

Academic reflection in Design and Communication

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Abstract

By the end of improving the present academic methodology and exchanging educational experiences, The University of Palermo achieved in the first days of 2008 an Academic Reflection Conference whose contents reside in a valuable compilation that will be reviewed in four articles (Orellana Juan, Pereyra Maria Laura, Rago, Rosa Maria and Toyos, Monica et al. 2008. Buenos Aires, University of Palermo Press. pp. 213. Palermo University, Argentina. ISSN 1668-1673.). For that reason, this volume gathers important contributions that analyze strategies, procedures and methodologies with the end of facilitating the educator's work.

Amidst this escenario, the profile of local and regional context and expectations over superior education needs from a multiple diagnosis and newer interpretative perspectives. In general, papers like these deal with problems in the background of modern pedagogic necessities. Theoretically, these works valorize the reflection of real professional practices and experience in the field of teaching.

In the first article, Juan Orellana explains us how education allow for people an appropriate involvement as well as an environment's adaptation. Today mass media and information have revolutionized the way of perceiving and transmitting the own experiences. That way, even though visual communication seeks novelty in all their dimensions, the concept of creation is based on the search of practical experiences and experimentation. Most likely, humankind is plenty of doubts that lead them to transform the environment alternating technology with new sensations. Basically, knowledge and investigation are natural proofs of curiosity on the heart of whole civilizations. As a conclusion Orellana suggest that the search of human's development permits them a synthesis between reason and praxis.

Second contribution introduced by Pereyra Maria Laura let us understand the professor-student's liaison in classroom; by examining a film entitled *la lengua de las Mariposas* she recognizes a whole part of students find a large gap in education issues between schools and Universities; a typical bridge very hard to pass. Based on conductism as frame-work, Pereyra argues that knowledge is an issue continuously elaborated internally thru the experience with the others. For that reason, learning process is transformed by new experiences incorporating a reflexive interaction with environment. The importance of learning is not related at contain what we teach but the necessary channels used for that. Under this context, the film in question narrates an interesting history of a child 8 years old who lives in a Galicia, Spain (contextualized roughly in 1936) wherein all reform advances in regards to education were reversed returning to the shadows.

From her point of view, Maria Laura Pereyra assesses the film noting that students did enter in schools with a previous phenomenological background in experiences and traditions that sometimes do not match with educative institution's rules. In combination with two antagonist streams (theories) in education like constructivism and conductism, Pereyra realizes that student and teacher's encounter encourages a reflexive dialogue to create a bridge between ideas and experiences. Quite aside from this point, school should be converted in a privileged site where professors intend to wake up student's fascination for knowledge. However, that is surface manifestation of a much more deep-seated issue. Sometimes, students lack interest of formal education related to fears of assessments, a poor skill in writing, lacking of interests in reading literature as well as a-critical overview over political topics.

In an analogical overview, third article is aimed at promoting in students a critical glimpse in the mid of a convulsed world. M. Rosa Rago contends that sometimes teachers are obliged to adapt the previous student's knowledge to the scope of superior education. The objective of University is to offer to students the opportunity by participating in the construction of their proper pathway towards professional insertion in which case the curricula should be accompanied by a critical view. One of the main problems that current education has unresolved is that students are unable to analyze and criticize which part of knowledge may be learnt and which may not; as a result of this, education had been petrified. That way, the planning of syllabus is a tool of vital importance at time of giving students necessary skills for a potential practitioner performance. Diverse essays in conjunction with a direct involvement will give as a result much more interest and motivation in the process of learning.

For other hand, in writing an essay, student not only is forced into interpreting a specific reality but also merge its own experience with new solutions. In such a process students is guided by professor who will work as a facilitator and not as a leader. The principle of authority at schools or University should encourage the scholar's curiosity and need for knowing. Informality in classroom might be alternated by a hard planning in the appliance of ends and methods. For Rago in few words, writing merges ideas with practices permitting to students a new synthesis whereon a critical posture is based. In order for avoiding the frustration to be disapproved, the way we use to assess students merits a substantial reconsideration. New times need alternative form of evaluations.

Lastly, in our last paper Monica Toyos is devoted to highlight about recurrent fears a student feel at time of facing exams alongside their career. Taking her cue from a necessity for permanent changes, at university the method of assessment should be substantially re-analyzed. In like manner, an evaluation is not only a follow-up about the way a person adopts knowledge but also a mechanism useful to valorize the human's potentiality along with emotions and feeling of other nature.

Today, in educational realm it is common that students are impressed by the opinion that professors have over them. Most specifically, evaluation would be deemed as a way of emancipating or oppressing depending on interests at stake. In superior institutions –in general- there are mandatory exams which sometimes are undue and excessive for applicants. It is often assumed that students keep in mind that instance as painful, traumatic and stressing. Whenever individual expectative is so high in comparison with the affordable resources, it surfaces an inevitable stadium of anguish and anxiety. As the previous argument given, sometimes the pressure may not be withstood and involved young decides to abandon the career or leaves the course for a future season.

Although, it is truth that students will be examined in the rest of labored life, no other evaluation is further emotive and troublesome than it happens at University. As a result, some professors abuses of this situation and enjoys having the authority to approve and disapprove the exam. Under these type of circumstances, students pushes for being approved while professors trend to maintain the control of situation. Of course, the problem lies in sometimes students do not accept the authority of educators. In fact, one of more violent episodes in exam's processes is registered when student disapprove and consider that decision as unfair. For other hand, reviewers seizes on these ambivalent feelings in their favor to impose a personal point of view over certain issue, reproducing their own prejudices. Quite aside from this, the necessity to approve makes students more vulnerable to accept some concepts without a critical view.

From Toyos turn of mind, the formal moment wherein ones are evaluated and others evaluators should be left behind if possible. Following this explanation, M Toyos proposes some suggestions that will improve exam-related practices to motivate students in learning. An interesting task for professors consists in investigating how much profound can be their students in the topics they

taught. Certainly, it is not difficult to see teachers claiming that scholars have several grammars issues as well as orthographic mistaken in writing, but Toyos admits that under these circumstances the proper teacher is being questioned. Most specifically, students reflected the proper professor's performance and perhaps it is the main cause of conflict between ones and others. Democratic debates in classrooms contribute to decompress the pressure a young suffers in the previous instances in exams.

In sum, the present review has just selected four articles (of many others) with the intention to analyze the reasons as to why a much more number of students are abandoning their career at Universities. The advent of a new millennium appears to request new method in superior education and consequent economic production. Under that context, the present review is intended to explain the different and complex issues which involve superior educative institutions in the process to educate future practitioners. In practice, many professors have surely come across with situations like this nature in past and will come with others in future. Not only a flexible and assertive dialogue between students and professors will create a more efficient linkage than current but also will consider reducing the actual educational desertion's rate; two sides of the same coin. Today, Social Psychology agrees that the exam phobias emerged as a new pathology that merits to be studied in students; anxiety, panic, fears and pain in stomach are most visible indicators. However, this is only a surface manifestation of a much more deep-seated issue which will be researched in other opportunity.

References

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