

Personal reflection ..
continue (car parking)



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Running Head: PERSONAL REFLECTIONS-CAR PARKING PROJECT Personal Reflection on the Teaching Modules Used in the Team Project-Car Parking

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Abstract

This is a essay reflecting on the task of teaching adults to park a car with reference to the to teaching manners of Taylor, K., Marienau, C. & Fidler. M. (2000). I will be reflecting on the extent and quality critical reflection in relation to the team project and teaching implications identified as result of my reflection. This project will be completed using a team consisting of six members in varies ages and teaching abilities. . We decided to complete our project showing students how to park a car.

Personal Reflection on the Teaching Modules Used in the Team Project-Car Parking

Our team of six has been created . We are going to use our skills of critical reflection to create a module to teach our students. We are also going to discover how what implications our different teaching strategies have on the project. We have a list with everyone names and emails . A web site has been created and we are meeting in a chat room .(Private Wiki - ESV222 Development and Change. (n. d.). Retrieved May 23, 2009) I have listed the names of our time and their strong points. .

Kate has worked in child care with babies and children to five years old.

Roz is an aquatic educator of children

Hannah has experience training children

Sima has been a volunteer teacher in music and art classes.

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Andrew teaches adults in the automotive industry.

Dylan has been tutoring musician one on one.

My reflections on the chats show that Dylan is the team captain. He is working to get everyone to the chat room and the project completed in a timely manner. (Private Wiki - ESV222 Development and Change.) The readings in the chat room reveal that Dylan was not planning on being the leader, however, he has the best characteristics. He created the web site and the chat room. He was very instrumental in completing the task of choosing the project. . The role of critical reflection in relation to the team project can be seen in the discussion in the chat room when we were choosing the topic of the project. Dylan listed for this idea to the group in the chat room " What to do at an intersection - Recognising street signs & road markings - Theory - reading manuals - Parking the car - Dials, Controls, Knobs, Pedals, Mirros etc - Wet and Harsh Conditions". (Private Wiki - ESV222 Development and Change.)We had a discussion and decided to reduced it to one topic and vote on the topic. Dylan talked the grouped into advantages of one topic. It would be easier to complete the project. Dylan had the group vote on the topic. Roz and Kate voted for the parking the car . I can see the role of reflection in this decision. Gustafson and Bennett (1999) identified three types of characteristics concerning critical reflection.

Learner

Environmental

Reflection Task

We have used the physical environment to reflect on the task we were choosing.

Intelligence has played a part in both of our groups. The person with the

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most intelligence will be the team captain and will help the others on the team. You can see it happening in our chat rooms. The most intelligent people are also usually the most creative people. It is not difficult for them to create and visualize ideas. The project is finished due to the ability of our group to have the skills to use the new information and combine it with the information they already know. In a group, the person with the highest personality or persona is usually able to convince the others to follow their idea.

I want to reflect on the types of learning that we have used in our groups.

Kolb's experiential learning styles as listed were used for our groups.

1. Concrete Experience - (experiences actually parking a car, incidents and involvement)
2. Reflective Observation - (remembrance of scenarios involving parking)
3. Abstract Conceptualization - (possibility of various angles, entry/exit points using theory)
4. Active Experimentation - (actually performing the act. - very important

I feel that the teaching implications used with the activity that the group picked will work very well. It is a concrete activity. Parking a car involves motor movement. They must be able to conceptualize the activity in their mind. They will practice it with Legos and on the computer. They must show some skills before they are given a car. The final act involves the active experimentation. The students are required to park the car with the teacher and by themselves. The students and the teachers will see if the final test has been passed. This activity will be very easy to test since it is so such a visual and motor skill. It will be easy for the student and the teacher to see. It will be difficult to fake. The group has done a wonderful job of identifying

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the tasks the students should perform i. e. park a car. They decided which tools the students should use in order to complete the task. They are using Legos and computer simulation. The students will take the test in a car and the teachers will view the test.

Conclusion

The extent and the quality of the teaching implications as a result of my personal reflections on the project. I conclude that we have succeeded as a team with the topic picked and our use of technology to complete our project. We worked well as a team working together to create the issues for the students to solve and one that follows the teaching style of Kolb. We were able to find a process that allows everyone on the team to participate. It did not matter what level of teaching the team members had available to them. Everyone was happy to participate and give ideas. Dylan was a good team captain and kept the project on course. We pick a topic that was necessary to teach to adults. It also allowed us to use all types of technology to help us in our teaching. The webpage (Private Wiki - ESV222 Development and Change. (n. d.). Retrieved May 23, 2009) illustrates how well the team was able to work together to demonstrate the use of the teaching implications.

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