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RESEARCH

Students' Significant Learning in Higher Education as a Valuable Tool for Pedagogical Professional Development[1]: An Action Research

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Abstract: This paper aims to depict the valuable tools for pedagogical professional development through an action research on students' significant learning in a context of higher education. This three-year educational action research was conducted with the participation of 108 pedagogy students to collect data through documenting evidence relevant to the research issues using the student's feedback and the teacher's self-reflective journal entry. The collected data was framed using Padilla's Unfolding Matrix before being analyzed for findings and discussions. The study results contribute to the contextual practices of Fink's taxonomy by exploiting the values of the action research in the classroom with attention to the signals of problems and resolve them with reference to the student's feedback for improving their learning.

Keywords: Action research, significant learning, Fink's taxonomy, pedagogical professional development.

The idea of writing this paper is to share the path of my pedagogical professional development when I did not even know what I have done to improve the teaching practice is popularly used as "action research" in the world. Before 2011, the principles of action research have been applied in my teaching for a few years with a different name of "creative ideas from experiences" in my mother tongue. I recognized problems from my teaching and students' learning and only wanted to improve the situations with all efforts. At that time, being ignorant distanced me from many studies, so-called "action research" from the classroom situations which could be resolved for better learning of the students. At the beginning, I tried to renew my ways of teaching. More practices were embedded to the classroom from my own experiences. I checked how my modifications would be useful for other groups or not. However, all experiences and lessons from my action research stayed unwritten until

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my current action research in Poland with more confidence of sharing what I have done.

Currently, action research is often applied to teachers with the practical concerns in their classroom or working place. The concept of "action research" was originated in the United States with a growth of application in scientific research methods on social and educational problems since the 1920s and strongly developed from 1970s. As an inquiry form of planning, action, and fact-finding through a spiral process, action research helps enhance the effectiveness of practice through applying theories, testing them, and finding new knowledge (Lewin, 1952, p. 205). Then, its new evolutions facilitate the growth of teachers' practical concerns in the fields of educational and curriculum research in the UK in the early 1970s (Kemmis, 1988).

The second reason concerns about how to make my classes more useful for my students during 15 years of experience. Students need to learn and practice from the classroom in which they can improve their skills with the balance of theory and practice. Finally, the concept of significant learning (Fink, 2003) is relevant to what I have been done for the sake of students' learning. That is why I adopted significant learning as one of the goals in my action research in this context. Fink's taxonomy is also implied to the teachers and their teaching preparation that the world of learning is diversified. In many courses, students may learn but result that learning capacity is not increased, students cannot develop higher levels of cognitive skills, or they cannot be aware of their learning. To activate significant learning, Fink (2002) meant that learners should get back their active involvement in defining what they want to learn, what they can learn, and how they can get information from different sources. The learning process will help students not only learning, applying their knowledge, and taking choices; but also giving feedback, contributing to the other learning and teachers' work, and reflecting on what they can achieve, develop creatively and emancipate from. For better learning, students need conditions and environment to engage in significant learning. This type of learning enhances their individual belongings and features as well as their interactions which they are encouraged to learn, to apply, to practice, to think, and to be well-prepared for what they are following.

In short, this paper presents the values of my action research about students' significant learning for pedagogical professional development in which both the teachers and students can echo the experiences, their desire, and reflection on the learning process and achievements.

1. A review of relevant concepts

1.1. Action research

Action research is simply a process of learning by doing but different academic terms have been used to identify action research including "creative ideas from experiences" in Vietnamese context, teacher research, classroom research, participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research, but all shares the similar functions and goals.

For example, teacher research as another form of action research beneficiates both teachers and their working institutes (Michell, 2000). Similarly, action research is commonly used by educational practitioners as classroom research (Hopkins, 1993).

"…an act undertaken by teachers, to enhance their own or a colleague's teaching to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities. Classroom research generates hypotheses about teaching from the experience of teaching, and encourages teachers to use this research to make teaching more competent."

(Hopkins, 1993:1)

According to Kemmis and McTaggart (1988:2), a different term of action research is commonly indicated in the social situations or

educational practices as a self-reflective inquiry. In a different context, action research is conducted when teachers investigate what they are doing with a view to improving teaching. For example, facing problems with teaching methods, teachers adopt action research to find the problems and improve the situation; for example, students' speaking competence (Le, 2005:10). In some other situations, action research has the different term as "exploratory teaching and learning" (Allwright and Bailey, 1991), "self-study - a systematic process for inquiry" (Zeichner, 2007; Mills, 2013), "teacher research, or 'self-reflective spiral' (McNiff with Whitehead, 2002). In general, although action research has been constructed and developed with different names, its basic principles, and features among these research contexts have been remained with some minor changes.

Action research is simply the way of doing research (Mcniff et al., 1996). Although action research is defined differently in a variety of research contexts, the term is originally defined as "a comparative research on the conditions and effects" in social action through a process of a spiral of repeating circle of "planning, action, and fact-finding about the result of the action" (Lewin, 1946). Action research is one of the six approaches for teachers at different development stages of this career (Díaz-Maggioli, 2003). According to Bailey et al. (2001), action research is one of nine procedures for both personal and career development. Action research is encouraged because teachers will beneficiate from the skills of data collection and analysis needed for classroom practices (Nunan, 1990).

In line with action research, teachers are able to reflect their classroom practices, improve teaching experiences, develop their research skills, and acquire growth in their profession in a number of aspects in its promising applications in connection with social actions and non-empirical generalizations (Sanford, 1970), its inquiry of action with more utilizations of qualitative research methods (Kemmis, 1988), its objects with more with educational practice rather than in social research (Elliott, 1991), its valuable form for educators because it is (1) practical, (2) participative, (3) empowering, (4) interpretive, (5) tentative, and (6) critical (Schmuck, 1997:29), a powerful tool for professional development in which they can activate their effectiveness, improvement, and roles of a practical researcher (Bailey et al., 2001), a process of systematic inquiry in which teachers self-identify the teaching and learning problems, a link to both 'action' and 'research' (Coats, 2005), effective solutions to their problems (Lewin, 1946), the improvement of quality of actions and instructions in teaching career (Hensen, 1996), the process of gaining, reflecting, changing in the educational environment, and focusing on students' improvement (Mills, 2013), the validating process of teachers' teaching or practice (Ado, 2013), the new approach to classroom and school problems with possible helpful actions (Ferrance, 2000), the reflective and critical ways for teachers' practice (Cain & Harris, 2013), the improvement of self-study, self-reflect, and self-aware (Judah & Richardson, 2006), and the implementation of planning, and observing, and reflecting (Hine, 2013).

Action research has been alternated through the real application of various practitioners and researchers. Different stages of an action research have been defined and applied in various contexts (Lewin, 1946; Zuber-Skerritt, 1996; Altricher and Gstettner, 1993; Gerald, 1983; Phan Van, 2010; MacIssac, 1995). It has been modified through different practical research periods and development. It not only helps teachers carry out practical actions to solve puzzles in their teaching contexts but also bridges the gap between theory and practices broader than educational settings. Researchers applied action research in their real situations with definitions and the processes; in education, it helps improve students' learning and teachers' teaching practice.

1.2. Significant learning

Significant learning becomes a popular research subject matter associated with students in higher levels of education. That leads to the demands of understanding how teachers can help students experience significant learning which may promote active learning by reformulating and regenerating the goals and expectations to every lesson or activity.

Fink (2003) developed the taxonomy with an attempt to improve students' learning in academic (foundational knowledge, application, and integration) and personal growth (human dimension, caring, and learning how to learn). In six dimension of Fink's (2013) taxonomy, **the dimension of foundational knowledge** provides a basic understanding and subject-specific information that students need from their learning courses. Understanding and remembering some basic information and ideas refer to students' basic learning ability and it is also popular in much research and perspectives about learning. **The dimension of application** refers to the opportunities that learners have to apply what they have learned and turned it into action. The application requires students to engage in various kinds of thinking skills and conditions created for these skills to be developed. **The dimension of integration** shows the students' ability which is facilitated to make connections between their learning and experiences or other forms of studies. Understanding and seeing connections between things or what they have learned and what happened or existed in the reality allow them to develop skills of linking knowledge, ideas, and experiences. These notions later possible create a new form of power and eagerness for their learning. **The human dimension** allows learners to consider learning in their own living context or others and learning about self and factors for interacting effectively with people surrounding them. It allows students to be informed about the human significance which develops their new vision what they want to become and who they want to be. **The dimension of caring** encourages learners to care about learning experiences which develop some new feelings and interests for them to care and be curious about. This caring and curiosity lead them to a new type of power for significant learning to happen. Finally, **the dimension of learning how to learn** is used in this study to be "the dimension of learning how to teach" because students learn to develop competencies as teachers. It offers learners an opportunity to gain knowledge about teaching and learning to teach so that they can become better students of learning to become a better future teacher. This dimension helps a learner to become agents, self-engaged, self-directed, and a self-reflective student. This Fink's taxonomy of significant learning is 'relational and interactive' and it contributes to learning in a different synergistic view. As long as a course is designed with the teachers' attention and alignment with the Fink's taxonomy, it will help students engage in significant learning. With a full set of dimensions, the teachers possibly meet the goals to facilitate students' achievements.

In brief, significant learning should be pursued from the teachers' attention to their teaching and course designs so that students would be able to reflect what they achieve and be able to develop their skills in the whole learning process. Fink's taxonomy suggests new focuses on how educators and teachers should care about students, learning, and their teaching process. This study attempts to problematize significant learning to investigate how the teachers can support this process to happen. According to Fink (2003), it is vital to develop students' awareness of the purposes of the learning experiences beyond the classroom for sharing, cooperating, and changing through the communicative process of their interaction in a context.

1.3. The methodological concepts

A three-year educational action research focuses on significant learning which requires both teachers and students to be engaged in the

learning process and preparation for significant learning. This research aims to answer the question:

2. How does learners' significant learning be facilitated and emancipated through an action research?

This question has been formulated and answered with 30 hours co-teaching in the second year, and 30 hours individual teaching in the third year to 4 different groups of 20-25 students in each group in a course of classroom management.

The participants were mainly Polish students taking the bachelor program of pedagogy in early education with English. Beside Polish students, some Erasmus students who studied pedagogy might select this course for their learning which made up 108 participants in total. These 108 students were from 4 groups of students of this major in their second year of learning. However, only 45 notes of expectation were collected on the first meeting of two last courses of the academic year 2015 – 2016 and 96 reflections were out of 108 students in all groups. Fewer students shared their reflections because they were absent on the date of collection.

This action research was conducted with different research tools. It includes the course design, students' expectation, self-reflecting journal entries after each class meeting, and students' reflection about the course. Among these tools, the course design is a type of documental evidence which will be used for analysis with information relevant to the research issues (Elliot, 1991). In this study, the document analysis involves the information from the course syllabus with a detailed plan for each lesson.

Regarding data collection, according to Elliot's (1991) guides to action research many ways and techniques could be used to gather evidence during the action research. Some techniques were selected to make sure that the data collection reflected from different aspects of the action research.

In this action research project, the data from students' expectations and reflections were analyzed using the techniques of unfolding matrix of Padilla (1994). Unfolding matrix was used for classifying the raw data into the set of boundaries to be relevant to the students' significant learning. After having these data in the unfolded matrices from all research tools, the data was synthesized using the deductive methods and then using the traditional method approach to writing the research findings which was separated from the sections for discussions (Burnard et al., 2008).

Regarding research documental after the action research, ***student expectation*** shows what the learners expect at the beginning of the course as a means to check whether the syllabus was well-prepared for their needs or not. According to Borghi et al. (2016), although the intention is to have more information from students about their needs, what they want to learn and how they want to class to be organized. About ***student reflection***, it will be collected as a channel for a step in action research for finding a teacher's influences on significant learning and how students react to the lessons. Reflection has been studied from the perspectives of teachers, school process, or self-reflective process (Joelle K. Jay, 2003). Dewey (1933) shares ideas about the role of reflection in education as the tool to increase the learning of students. Reflection is considered as the main characteristic of growth and development in "the learning profession" of teaching job (Darling-Hammond & Sykes, 1999). In fact, it is undeniable that reflection or reflective processes or products have a vital role in many areas. About ***self-reflective journal entry*** in this study, it is associated with keeping records for the process of action research. My self-reflective journal entries are somehow similar to the techniques for gathering evidence in action research according to Elliot (1991).

It is useful to keep a diary on a continuous basis. It should contain personal accounts of

"observations, feelings, reactions, interpretations, reflections, hunches, hypotheses, and explanations.

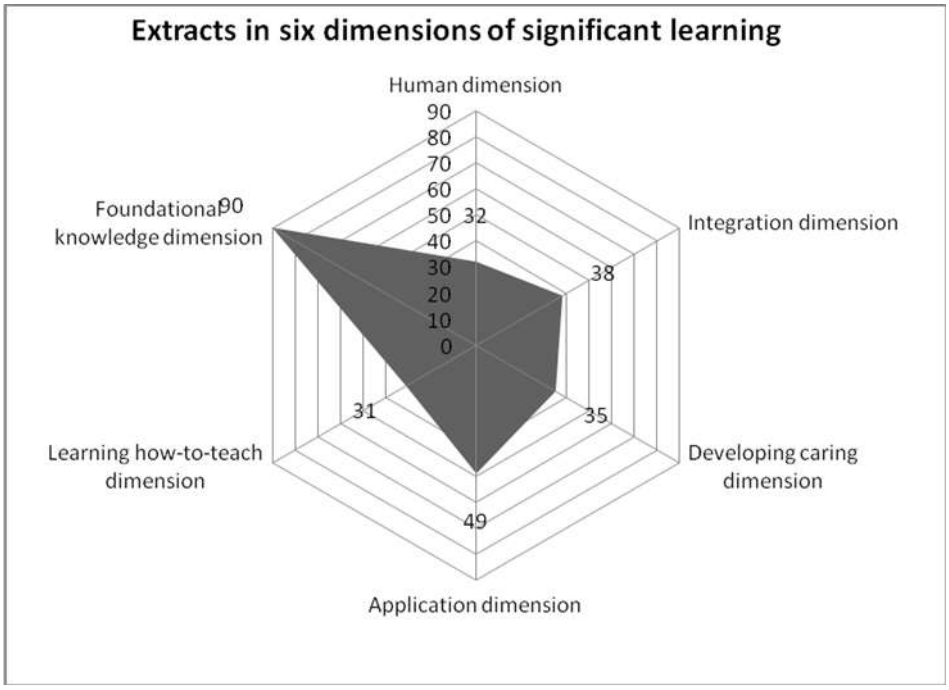
(Elliot, 1991: 77)

This tool for evidence from my action research covers most features in Elliot (1991) and has a new additional term as "modification". I do some modifications according to my self-reflective journal of entries after a process of understanding, explaining, reflecting, and interpreting the situations I face or am about to face in my teaching.

3. Findings

The key findings mainly answer the main research question in which documental evidence was presented that students' significant learning was found in accordance with six dimensions of Fink's taxonomy.

Graph 1 displays the distributions of extracts found regarding six dimensions of Fink's taxonomy about significant learning in students reflections after the course of classroom management. It could be seen that the foundational knowledge was occupied higher than all other five dimensions though all data were found covered in all dimensions at different scales. If the effectiveness of the course was analyzed, it could be assumed that students mastered the foundational knowledge and had good opportunities to apply what they learned during the course from the facilitated features of four other dimensions. When knowledge of the course was mainly about how to manage the classroom well as the skills and practical manners of teaching, students reflected that they would experience the skills for their future teaching.



Graph 1. The distribution of extracts in six dimensions of significant learning.

3.1. Fink's taxonomy of students' significant learning from their expectations

From students' expectation about the course, the signals of significant learning were found explicitly regarding the six dimension of Fink's taxonomy. In human dimension, the findings presented that students were more aware of their learning environment and the effectiveness of interaction with others. It was important that students showed to be able to learn and develop their vision and future about oneself and others. Regarding the dimension of foundational knowledge, students expected that the course would provide them knowledge, the problems, tips or advice, and skills of classroom management, in which the categories of "how-to" was connected to their future needs of this matter. About the dimension of Integration, students shared their expectation to be able to connect to the aspects of learning and managing the classroom so that they could be able to integrate with other people and associate the ideas. In the dimension of application, the findings revealed the students' expectations regarding the inquiry of being engaged in new kind of actions of intellectual, physical, or social learning that they would be able to apply their learning to develop thinking and other types of skills. With the dimension of caring, students signalized that they wanted to develop their learning into a higher level of interests in classroom management. They wished to understand children's needs could be seen as irrelevant to the main content at some points. Regarding the last dimension of learning how to learn, the findings showed that students meant their expectations in learning how to teach better or being a good teacher. In a word, the findings from students' expectation were connected to six dimensions of Fink's taxonomy about significant learning.

3.2. Fink's taxonomy about students' significant learning from their reflections

Regarding the documental evidence from students' reflections, findings were found with two levels of analysis of overall information regarding word choices for reflection and the signals of significant learning.

First, the findings from analyzing overall information about students' reflections discovered that the key terms from the course were reflected as (1) the objects in classroom management, (2) the notions of what they learned, (3) the degree of satisfaction about the lessons, and (4) the negative awareness. With the levels of surface comprehending the focuses on students' reflections, it could be found that the highest ratio of word counts was about learning. In addition, the signals of negative feedback were also analyzed through the counts of negative words in which the findings were categorized into different codes as the ideas for modification in the next courses. It could be seen that students were aware of what they learned from my course and reflected variously from their perspectives about the course, the teaching, their learning, and also the negative issues which needed to be improved or different from their expectations. The findings in this section illustrated that the linguistic analysis supported the different methods of analyzing students' reflections for a good signal from teaching for significant learning. It was found that when the teachers were open enough and students' ideas were understood to be listened to, they would give more reflective concentrations on both good and bad sides of the class.

In addition to the overall information about the reflections, the findings also presented the drawbacks of the course in the presentation of 7 problems which needed to be improved in my teaching although each problem was formulated from limited or a few extracts. The problems included (1) the difficulties to understand my English, (2) students' understanding the lessons different from my expectations, (3) the workload or demanding course, (4) students' learning styles, (5) the course setting, (6) the students' awareness about fairness, and (7) the unclear instructions due to the fact of being absence for the first day of the class.

The findings from overall information analysis would end with the signals of double negatives as the methods of emphasizing to confirm the success of the lessons. It was found that the effectiveness of the course was emphasized in students' reflections by using some linguistic techniques. Aside with the majority of cases confirming that the values of classroom management, they concentrated on the differences of this course from other courses and some double negative were utilized to reflect that the course organizer ensured students' significant learning.

Second, the findings from students' reflections also presented the signals of Fink's taxonomy about significant learning in six dimensions of human, foundational knowledge, integration, application, learning how to teach, and developing caring. According to the distributions of the extracts regarding the dimensions of Fink's taxonomy, the foundational knowledge was occupied higher than all other somehow equality of five other dimensions. Regarding the human dimension, the findings revealed that students paid attention to their interactional activities with their friends, the children in their future contexts, and others; their recognitions about themselves, their students, and friends; and the cognitive changes in communicative modes with others. About the dimension of foundational knowledge, the findings displayed the signals of discussions, learned and practiced from the contents for skills when being facilitated regarding how-to notions of classroom management and other concepts in managing skills in the classroom. It was indicated that students learned from the course and they obtained a diversity of their knowledge and skills differently according to each individual's learning capacity and cognitive ability. About the dimension of integration, the signals from students' reflections were found that they were able to see, understand, and make connections between things, ideas, and thoughts between oneself and other people. The findings show that students were facilitated with practical working conditions and encouraged to apply what they learned in a variety of forms for trials and errors with the attitudes of a teachers-to-be, not the normal learners at a university. For the dimension of learning how to teach, the findings found the signals of self-inquiring, self-directing learning, and becoming a better teacher-to-be. Learning how to "teach" enabled students to continue what they learned to a new higher level of achievements in the future. It was found that students focused and were facilitated to deal with their inquiries and desires of being able to become better teachers in their future. Last but not least, the dimension of developing caring revealed that students developed the new feelings and power from what have been learned from the course. They started to care about something which would stimulate their students' eager to learn and boost them with more energy would develop their feelings about their learning and new values of what they learned. In short, it could be concluded from students' reflections that the course facilitated students' significant learning with the recognized dimensions of Fink's taxonomy. The findings consolidated the success of the course in developing students' knowledge, skills and their learning to teaching capacities with knowledge and skills of classroom management.

3.3. The teacher' actions during the practicum process through self-reflective journal entries dealing with classroom situations and negative signals from students' reflections

The action research required the teacher-researcher to perform a series of actions to meet the requirements of the course and students' needs for their significant learning. Different actions and modifications were done to adjust the course contents and teaching methods to provide effective lessons. The teacher was alerted with various situations in different semesters of the research process. In every semester, the course was changed a little in comparison to the originally planned version at

the beginning of the practicum process. These changes of the teaching approaches or lesson contents were decided when receiving signals from students that it should be modified to better their learning. The actions were recorded as a form of self-reflective journal entries for the lesson modifications. The major modifications in accordance with self-reflective journal entries were commonly occurred in three stages of each course through the practicum process in (1) the first class of a new course, (2) during the course at the moment after students' first group presentation and demonstration of first individual activity, and (3) end of the course at the moment for giving feedback and after reading the students' reflections. These modifications were applied after the completion of preparation for the course deal to different elements and factors occurring during the teaching and learning process.

Third, the findings also presented the teacher's modifications and actions during the practicum process through self -reflective journal entries dealing with classroom situations and negative signals from students' reflections. A series of actions were done to modify the teaching methods and lesson contents to meet the requirements of the course and students' needs for their significant learning. I was alerted with various situations in different semesters of the research and teaching practicum. According to the problems found in students' reflections, the issues appeared in different stages of teaching practicum, and students' signals of their significant learning, different modifications were applied after the completion of preparation for the course deal to different elements and factors occurring during the teaching and learning process. It could be found that modifications in my teaching were applied throughout the course although a thorough plan of the lessons was designed. The findings presented that I alternated my lessons in accordance with students' expectations, the course settings in a different semester, and students' learning styles and differences. During the class, I paid attention to change my teaching techniques when students are distracted, discussed with students about evaluation and issues of their cares about fairness, confirmed the policies for learning participation and tried to solve the problems getting from their feedbacks about my teaching and the course. To sum up, the findings in this section described my actions during my practicum process. During the practicum time and with the intention of organizing the class for their significant learning, the actions for modifications of my teaching were implemented during the preparation time, on the first day of the course, during the teaching process, at the end of the course, and after the course ended for new modifications of the coming courses.

In short, the findings regarding the action research revealed students' positive feedback about the course consistent with the goals and planned lessons. Students' expectations and their immediate needs during the course were paid attention and satisfied for their significant learning purposes. Some modifications were conducted throughout the process to add values of the career to students' learning and perceptions with the facilitation of their significant learning. The findings also revealed that the course provided students with knowledge embedded to reality and flexible practice so that students found it interesting to obtain more. They shared that they were demonstrated and tested their skills in classroom management and teaching for a short activity.

4. Implications

The findings of this research suggest a number of implications for the teacher trainers, the teachers, the educational policies, the novice teachers, and the teachers-to-be in this context or the similar one in higher education.

4.1. Real center of the educational process should be students

The findings suggest that the students should be the real center of the educational process with their diversities of values in each individual. The meaning of student center in any educational forms would be connected to the fact that if the teachers care about students and their learning, they would not simply go to the class with their preparation. The teachers with the care about students as the center of their teaching would think about students to get more information about what they need even before planning the lessons, get their expectations in correlation with the current development and needs from the reality, and be flexible to students' needs, learning styles, and levels of capacity for any specific courses.

4.2. The good listeners - not the students

The findings also recommend the teachers to be the good listeners for the case that the students would need to be more active in their learning, but not only listening. The teachers with the skills of good listeners would like to understand about the students' learning and learn from their unique social experiences. However, the good listeners require the teachers to be patient and open-minded with students and especially with lower levels of education. It could be seen from the findings that students do not like to be the listeners and so do the teachers. However, if the teachers would like to teach students for students learning, not the teachers' teaching, the sense of the good listeners allows the teachers to hear from students, accept their ideas unconditionally for advice in improving teaching, analyze what they need, discuss with them what should be done for good learning, and facilitate students performances and presentations for better quality of education.

4.3. The relationship and communicative protocol among the teachers and students

The findings reveal the evidence that the relationship among the teachers and students would contribute to the ease of learning and teaching. The relationship with an appropriate distance among the teachers and students facilitate the learning process in which students would be encouraged to the most efficient discovery and exploration of their learning.

In particular, it would not be easy for the communicative protocol to be set up among the teachers and students. Only if the teachers perceive students as the center of the educational process and possess the skills of being good listeners, the communicative protocols would facilitate the two-way of exchanging information. The availability of exchanging information among the teachers and students allow them to share, to dare to make a question, and to feel comfortable with giving answers with error-free.

4.4. The balances of theory and practice

It can be drawn out from the findings that the teachers and students pay attention to the balances of theory and practice in any courses. The portion of practical lessons or manners in the lessons should be equal to that of the theories and it will be more interesting for students if what they learn will be applied in their learning. The findings suggest the balance of theory and practice as one of the chains in teaching that should be mastered. It is the mystery of teaching regarding the balance of theory and practice in accordance with the courses and students' needs, interests, and demands for their growth.

5. Conclusion

Becoming a great teacher to inspire students is not an easy job because teaching is a combination of an art (Shulman, 1986), an ideal (Vietnamese belief), and characteristics of ignorant teacher (Rancière), a learning process (contemporary educators), an attitude, an experience, belongings of an emancipating guider, belongings of an explorer, a puppet, and all of an actor/actress.

This study contributes to the contextual practices of Fink's taxonomy that the teachers need to be active in the teaching and learning process. It suggests that the teachers must be ready to change for students' significant learning. The lessons must be planned with the intention of checking the featured dimensions of Fink's taxonomy. To facilitate students' significant learning, the teachers need to pay attention to the signals of problems in class and from students' feedback and collect evidence to find better ways to modify the lessons, teaching methods, the approaches, and so on for the only purpose of students' learning. It is important that knowledge is important in any teaching courses and this study implies the possibilities of applying the learned knowledge at different levels for students to develop their skills. Of all, significant learning requires the process of learning to be facilitated in the ways that students will learn, interact what they have learned with other people and ideas, know more about themselves and other people, apply what they understood, care to develop new feelings and interests for further emancipation, and be able to know how to become better learners of that subjects and others.

This study also provides more evidence about the relationship between teaching and researching. Researching allows me to make inquiry, study, understand, and figure what and why I need and how to modify for students' learning and how to collect evidence to discuss my findings with my colleagues for better suggestions or applications. Learning from students and research from the process of professional development in the teaching practicum actually enrich my teaching experiences and researching skills for being better in my career and for students' significant learning. In fact, not everyone could learn to become a teacher. Among the teachers, it is not easy to find a good teacher. At any educational levels, students may like those who give them good scores. In most of the cases, the good teachers may be the nightmare for some students. However, a full set of teachers' orientations could help the teachers to facilitate for the center of students' significant learning. As a result, good teaching could not be separated from researching. They support each other in the long period of the teaching career.

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Sáng kiến kinh nghiệm học tập theo định hướng năng lực và phát triển cá nhân người học ở giáo dục đại học: Một công cụ mang giá trị phát triển chuyên môn sư phạm

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Tóm tắt: Bài viết này mô tả các công cụ phát triển chuyên môn sư phạm thông qua một nghiên cứu sáng kiến kinh nghiệm về học tập theo định hướng năng lực và phát triển cá nhân người học đại học. Sáng kiến kinh nghiệm này được thực hiện trong 3 năm nhằm thu thập dữ liệu và chứng cứ khoa học liên quan đến các vấn đề nghiên cứu dựa vào mong muốn, phản hồi của 108 sinh viên đại học sư phạm và nhật ký phản ảnh sự tự kiểm của giáo viên. Dữ liệu nghiên cứu được phân loại theo phương pháp mở ma trận của Padilla trước khi phân tích để tìm ra các kết quả và thảo luận. Kết quả của nghiên cứu này đóng góp thiết thực vào thực tiễn hệ thống phân loại học tập của Fink thông qua việc khai thác các giá trị của nghiên cứu trên lớp kết hợp với những tín hiệu nhận biết các vấn đề từ chính phản hồi của sinh viên trong quá trình học tập và giải quyết chúng nhằm giúp sinh viên học tốt hơn.

Từ khóa: Sáng kiến kinh nghiệm, học tập theo định hướng năng lực và phát triển cá nhân người học, hệ thống phân loại học tập của Fink, phát triển chuyên môn sư phạm.