

USING SELF-ASSESSMENT FORM AS POST-LESSON REFLECTION: A PROPOSED TOOL FOR LANGUAGE TEACHERS

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INTRODUCTION

Purpose of my action research

Use a newly created teacher self-assessment form to improve teachers' reflection on their teaching after each lesson.

INTRODUCTION

- Initially, I used Danielson's framework for teaching (Charlotte Danielson, 2007) and the five broad dimensions of teaching (Raoul A. Arreola, 2007) to design the detailed self-assessment form for teachers after each lesson.
- Then I exploited this form to encourage teachers to reflect on their teaching right after each lesson.

Context

- Foreign Trade University, Faculty of English for Specific Purposes.
- 2 divisions: English for Specific Purposes (14 teachers) and General English (22 teachers)
- In Division of General English: 4050 teaching hours/1 semester (15 weeks)
- 1 teacher in charge of 193 hours -> heavy workload.

Context

- Because of busy schedules, reflection on teaching is neglected.
- The problem is if we don't reflect on our teaching, we can't assess our conclusions, actions and work process to our further personal and professional development.
- If we as teachers don't take time to reflect on our day, our week, our quarter, or our year in the classroom, then we simply will not improve as teachers.
- “As teachers we constantly are called on to deliver, to offer, to give. Reflection allows us to receive, to absorb, to take from our experience and that way to continue growing.” (Peters, J. K. and Weisberg, 2011)

Context

Following are a few ways that teachers can include reflection as part of their own path towards professional development.

- Daily reflection
- Lesson reflection
- End of term reflection
- End of year reflection

Reflection on lessons is the focus of this research.

Reflection tool is the Teacher Self-Assessment Form.

Participants

- The participation in the study was entirely optional, but most teachers were keen to take part.
- The project consisted of three action cycles and involved a total of 15 teachers from Division of General English.

Theoretical perspective

1. Theory of *Reflection on action* (Donald Schon, 1983): *Reflection on action* means reflecting after you have done it, when the session is complete you can reflect on, analyze and evaluate the learning and teaching.
 - This post-action reflection informs teacher's subsequent planning and preparation leading to a cycle of continuing improvement.
2. Danielson's framework for teaching (Charlotte Danielson, 2007): lays out the various areas of competence in which professional teachers need to develop expertise.
3. The five broad dimensions of teaching (Raoul A. Arreola, 2007) define teaching for faculty evaluation and develop systems.

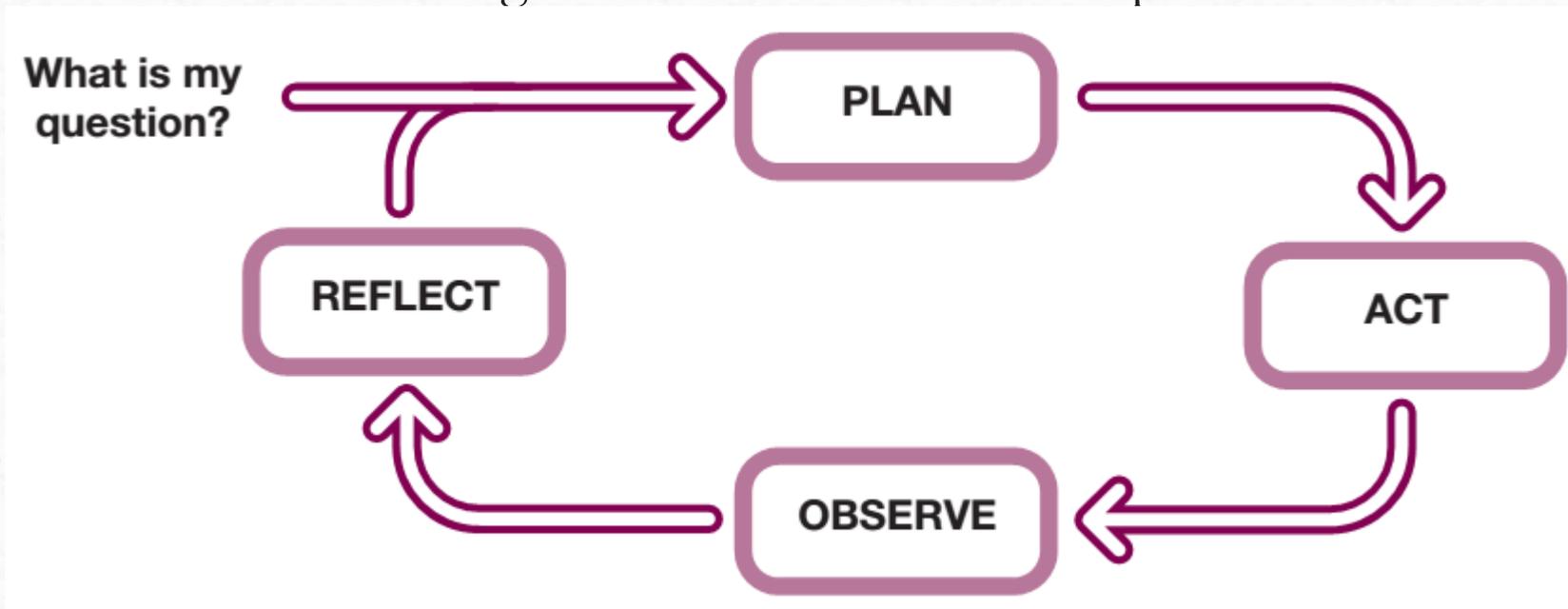
Theoretical perspective

- These theoretical constructs helped me create a new teacher self-assessment form after a lesson.
- Research question: **How can a newly created teacher self-assessment form most effectively enable teachers to assess their teaching after a lesson?**

Research methodology

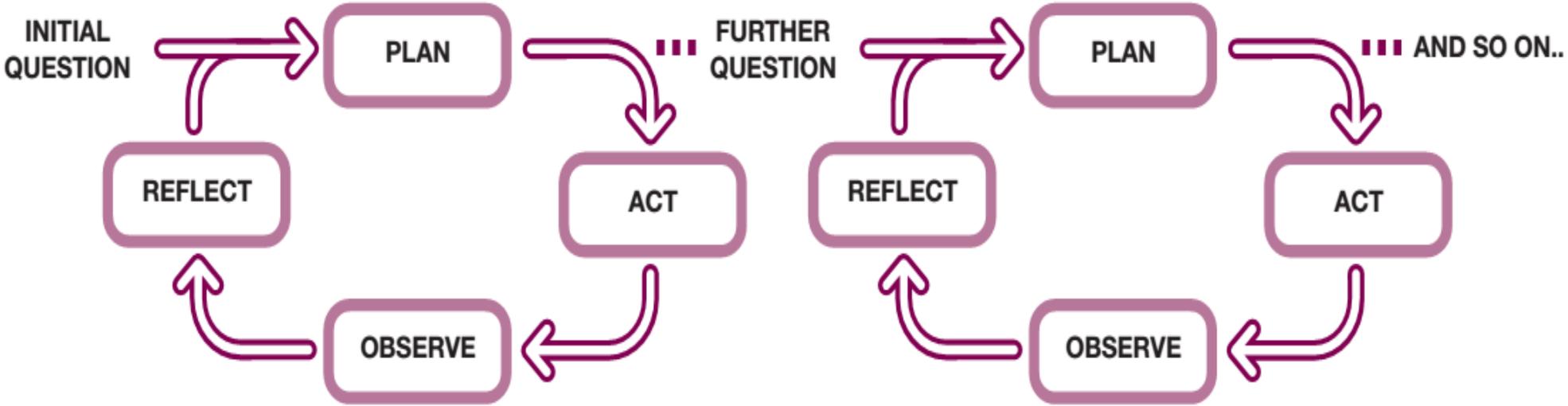
Action research, a four-phase process consisting of cycles of planning, action, observation and reflection (Kemmis, 1997).

Figure 1: the action research process



Research methodology

Figure 2: Action research moving forward



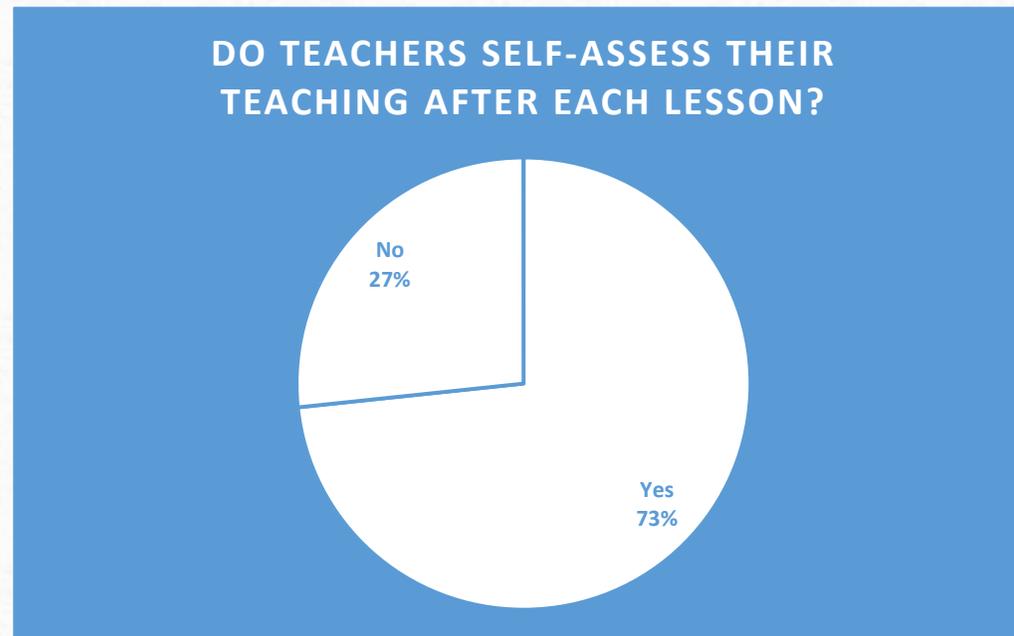
Procedure details

(See the Word document)

Results

Cycle 1

Figure 3:



Results (cycle 1)

SELF-ASSESSMENT TOOLS

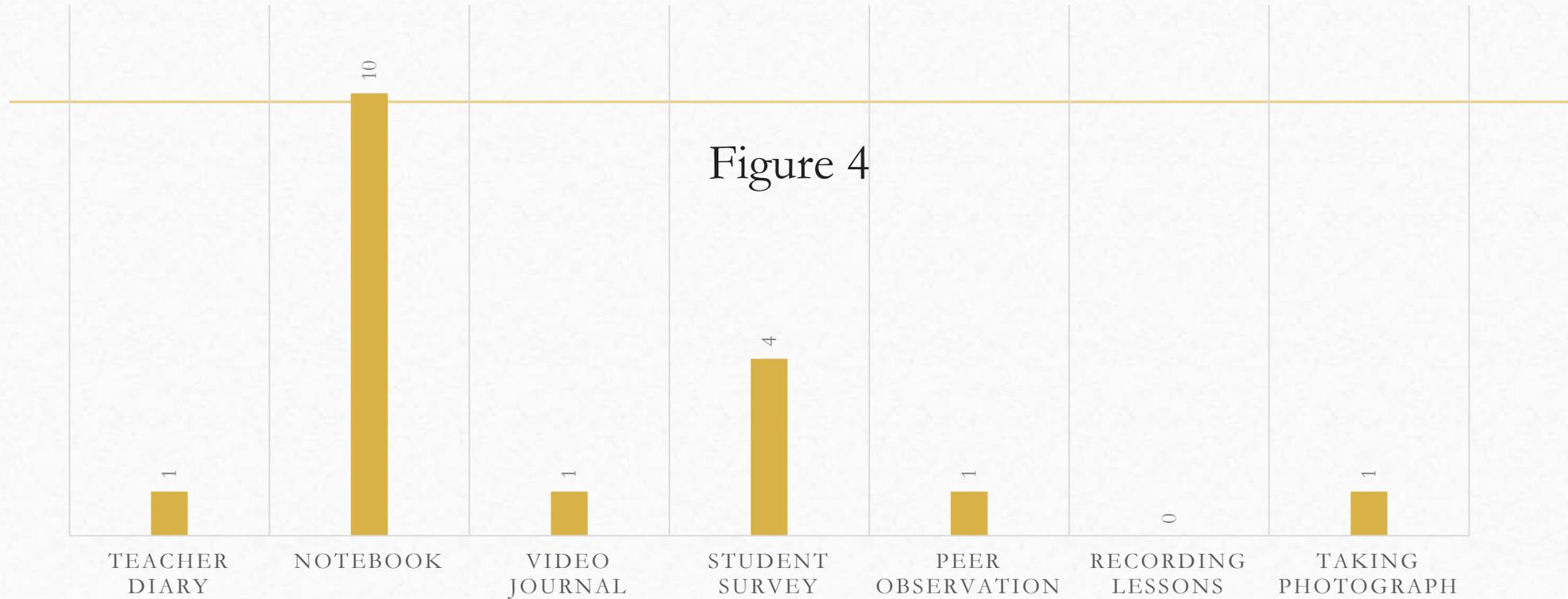


Figure 4

Results (cycle 1)

- Teachers seemed to prefer taking notes to other tools.
- These notes didn't reflect on the lesson as a whole such as what worked well, what needed to be adjusted, or the lesson disaster, classroom management, teaching skills and strategies...
- > **Conclusion:** the notebook couldn't help teachers self-assess their teaching after a lesson since they couldn't collect enough information, analyze and evaluate this information. They couldn't identify and explore their own practices and underlying beliefs. They couldn't make changes and improvements in their next lessons.

Results

Cycle 2:

- All the participants' responses to the interview confirmed that it was necessary to self-assess their teaching right after each lesson.
 - After the newly-created self-assessment form was shown, 80% of them expressed a positive attitude towards the use of this form. (See the form of checklist)
 - 30% acknowledged that they were still more likely to use note-taking.
- > These results led to the implementation of the form in Cycle 3.

Results (cycle 3)

Participant	Week 1	Week 2	Week 3
1	2.1	2.7	3.3
2	2.6	3.6	4.7
3	2.0	2.7	3.0
4	2.3	3.6	4.2
5	2.0	2.4	2.8
6	2.6	3.6	4.3
7	2.2	3.0	3.7
8	2.9	4.0	4.5
9	2.0	3.0	3.8
10	2.6	3.3	4.0
11	2.8	3.5	4.5
12	2.0	3.0	4.0
13	2.5	3.5	4.4
14	2.7	3.5	4.6
15	3.0	4.0	4.7

Table 1: Average scores of three domains

Results (cycle 3)

- The newly created teacher self-assessment form effectively enables teachers to assess their teaching after a lesson.
- Teachers' self-assessment was improved week by week.
- They consciously evaluated their performance right after a lesson.
- They set goals for self-improvements (e.g. lesson plan).

Implications

- Teachers use this form to self-assess their effectiveness after each lesson.
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- This tool allows for self-assessment according to three domains of teaching with 28 components of activities.
 - They will reflect on their practice, collect evidence and generate ideas to make changes and improve their next lessons.

Implications

- This is a personal device to help teachers analyze their performance of the lesson as a whole and set goals for self-improvement.
- For novice teachers, this form provides a pathway to excellence by laying out the important components that construct professional practice and development.
- Other teachers honestly face the facts to move forwards in their professional development.
- This self-assessment tool can be applied to other subjects and division/faculty/department.

Limitations and Conclusion

- The data collected are able to show short-term changes over 7 weeks.
- The sample (15 participants) was limited.
- This study needs to be applied for other divisions/faculties/departments/schools.
- It needs feedback from peers and consultancy from the faculty management.

Limitations and Conclusion

This form is useful for teachers to develop expertise and provide guidelines in what a teacher does after teaching a lesson.