

Learning Communities and Collaborative Reflection for Teaching Improvement

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Abstract : This study recovers an experience of teacher training carried out in an Undergraduate Business School from a private university in Buenos Aires, Argentina. The purpose of the project was to provide teachers with an opportunity to reflect on their teaching practices at the university. The aim of the study is to systematize lessons and challenges that emerge from this teacher training experience. A group of teachers who showed a willingness to learn teaching abilities was selected to work. They completed a formative journey working in learning communities starting from the immersion in different aspects of teaching and learning, class observations, and an individual and collaborative reflection exercise in a systematic way among colleagues. In this study, the productions of the eight teachers who are members of the learning communities are analyzed, framed in an e-portfolio that they prepared during the training journey. The analysis shows that after the process of shared reflection, traits related to powerful teaching and meaningful learning have appeared in the classes. For their part, teachers reflect having reached an awareness of their own practices, identifying strengths and opportunities for improvement, and the experience of sharing their own way and knowing the successes and failures of others was valued. It is an educational journey of pedagogical transformation of the teachers, which is infrequent in business education, which could lead to a change in teaching practices for the entire Business School. The present study involves theoretical and pedagogic aspects of education in a business school in Argentina and its flow-on implications for the workplace that may be transferred to other educational contexts.

Keywords : Argentina, learning community, meaningful learning, powerful teaching, reflective practice

Conference Title : ICBE 2022 : International Conference on Business Education

Conference Location : San Francisco, United States

Conference Dates : June 02-03, 2022