

## Personal Reflection on Teaching Form

Your Name: John F. Kennedy  
Course Name: 5770 Research in Counseling

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Dr. S.,

*At about 15 minutes into the video, the students break into groups to discuss and prepare for the activity. This lasts for about 14 minutes, then I am back in the video to wrap up the activity. You are welcome to watch the entire video (36 minutes total), or fast forward when the group activity begins.*

**As you observe this teaching session, what went well in your opinion?**

*There was good class participation throughout the activity and the students seemed to enjoy the process. It was much more fun than the actual presentations of their completed research designs. I was pleased with the three students chosen to be on the "research review panel." The exercise seemed to bring the topic all together for several students.*

**What parts of the teaching session do you think need improvement, if any?**

*I need to slow down at least a little bit and be sure to provide clear instructions. I watched myself in a counseling video this week and realized this same theme. I see myself rambling to get a question or statement out verbally. I am definitely going to make a concerted effort to continue taping myself and working on this area.*

*I really needed to allow just a few more minutes for the activity in general. Also, I wish I would have reviewed the example study I gave them rather than just handing it out to them. One of my clients this week told me, "I understand your explanations/metaphors, but I just have trouble in knowing what to do to put them in action." I can see now what he meant. I need to plan the teaching activity all the way through to an measurement stage. I was reminded of the instructional design course we experienced and I realized that I often (in counseling, teaching, conversation, etc...) put much more effort into the start of the activity as compared to the effort I put in assessing the outcome. This was a great learning experience for me.*

**As you reflect on the teaching session, what feelings were elicited as you taught?**

*I was not as nervous in this video as I was in the first teaching sample. I was actually excited to see students taking charge and trying to use what they had been working on for the past couple of weeks.*

**Why do you think the teaching session evolved as it did?**

*This session actually went better than I thought it would. This second time around I tried to make my objectives and goals more succinct and attainable in the given timeframe allotted. The class was able to adapt to the style of the exercise fairly well. I had limited the time to process the instructions and allow*

*the group to prepare in order to challenge them to have to rely on what they had learned about research design. In looking back, I think that was a good idea; however, I think the class needed just a bit more explanation and time to process in order to get all the students on the same page before beginning the activity. They all participated in some way, which has not happened in our other activities in class. For example, the student chosen to present the study to the panel, Matt, has almost never spoken up in class. I was concerned that he was chosen. On the tape, you can hear the student who sits next to him (who is also in a counseling triad with Matt in another class) offering Matt's name as the first name to be considered.*

*I think the class as a cohort has not had an opportunity to experience the storming stage of group process. If it had, then I think that another student would have been chosen to represent the group to the panel. I wish I had done something like this several times during the semester and earlier on. It might have done more to build the group's cohesion, although they have come together as first-time students better than other classes I have experienced here at our school.*

**Identify how you will approach the teaching session differently next time.**

*I would a lot about 20 more minutes for the activity, and I would explain the directions a little more clearly. Some of my students have had trouble backing up and getting the big picture in this class. I think one reason is the detailed and new nature of research and statistics. The students tend to hang on every word out of fear of missing something, but overall most students did well.*

*I would also like to review the study that I gave them and the one that they chose. A suggestion by one of the students for next time (I think it is on the video) was that they choose the research study to present before they choose the panel members. What happened in this session was that Sean was selected to be on the panel, then the group chose the research design his group had presented. I think this actually worked out well. Matt, the representative of the class to present the study to the panel, actually ended up just reading the paper. Sean knew the study well since he had been on the team that prepared it; therefore, he was able to challenge the design.*

**Any comments, insights, or thoughts about the teaching session that have not been addressed?**

*I am surprised at how much I learn by just sitting down and writing out my responses to these questions. This does not take that long, but it really helps me assess what went on in the classroom from several different perspectives. It also prods my thinking about what I could do to improve on the session next time around.*