Conversing with the Literature of Teaching and Learning

This activity offers one possible example of how you can engage with the literature of teaching and learning and reflect on your engagement using another lens. You should feel free to use a similar method with a different article. The article proposed for this example is:

Renshaw, Peter. "Community and Learning: Contradictions, Dilemmas and Prospects". 

An electronic copy of the article is available from the library at the following address:

http://opac.library.usyd.edu.au/record=b3026339~S1

Instructions

1) Read the Renshaw article, noting any important ideas/definitions or any concepts or themes you are unsure about.

2) List one or two of the ideas that you found most interesting in the article, briefly describing why you found the concept useful or interesting (i.e. state how the concept relates to your teaching philosophy, design, and/or practice, or why the idea is flawed).

   i. Idea or Concept / Description:

   Criticism of the idea/concept, how it is useful, or why it is interesting:

   ii. Idea or Concept / Description:

   Criticism of the idea/concept, how it is useful or why it is interesting:
3) Draft a question you’d like to pose about a concept or idea from the article. For example, the question could be about a point of definition or about a practical application to your teaching and learning.

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4) Seek answers to your question using another lens (self, student or peer).

For example, you might analyse the role of community as expressed in your course outline (self lens), you might examine survey comments to see whether students identify the networks they develop during a course as an important outcome (student lens), or you might share your thoughts and/or questions about the article with a trusted colleague or with a mentor (peer lens).

Care should be taken and permission sought if you want to include any comments or ideas of your colleagues and/or students when formally documenting your own reflections.

5) Reflect on the results of your engagement with another lens. What has your engagement with another lens added to your understanding of the concepts/ideas in the article?

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6) In what ways might your reading of the article and/or your engagement with another lens impact upon your teaching and learning (e.g. philosophy, design and/or practice)?

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