Most of the students thought which teaching methods and technique will fulfill their objectives.
4. Most of the students were worried about the teaching aids and also tried to make their own (self made) teaching aids for classroom teaching in practice teaching.
5. Some of the students teachers thought about- which method will be more creative and effective in teaching their respective subjects.
6. Very few student-teachers thought about the problem that can arise in the classroom.
7. Most of the students were bothered about the time limited and for that they had also rehearsed the whole lesson.
8. Some of the student’s teachers checked all their necessary things which is required in the classroom in advance.
9. Very few student-teachers thought about their reading or getting related reference material for the content or teaching.

Reflective Thinking during the Class room Teaching

1. Most of the student-teachers had same thinking on their first lesson in practice teaching were they on the right track or did they speak properly?
2. Some of the student-teachers have forgotten the content of the subject.
3. Most of the student – teacher have forgotten to use colored chalk in their first lesson.
4. Most of the students – teachers found it difficult to explain the content without the help of textbook especially in the subject like social science though they had practiced it before.
5. Some of the student’s teachers gave negative reinforcement to the students for their wrong answers.
6. Some of the student-teachers wrote that they had forgotten to ask questions to the students as they planned, they had simply explained or read the lesson which was not according to their plan.
7. Most of the student – teachers paid attention to the bright students who gave them the correct answers.
8. Very few students –teachers wrote that they tried to motivate the dull and mischievous students to give answers.
9. Some of the student –teachers noted that they couldn’t handle they mischievous students and they got disturbed by them.
10. Some of the student-teachers found that their teaching material (content) was not enough for the students they felt that the students know more than them.
11. Very few student-teachers wrote that they got disturbed and embarrassed because students imitate or copy their particular colloquial language.
12. Very few student-teachers wrote that from the very first day they enjoyed teaching and got good response from the students.
13. Some of the student-teachers got disturbed by the comments of the students on their friends during the classroom teaching.
14. Very few student-teachers wrote that they involved all the students in teaching learning process.
15. Some of the students wrote that they neglected or avoided some students to complete their lesson according to their plan.
16. Very few student-teachers have thought during the teaching that they are achieving or fulfilling their pre-decided objectives.
17. Some of the students teachers have forgotten to do set-induction they directly taught the lesson.
18. Some of the student-teachers wrote, that all the time they were thinking that, do I satisfy the students’ need or curiosity?

**Reflective Thinking after the Classroom Teaching**

1. Most of the student-teachers wrote that there is a need of reading and using proper reference material in the classroom.
2. Some of the student-teachers felt that they should improve or enrich their content knowledge because when students asked questions they were unable to answer them.
3. Some of the student-teachers found that there was a lack of interaction. They only read or simply explained the lesson they did not give chance to speak or express the students ideas or thoughts.
4. Some of the student-teachers wrote that they did not follow or forgot scientific way of teaching as plan like set induction, statement of aim, question answer, B.B Work, evaluation etc.
5. Most of the student-teachers found that their B.B.Work was not proper or to the point.
6. Some of the students-teachers confessed that they had accepted the wrong answers of the students as they were confused / tensed.
7. Very few student-teachers found that their students were very good.
8. Most of the student-teachers could not complete the lesson in time.
9. Some of the student-teachers wrote that they were failure in motivating students for interaction.
10. Some student-teachers admitted that there was a lack of confidence in them and their teaching was not up to the mark. They were also frightened by clever students because of their poor content mastery.
11. Most of the student-teachers found that they can do better by using appropriate teaching aids.
12. Most of the student-teachers felt that, students liked it when they call them by their names.

**Self – Suggestions for Improvement in Teaching**

1. Most of the students decided to read or prepare more reference material for their respective subject.
2. They found that new innovative methods are more effective so almost all decided to use new innovative methods for teaching.
3. Some of the student-teachers decided to improve their attitude towards dull and mischievous students.
4. Most of the students-teachers decided to improve their writing skills especially for B.B.work.
5. Most of the student – teachers decided to increase their confidence by more practice.
6. Most of the students-teachers decided to involve the entire class in teaching learning process.

**Discussion**

Findings of the study showed that most of the student-teachers found difficulty in their first lesson but later on they improved their teaching or attitude by reflective thinking. They have changed their method and way of teaching and at the last lesson they have improved up to mark. They wrote all their experiences of practice teaching.
References