Volume : 2 | Issue : 6 | June 2013 • ISSN No 2277 - 8160

Research Paper | Education

Articulation and Reflection in Learning Process

N. Evelyn Thayamani — Research scholar,Center for Research in Education, Thava Thiru Kundrakudi Adigalar College Campus,Kundrakudi,Sivagangai District - 630 206. Tamil Nadu, South India.

Dr M. Parimala Fathima — Research co-ordinator, Center for Research in Education, Thava Thiru Kundrakudi Adigalar College Campus,Kundrakudi, Sivagangai District - 630 206. Tamil Nadu, South India.

Dr S. Mohan — Director, Center for Research in Education, Thava Thiru Kundrakudi Adigalar College Campus, Kundrakudi, Sivagangai District - 630 206. Tamil Nadu, South India.

ABSTRACT

This study is an attempt to discuss the articulation and reflection in learning process. Effective teachers never stop exploring different ways to improve student achievement. As there is no single, perfect solution, educators look to research to guide their practice. Recent innovations in cognitive neuroscience have allowed an unprecedented look into the way the brain works. The exciting learning's about brain function and its effects on learning have the potential to revolutionize teaching and learning. Brain research has provided new knowledge about the many ways that humans learn. (Tammy Cave, 2005) Articulate means speaking fluently. It is commonly used in the process of communication. If a person is able to express fluently, the person is good at articulation.
Similarly the articulation have a 'clearly express an idea or feeling". In the learning process if the learner has good articulation, then the learning becomes easy for the learner. The issue that we address here is the link between articulation and reflection in meaningful learning. We define meaningful learning in terms of the doctrine of constructivism, and we look at articulation and reflection in terms of what neuroscientists call the executive functions. Of course, neuroscience is not needed to establish the existence nor importance of articulation and reflection.

KEYWORDS: Articulation, Reflection, Neuroscience and Learning process

Introduction

Effective teachers never stop exploring different ways to improve student achievement. As there is no single, perfect solution, educators look to research to guide their practice. Recent innovations in cognitive neuroscience have allowed an unprecedented look into the way the brain works. The exciting learning's about brain function and its effects on learning have the potential to revolutionize teaching and learning. Brain research has provided new knowledge about the many ways that humans learn. (Tammy Cave, 2005) Articulate means speaking fluently. It is commonly used in the process of communication. If a person is able to express fluently, the person is good at articulation.
Similarly the articulation have a 'clearly express an idea or feeling". In the learning process if the learner has good articulation, then the learning becomes easy for the learner. Several overlapping terms and processess are associated with learning. They include articulation, reflection, memorization, gaining understanding, having an insight, behavioral change, skill development, maturation and more. Lack of space precludes us from exploring most of these differences here, so we will concentrate on the making of meaning or, in more simple terms, learning as making sense of things. a "view of learning in which learners use their own experiences to construct understandings that make sense to them, rather than having understanding delivered to them in already organized form…" (Kauchak & Eggen, 1998, p. 184).

Discussion

Quality according to the British Standard Institution is "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs".Whenever a work is planned, well executed and evaluated, we can say that quality is imbibed in the work. Similarly in the teaching – learning process, when planned well, executed well, then it is said to be a quality teaching learning process.

Learning is a process of acquiring knowledge and it also causes a change of behaviour. When the teacher before going to the class must be prepared well in the subject, must be able to use good techniques in providing the lesson and also must provide emotional safe classroom environment. To have an effective learning process, the learner should have Articulation and Reflection. Articulation is the actual process that a learner goes through to explain to other learners what problem solving activities have occurred. This explanation can also include future recommendations and perceived consequences. Reflection enables students to compare the route by which they find answers to the route taken by others. Those 'others' can include experts, peers, or even themselves in a different context.

Reflection cannot exist without Articulation, for together they provide learners with opportunities to be active participants in a "risk free environment". Once learners become comfortable with the skills necessary for Reflection and Articulation, they can find that Articulation can lead to a different level of Reflection. This cycle can occur repeatedly during a discussion or problem solving event among peers and teachers. For example, a student could develop a theory about why the sky is blue and then explain the theory to another student. In turn that second student might reflect in this theory and then articulate one of their own. The focus of this activity would not necessarily lead to the correct scientific theory, but it would provide an opportunity for the student to use abstract critical thinking skills and practice, communicating the process of arriving at their theory through discourse with another student. Thus Articulation not only helps learners retain information but it also illuminates the coherence of current understanding, by forcing the student to actually commit to her knowledge of a subject. Articulation sets the stage for future opportunities of assessing and evaluating that knowledge. The idea of reflection in education first emerged in the writings of John Dewey, who defined Reflection in 1933 as 'active, persistant and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends". Dewey divided the Reflection process into five stages, the first of which is "the indeterminate situation" during which routine ways of doing things fail to meet the needs of the problem solver. This starting point is a disturbance in the normal flow of activity. During the second stage, the learners define the problem. As the learners attempt to adequately define an issue, they can inadvertently gain insight into the conditions by which she can remedy the situation. This leads immediately to stage three, which involves consciously studying the circumstances of the predicament and analyzing the means and resources available for resolution. At this time the learner can construct possible working hypothesis. At this time the learner can construct possible working hypothesis, searching her memory for similar situations or imagining how someone else might handle the same situation. Stage four is the time for reasoning. When the learner thinks through the hypothesis, testing and evaluating the likelihood of their success. Finally, in stage five, the learner acts, testing a hypothesis to see if it will work to resolve the problem. Based on the reflective process, good reflective activities encourage students to do

more than simply "analyze". "Reflection leads to growth of the individual morally, personally, psychologically and emotionally as well as cognitively".(Branch & Paranjape 2002, p.1187). Reflection tasks are given to students to help them learn, precisely because of the established link between reflection and deeper learning, as well as facilitating learning and monitoring learning. The intention is to produce students who have acquired the habit of reflection as a means of continuing to learn and grow. Reflection can lead to personal growth professional growth, meaningful change.

Benefits of Articulation & Reflection

1. Enhancing Learning

In any type of learning situation, Articulation and reflection can enhance the learning of every student. Articulation and reflection force learners to examine the learning experience and to verbalize what they have learned. The learning process can be enhanced by encouraging students to reflect on what they have learned and be able to communicate what they thinking.

2. Improving Critical Thinking Skills

Articulation and reflection can be used to improve learner's critical thinking skills. Students should be able to ask questions solve problems, investigate, analyze and develop new knowledge. Reflection and Articulation are methods which are designed to help learners to focus. This encourages the learners to more closely observe expert problem solving and to understand their own problem solving strategies.

3. Improving Writing and Verbal Skills

Articulation and Reflection can be used to improve a learner's writing in many different areas. There are several strategies in Articulation and reflection that encourage learners to experts their knowledge and understanding of a topic. Students may gain additional insight while participating in cooperative learning activities. Verbal skills can also improve as students become used to articulating their understanding of the lesson with their peers and teacher. These methods encourage students to explain and reflect on their knowledge ideas, goals and problem solving efforts.

Conclusion

Articulation and Reflection work together as a pedagogical strategy. These methods of instruction give students the opportunity to express what they are learning as it relates to their own learning experience and to self evaluate their process.

While the issues discussed above are directly on the point of learning, they apply in all areas of life because the processes of Articulation and Reflection as we make sense of things play out everywhere. The points made in this paper can be usefully invoked by students and teachers. All the people with whom one works need to engage their executive functions and to know how to function and recover when approaching or in survival mode.

REFERENCES

1. Articulation and Reflection, Tina Harkness, Chandra Porter, Dana Hettich University of Georgia, epitt.coe.uga.edu/index.php? title = Articulation and Reflection. | 2. www.monash.edu.au/lls/llonline/writing/medicine/reflective/3.xml | 3. Challenges to Quality Education – Dr.G. Rita Goretti Lourdes. | 4. Tammy Cave, 2005, Brain based learning. University of Lethbridge. | 5. Kauchak, D. P. & Eggen, P. D. (1998). Learning and teaching: Research-based methods. Boston: Allyn & Bacon.