

Literacy Program

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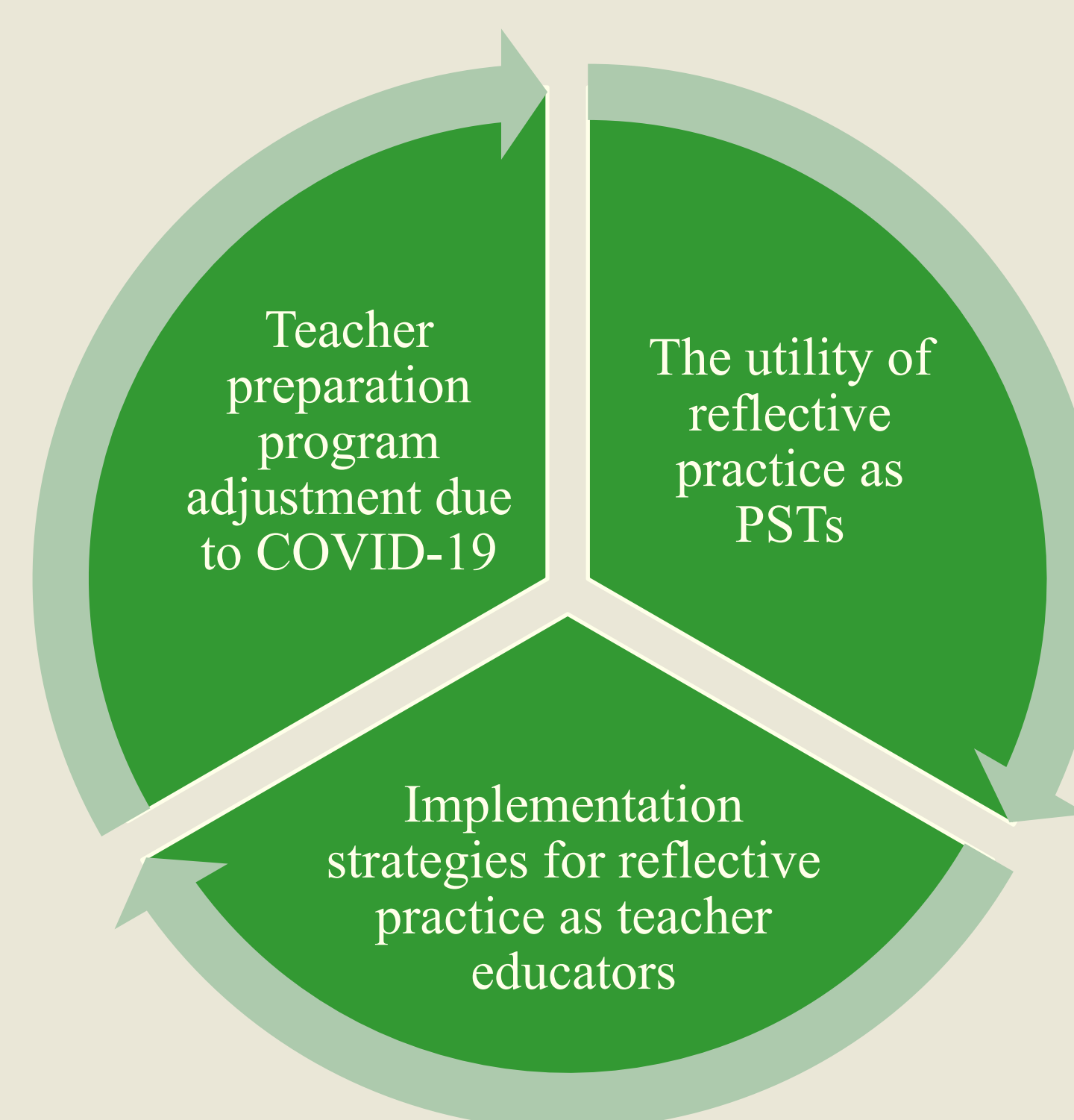
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Introduction

Abstract

The purpose of this action research was to seek to identify and understand the impact that reflection has on HBCU Preservice Teachers literacy pedagogies. During an online literacy program PSTs were given the opportunity to put theory to practice. The design of the PSTs lesson template included two additional requirements, which were reflective questions (What worked well this week? What worked less well? How can I make it better?). Reflection ultimately leads to the demand for a solution from a challenging experience or problem one has experienced and wishes to improve. However, absent from prior studies is research on how reflection benefits PSTs' literacy pedagogies at HBCUs.

Aims of the Research



The purpose of this study was to find any correlations, if any, that the engagement of reflective practices may have on preservice teachers' literacy pedagogies. The possible matters to reflect on are limitless, but teachers solely reflect on student learning, instructional process, and subject matter (Jay & Johnson, 2002). Reflection allows PSTs to think back on previous teaching strategies and ways to effectively enhance them.

Research Question

- What impact, if any, does reflection have on HBCU Preservice Teachers' literacy pedagogies?

Method

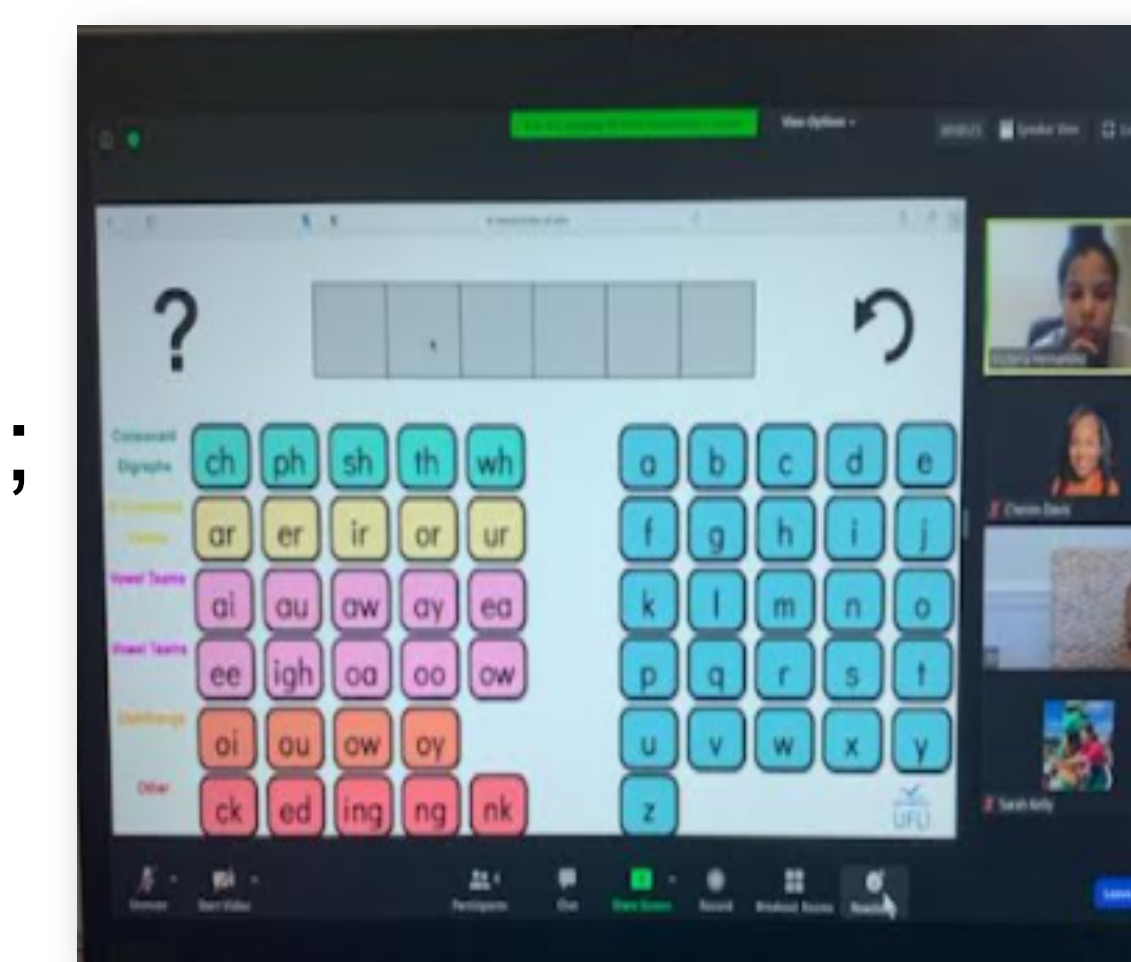
Research Design

This qualitative, descriptive study examines PSTs' self-reflective practices to inform pedagogical implementation during a virtual literacy fieldwork placement. This study utilized researcher observations, instructor feedback, PST interviews, and classroom discussions to inform best practices for reading instruction. The effectiveness of self-reflective practice and virtual reading interventions in preparing PSTs to enter the classroom are grounded in the analysis of the qualitative data collected. Attempts to legitimize their use as a transformative pedagogical tool is an emergent line of research that this study intends to explore further.

Participants

The participants selected to participate in this study were selected using a non-random, purposeful sampling based on predetermined criteria:

- Pre-Service Teachers enrolled into a HBCU; Florida A&M University's College of Education.
- Elementary aged students attending Brownsville Preparatory Institute.



Data Collection and Analysis

Over the course of a seven-week period PSTs engaged in weekly online tutoring sessions with scholars. The teaching of daily lesson plans, which were infused with reflective questions were implemented. Reflective engagements from each lesson plan were closely compared to other PSTs responses to find ongoing trends. Interviews were conducted at the end of the period to analyze PSTs experience with reflective practices. Transcripts from the interviews were color coded based on specific findings.

1. Red:
 - How did you feel about tutoring online and not having a supervising teacher in the field to provide feedback to them?
2. Yellow:
 - When asked about the lesson plans and reflective engagements, how were the reflective engagements helpful to the Pre-service teachers teaching skills?
3. Green:
 - How did the PSTs emotions and feelings about tutoring online and implementing lessons change over time?

Results

Conclusion

The results suggest that three out of the four PSTs found teaching literacy online without any form of guidance from an experienced teacher difficult. However, all of the PSTs found the engagements of reflective practices to be effective and created an allowance of improvement on their literacy pedagogies. Also, all of PSTs reported an increase in confidence after engaging in the reflective practices found on their lesson plan template.

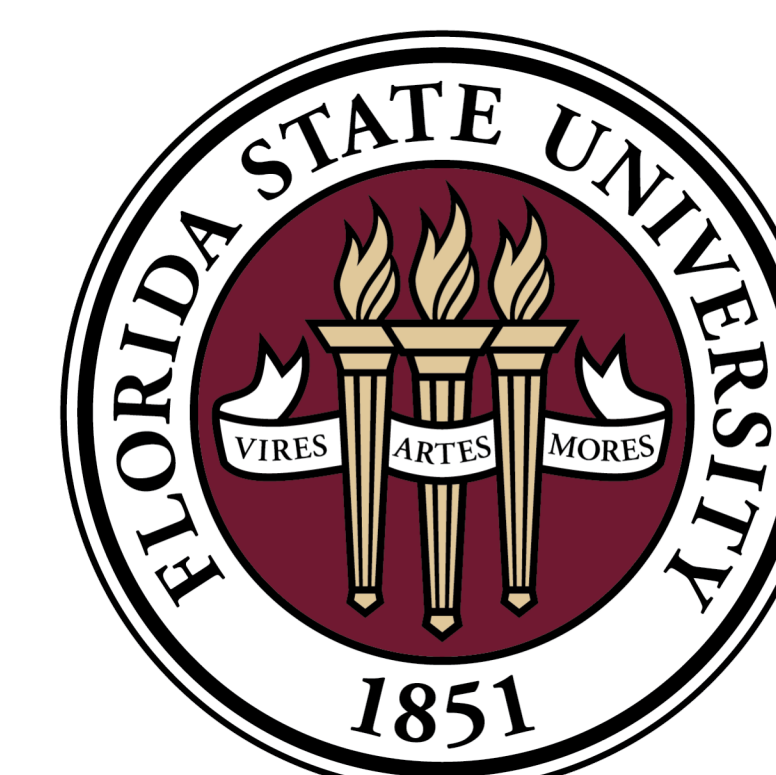
Discussion

- Previous studies have recorded that engaging in reflective practices allows preservice teachers to examine the quality of their efforts and continue to find ways to enhance them.
- Reflection ultimately leads to the demand for a solution from a challenging experience or problem one has experienced and wishes to improve. The possible matters to reflect on are limitless, but teachers solely reflect on student learning, instructional process, and subject matter.
- Additive research is needed on the impact that reflection has on PSTs teaching practices after experiencing a pandemic.



Key References

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PURPOSE

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