Exploring Students' Reflections about Values inside the Implementation of Storied Lessons Based on Students' Life Experiences

Mónica Castiblanco, Yisel Vivian Díaz, Nancy Lulieth Laverde

Abstract

This article informs on students' reflections about their life experiences and values based on the implementation of storied lessons compiled in a primer designed by the English teachers-researchers. Each storied lesson comes from some students' life stories, the values promoted by the school such as respect, honesty, responsibility, and solidarity, and the English topic for each class in order to allow students to feel comfortable reflecting and giving opinions regarding the issues mentioned above.

Keywords

Values; social values; life experiences; storied lessons; reflection

Full Text:

PDF

References


Student centered learning would encourage active participation in their lessons which in turn would have positive contributions to develop abilities for creative thinking, problem solving and relating learning to real life experiences thereby achieving the envisaged goal of schooling. This can be more consolidated when a teacher is ready to engage in a continuous professional reflection on his/her own practice. Reflecting on experiences helps individuals improve their actions and professional practice (Kolb, 1984; Schön, 1983). Reflection-in-action occurs during the activity; the activity is reshaped while in progress. Reflection-on-action occurs either following an activity or when an activity is interrupted, a retrospective thinking about an experience.