Program Learning Outcome Ten

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CAP 670: Practicum

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PLO 10: Construct and challenge critical thinking skills through inquiry and reflection on theory, practice, and beliefs of teaching and learning.

Artifacts:

1. Persuasive Writing for Intermediate ELLs

   https://docs.google.com/document/d/1hd_KQIEx4PmMxuZLbCZvQjftpea-uTjR/edit?usp=sharing&ouid=103082019292331764797&rtpof=true&sd=true

2. Critical View of Educational Technology

   https://docs.google.com/document/d/1z7qGHqkF6GslpnvuGSpM6IE5hmJCih3D/edit?usp=sharing&ouid=103082019292331764797&rtpof=true&sd=true

Rationale

Together, these two assignments operationalize PLO 10 by requiring deliberate inquiry into what, why, and how we teach—and by documenting reflection that reshapes practice. In the comprehensive learning assessment, I designed a flipped, collaborative unit where learners interrogate model texts, co-construct success criteria, and use structured peer review to revise persuasive writing. This design aligns with communicative/task-based orientations that position language learning as purposeful problem-solving and decision-making, not mere rule practice (Richards & Rodgers, 2014). The lesson sequence relies on modeled thinking, guided participation, and gradual release—core sociocultural principles that treat learning as socially mediated and supported through scaffolding before independence (Vygotsky, 1978).

In the discussion question answer, I scrutinized educational technology through issues of access, training, and pedagogical fit. Adopting a stance of “critical use”—asking whether a tool truly advances the task, the learner, and equity—mirrors scholarship urging educators to evaluate technology’s promises against local realities and instructional goals (Selwyn, 2016).

Across both assignments, I connect theory to context, test assumptions against evidence, and articulate design choices. That cycle of inquiry and reflection directly fulfills PLO 10: it builds my capacity to challenge my own beliefs, align methods with learning purposes, and make transparent, defensible pedagogical decisions (Richards & Rodgers, 2014; Vygotsky, 1978; Selwyn, 2016). For instance, Vygotsky’s view of learning as a social process shaped how I approached the peer review activity, encouraging students to learn from one another’s perspectives, while Selwyn’s work reminded me to frame the use of digital tools as purposeful rather than automatic.

Narrative

These tasks change how I plan and facilitate learning in concrete ways.

Design for thinking, not just coverage: Rather than focusing on how much content is “covered,” my emphasis is on how students think, question, and apply knowledge. Below, I highlight the main implications of this approach. Before drafting, students analyze two contrasting texts on a local issue (e.g., public transit fares), identify stance language and evidence types, and predict counterarguments. By front-loading the task, I design the activity to prioritize evaluation and comparison instead of defaulting to a “write first, think later” pattern.

Guide Students to Use Peer Review as an Analytical Routine: I will teach feedback explicitly: model a strong/weak review, co-create a checklist (thesis clarity, logic of reasons, strength of counterclaim/rebuttal), and provide sentence starters that cue analysis ("A stronger counterclaim might be… because…"). As students internalize the moves, I'll fade supports until they justify comments with text evidence independently.

Adopt technology conditionally. Before adding tools, I will ask three questions: Does it (1) make thinking visible, (2) enable collaboration, and (3) remain accessible with limited bandwidth or shared devices? In one evening ESL class where several learners share a single phone, I replaced daily quizzes with a weekly low-bandwidth reflection log and scheduled on-campus time for submissions. The goal is to amplify learning, not app usage.

Use artifacts to drive reflection. After each cycle, I will examine drafts, peer-feedback quality, and my facilitation notes. If peer comments drift to grammar only, I'll reteach criteria with annotated exemplars; if rebuttals are thin, I'll insert a mini-task that requires sourcing and ranking counter-evidence.

Center equity through flexible pathways. For students balancing work and family, I'll keep the flip concise (≤8-minute micro-videos, downloadable slides), provide printed organizers, and allow voice-note feedback for those with limited typing.

Taken together, these moves create a classroom where inquiry is routine, reflection is visible, and critical thinking is practiced as part of doing real communicative work.

References

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Selwyn, N. (2016). *Education and technology: Key issues and debates* (2nd ed.). Bloomsbury Academic.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.