

Self-Reflective Practices during Teaching and Learning of an Undergraduate Literacy Module

Nkidi Phatudi^{1*}, Ina Joubert and Teresa Harris²

¹Department of Early Childhood Education University of Pretoria, South Africa

²James Madison University, Virginia, USA

***E-mail: Nkidi.phatudi@up.ac.za**

KEYWORDS Reflexivity. Reading Instruction. Self-efficacy. Responsibility

ABSTRACT This paper is based on a field experience project designed as part of the foundation phase literacy programme. In this project, foundation phase teacher education student-teachers selected a teaching site and a learner or group of learners that they would teach to read in the afternoons and over the weekends. The aim of the project was to offer the teacher education student-teachers an opportunity to put theory into practice using self-reflective strategies that included group and individual reflections on instructional strategies presented in DVDs, reflections on microteaching lessons to the class, and reflections on teaching learners in local schools. During the time that they were working with their learners, they were also expected to confer with other teacher education student-teachers to exchange ideas, strategies and their 'best practice' experiences with others. Three distinct stages emerged as student-teachers taught and reflected on their experiences. Student-teachers were initially unsure of their capability of taking on the project. The second stage was that of determination to grapple with the project and the last stage was resolving to take ownership of the project. This paper recommends that projects of this nature are necessary as they allow undergraduate student-teachers opportunities for authentic learning regarding the teaching of reading.