

kinds of teacher

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Kind of Teacher I Want to Be: Self-Reflection and Motivation through Movies

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There are many young people who want to be teachers. They think becoming a teacher is easy. In fact, becoming a teacher is not easy. It needs continual motivation and self-reflection in order to improve teachers themselves professionally. When the students are sure that they will be teachers, most of them do still have a question: "What kind of teacher am I going to be?" Therefore, when students take teacher education, the teachers should be able to give a lot of exposure related to teaching conditions. In Chinese Department, Petra Christian University the teacher education program does not provide the students with teaching practice since teacher education is only a minor. Due to this condition, the teachers use movies in order to give exposure, motivation and reflection on how to be a good teacher. This paper will explore how students who are interested in becoming teachers engage in a deeper discussion through the self-reflection and have more motivation after watching movies related to the subject they learn. These movies can help them to have a clear description on the complexity of becoming good teachers.

Keywords: motivation, self-reflection, movie, teacher education

Introduction

The interest of becoming a teacher is still high. The number of high school students who registers in the Faculty of Teacher Training and Education is getting higher and higher (JPNN, May 20, 2012). It is because they think that becoming a teacher is easy. They just need to know the content of the subject they teach and transfer the knowledge. Teaching is seen as the activity of transferring knowledge. In fact, becoming a teacher is not easy. It needs continual motivation and self-reflection in order to improve teachers themselves professionally.

According to Jamali, et al. (2011), student teachers need to be motivated and committed to their work to bring out awareness and quality in teacher. When they have the motivation as teachers, they can motivate their students when teaching (Atkinson, 2000 in Hettiarachchi, 2010). Thus, motivation plays an important role in teaching.

Generally, there are three categories of motivation namely extrinsic (tangible rewards), intrinsic (intangible rewards) and altruistic (selfless contributions to young lives) (Choong, 2005). There are some researches trying to identify the highest motivations to become a teacher. In Sri Lanka, most common reasons that motivated student teachers to be a teacher are intrinsic and altruistic (Hettiarachchi, 2010). Meanwhile, in Australia the highest motivation was intrinsic (Watt & Richardson, 2008). As intrinsic reasons become the highest, teachers need to help student teachers maintain their motivation.

According to Korb (2010), developing committed and effective teachers requires two conditions. First, the student teachers must be motivated to be teachers. Second, they need positive, constructive instruction about being effective teachers. These conditions are needed in teacher education program in Chinese Department, Petra Christian University since this program is a minor. The students who take this program will not get any teaching practice that can expose them to the experience of teaching in real classroom environment. They will only get the idea of becoming an effective teacher theoretically. They will have the knowledge related to teaching and learning such as developing lesson plans, managing classroom, identifying individual differences, giving motivation, and many others without having any teaching experience. Moreover, most of student teachers who take this program have intrinsic motivation of becoming teachers. Stuart (2000) stated that experiences in the classroom and student discipline are some factors that can affect commitment and retention in teaching. Hence, the teacher in this program should be able to give a lot of exposure related to teaching conditions so that student teachers in the Chinese Department can have the idea of teaching in the classroom and handling students. Movies can be used as means to give exposure, motivation and reflection on how to be a good and effective teacher.

Movies and Teaching ⁷

A research has shown that using movies in teaching is an effective way to reach people's affective domain, promote reflective attitudes, and link learning to experiences (Blasco, et al., 2011). Besides, movies can help learners immediately understand and recognize issues. According to Champoux (1999), there are several functions of movie in teaching:

- movies as case ¹⁸
Case analysis can help develop the students' analytical skills. Besides, using movies as case can lead to rich discussion and reinforcement of concepts and theory.
- movies as experiential exercise
Some movies lend themselves to inclusion in experiential exercises. Using movies adds the advantages and unique qualities of movies to the exercise.
- movies as metaphor ¹¹
Metaphors clarify complex thoughts, bring vividness to abstractions, magnify a thought for dramatic effect, and gain insight. Movies offer many opportunities to create powerful metaphorical images of abstract theories and concepts.
- movies as satire ⁸
Satire is an effective art form for burning concepts into a person's mind. It uses humor and ridicule to contrast pretense and reality. Satire distorts reality with no pretense of fairness to it. The distortion highlights the foibles of a society or a person, compelling a reader or viewer to see the satirist's criticism. Good satire presents the familiar and the common with a fresh, diverting perspective.
- movies as symbolism ⁶
Some scenes from movies can offer a symbolic way of communicating theories and concepts. Unusual shots, sequencing, lighting, and the use of black and white film often convey symbolism.
- movies as meaning ⁴
Movies are an excellent medium for giving meaning to theories and concepts. The visual and auditory effects of great movies can convey a message better than printed or spoken words.
- movies as experience ¹³
The unique qualities of movies described earlier can create strong experiences for viewers. Movies can be used to introduce students to other countries' cultures. Some

- movies described below act as background to introducing cross-cultural organizational behavior and management. Others highlight values and behavior in different cultures.
- movies as time
Movies portraying earlier periods can help show aspects of organizational behavior or management during an earlier time.

Besides the functions of movie in teaching, Champoux also discussed the advantages of using movies

- Movies are a comfortable, familiar medium to contemporary students that can make them interested in the theories and concepts under discussion. Students can see the theories and concepts in action.
- Movies also are an economical substitute for field trips and other real world visits. While most movies are fiction, they can offer powerful experiences that students are unlikely to have in a classroom. Such experiences take less time than field trips and do not have the expense of travel.
- Students can hone their analytical skills by analyzing film scenes using the theories and concepts they are studying. Students also can see and experience worlds beyond their own, especially if the scenes sharply differ from their local environment.
- Movies offer both cognitive and affective experiences. They can provoke good discussion, assessment of one's values, and assessment of self if the scenes have strong emotional content.

Movies and Teacher Education

In this paper, the author used two movies in her teaching namely Freedom Writers and Sister Act 2. These movies give a lot of exposure related to teaching conditions and the student teachers can analyze and reflect on what they have learnt in class. Moreover, Freedom Writers is based on a true story.

Freedom Writers is about an idealistic teacher, Erin Gruwell who teaches at Woodrow Wilson High School, which has implemented a voluntary integration program for two years. For many of the existing teachers, the integration has ruined the school, whose previously stellar academic standing has been replaced with many students who will be lucky to graduate or even be literate. Erin is not prepared for the nature of her classroom, whose students live by generations of strict moral codes of protecting their own at all cost. Many are in gangs and almost all know somebody that has been killed by gang violence.

Meanwhile, Sister Act 2 is about Deloris Van Cartier, a Las Vegas entertainer who is persuaded to return to the convent by the Mother Superior, because her help is needed in teaching their choral students at St. Francis High in San Francisco. However, St. Francis is in a crisis, since the administrator running the school is threatening to shut the place down. If the gospel choir wins first place in a singing contest in Los Angeles, St. Francis will be saved from the priest's plans.

Through the self-reflection and discussion on Freedom Writers, the student teachers can learn the implementation of teacher-centered instructional strategies, handling uninterested or alienated students and giving motivation. The following excerpts will describe the responses of student teachers after watching the movie.

- teacher-centered instructional strategies
In the educational psychology, there are strategies that teachers can use when teaching, some of which are question and discussion, seatwork, homework and mastery learning

(Santrock, 2004, pp.472-481). After watching the movie, student teachers could identify the strategies used by Erin.

“In her class, Erin often uses question and discussion strategy. One of the examples is when she invited the victims of Hitler who survived for dinner so that the students can ask questions and discuss.”

When Erin teaches, she likes to ask questions to her students. She even uses questions as the game to make her know her students and make her students know one another.

“Erin uses comparative advance organizer by introducing holocaust. Erin tells her students that holocaust was the genocide of Jews during the World War II. This incident is the same as what happens to her students. They fight one another to protect their race and territory. When explaining holocaust, Erin wants to make her students realize that others had suffered more severely than what they suffer.”

When Erin mentions holocaust, almost all of her students do not know what it is. This condition makes her explain holocaust. Then, she compares what she explains with what the students experience in their real life. This comparison makes the lesson more interesting because the students can relate what they learn to their life.

- uninterested or alienated students

As teachers, we should know our learners. There are learners who are not interested in what the teacher teaches or try to stay away from the learning process. There are strategies proposed by Santrock (p.541) to handle these kinds of student. The following excerpt is the responses given by the student teachers related to the strategies.

“The first strategy is developing positive relationship with the students. Erin keeps on encouraging her students to be better by taking higher education in order to prove that they have the ability to get higher education. Besides that, Erin tries to eliminate the negative image that sticks to her students, that they are just hopeless students who just do bad things.”

The students who come to Erin’s class are teenagers who often go to jail and often fight in order to protect their race and territory. They do not have the interest of learning. They learn just because the police send them to school. Besides that, the school accepts them because they have no choice. This condition makes them underestimated by the senior teachers. Therefore, when Erin comes, she is ignored by the students.

- motivation

Teachers must motivate their students. There are two kinds of motivation that student teachers learn namely extrinsic and intrinsic motivations. In the following excerpt, the student teacher discussed how Erin motivates her students.

“The first thing is extrinsic motivation which makes her students have intrinsic motivation. It can be seen from Erin’s coming every day even though her students reject her as their teacher. Besides that, Erin is willing to take part-time jobs in order to buy new books for her students and invite important people for the students’ sake. Erin also tries so that her students can visit holocaust museum even though the school is against her idea to have the school trip. Her spirit to teach is an extrinsic motivation which makes her students amazed. Her actions gradually make the intrinsic motivation of the students grow.”

The students whom Erin teaches do not have any motivation to learn. They go to school so that they do not go to jail. Most of them are alienated from learning.

Because Erin wants to make her students better, she does everything that she can to make her students interested in learning.

Meanwhile, the self-reflection and discussion on Sister Act 2 make the student teachers learn how to develop expected behaviors, and implement social and developmental factors. The following excerpts will describe the responses of student teachers after watching the movie.

- developing expected behaviors

There are strategies that teachers can use to develop expected behaviors. The following excerpt shows how the student teacher analyzed the strategy used by Deloris. "In this movie, the teacher chooses to use effective reinforcement by giving compliments. The example is taken from the scene where she always says that her students have a good voice and each of them has a special ability. Another example is taken from the scene where one of the students cannot sing Mary had the little lamb. Deloris says that it is not his fault that he does not know the song. She then asks him to sing another song he knows and gives compliment. Besides that, when she teaches for the first time, she uses reinforcement in which the students get reward when they do something. At first the students do not want to learn and they say that they only want to pass the class without learning. Deloris as a new teacher says that they must learn if they want to pass her class. If they do not want to learn, they can leave the class. This reinforcement makes the students change their behavior for the first time."

The students whom Deloris teaches do not want to learn seriously. They like singing but they do not want to learn in class. Deloris is asked to change this behavior. She must make the students have the willingness to learn music seriously.

- social and developmental factors

When learning, students are influenced by the social and developmental factors. After watching this movie, the student teacher could identify the social and developmental factors which are explained in the following excerpt.

"Learning is influenced by social interaction, interpersonal relationship and communication with other people. The scene which shows the influence is when Rita's mother forbids her to sing and join the school choir. This condition influences Rita who likes singing. She does not learn seriously. She sings just for fun because she knows that her mother does not like her hobby. Another example is when Deloris gives compliment to appreciate her students' effort. This action encourages her students to give their best."

Rita is one of the students who has a beautiful voice. However, her mother does not like if Rita becomes a singer. She thinks that becoming a singer is not a good profession. This makes Rita take music class just for fun because singing is her hobby.

The above excerpts show that the student teachers can understand the lessons taught in the class and get better understanding of how to implement what they have learned. The movie gives them a lot of exposure related to the students' characteristics and ways to motivate students to learn.

Furthermore, the teachers in the movies make the student teachers impressed. They can learn the spirit of becoming a teacher. It can be seen from the following excerpt:

"The most impressive teacher is the one in Sister Act 2. She never gives up changing the behavior of her students so that they can be better. The most important thing is she has great belief that her students can and have the ability to sing well. Sometimes teachers do not have

belief like this to her students. There are teachers who underestimate their students and consider their students stupid. The teacher in this movie always gives positive encouragement and support that the students can do things that they want.”

The excerpt shows that this student teacher learned that a good teacher is someone who gives support and believes that his/her students can do better. She also compared teachers in reality who like to underestimate their students and the teacher in the movie. This supports the functions of movie stated by Champoux (1999). In this context, the movie functions as case which develop the students’ analytical skills. They could identify the strategies used by the teachers in the movie. Moreover, the movie gives meaning to the theories and concepts they learn. They can see the teaching conditions in reality. They can know the real example of giving motivation and the behaviors of students who do not have motivation to learn. The teachers in the movie can give the student teachers experience. They become the model for the student teachers. They show how to handle their students effectively and to make their classroom fun so that their students can enjoy their learning.

Conclusion

There are movies which can be used as means to give exposure to students who take teacher education program which does not provide teaching practice. These movies can make the lessons they learn more meaningful. The student teachers can have better understanding of the teaching conditions that they are going to face when they become teachers. The teachers in the movie also can help the student teachers be good and effective teachers. Even though they never have the experience of teaching in real classroom, they can learn from the movies how to motivate students and handle uninterested students. Therefore, using movies can be a powerful tool to help them have a clear idea of what kind of teacher they want to be.

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