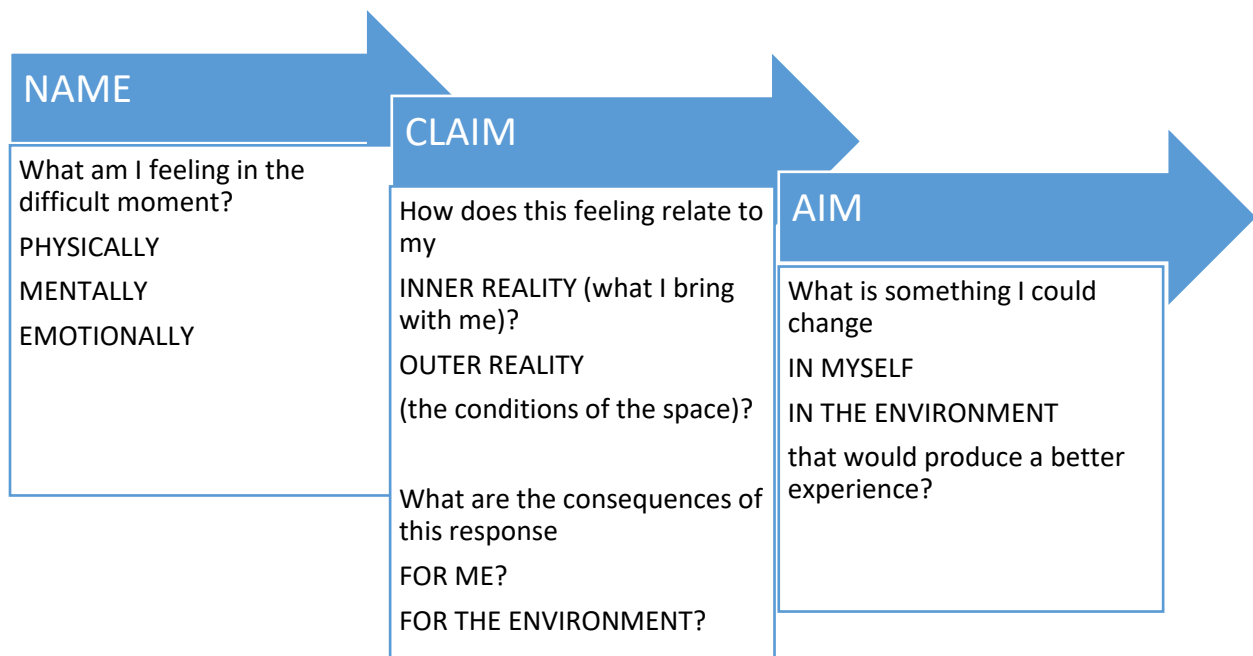


Sample Reflection: Naming, Claiming and Aiming our Teaching Discomforts (Lisa Dickson, Shannon Murray, Jessica Riddell, “Keep Teaching” Webinar Series, 24 June, 2020)



NAME	CLAIM	AIM
<p>“painful feelings are not signs of personal weakness, sources of shame, or irrelevant to the complex challenges of knowing, working, and living” (Parker Palmer, <i>The Courage to Teach</i>, 207)</p> <ul style="list-style-type: none"> • AVOID judgement; • Use SPECIFIC language; • Attend to the INTERRELATION of the physical, mental and emotional dimensions. 	<p>“tell the difference between the emotions that illumine our environment and those that reveal our own shadows” (Palmer, <i>Courage</i>, 210).</p> <ul style="list-style-type: none"> • What does your discomfort tell you about what you VALUE, about how you SEE YOURSELF as a teacher? • Does your discomfort make you “porous” (open and empathetic) or “impervious” (closed to others and to learning)? (Palmer, <i>Courage</i>, 40) 	<p>“ask if they have consequences for action; and, if so, explore them for clues to strategies for social change” (Palmer, <i>Courage</i> 210)</p> <ul style="list-style-type: none"> • Assess which of the values and self-conceptions you have claimed need to be FOUGHT for, ADAPTED or LET GO? • What in your experience helps you to understand the experience of others (to become “porous”)? • Identify a CONCRETE change (big or small).

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Sample Reflection:

Scenario: I’m in my 5th webinar of the week about educational technologies that I can use in the fall to put my courses online. At the 40-minute mark of the one-hour session, I stop listening and go make lunch. My notes don’t make any sense. I don’t know what half of the words I’ve written down mean. I don’t know how I will use these things in my teaching.

NAME	CLAIM	AIM
<p>I feel:</p> <p><i>Physically:</i> ANTSY/RESTLESS and SORE (in my butt from sitting)</p> <p><i>Mentally:</i> OVER-STIMULATED, MAXED-OUT</p> <p><i>Emotionally:</i> FRUSTRATED, DEPRESSED, HELPLESS, LIKE A FAILURE</p>	<p>I bring:</p> <p><i>My identity:</i> I’m an award-winning teacher who has tonnes of knowledge and resources. People come to <i>me</i> for help. Now I know nothing. <i>My expectations:</i> I <i>should be able to do this</i>.</p> <p>My environment brings:</p> <p><i>Alien knowledge:</i> I don’t understand technology; <i>Physical barriers:</i> I can’t sit still and stare at a tiny screen for an hour. <i>Time pressure:</i> I can’t take in all this information before I will be tested on it in the classroom.</p>	<p>Things I can</p> <p><i>Fight for:</i> I know I’m a good teacher. I will still be a good teacher.</p> <p><i>Adapt:</i> I don’t know nothing. I know how to learn. I can structure my experience around what I know works for me. It might look different in the new context, but the bones are good.</p> <p><i>Let go:</i> I actually <i>shouldn’t</i> be able to do this. This is a <i>pandemic</i>. Nobody is going into this as an expert. I can let go of the expectation that I’m going to be the expert.</p> <p>Becoming porous:</p> <p>Just like me, students also encounter alien knowledge, have less-than-optimal physical spaces for learning and are worried about mastering all the information before being tested. They will be scared and frustrated too.</p> <p>Strategies or Interventions:</p> <ul style="list-style-type: none"> • Only do short exercises to reduce maxing-out and physical discomfort; • Let students assimilate information at their own pace (asynchronous engagements); • MODEL LEARNING NOT MASTERY.