

ABSTRACT

An Exploration of Students' and Teachers' Experiences in Three Secondary Schools in Northeastern Trinidad as They Produce the Reflective Journal, a New, Compulsory Component of the Revised C.S.E.C. Visual Arts Syllabus 2009–2011

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This study explored teachers' and students' experiences as they worked together to produce the reflective journal, a new, compulsory component of the revised CSEC (Caribbean Secondary Education Certificate) syllabus 2009–2011. Data were collected through interviews with three teachers and students from three secondary schools in northeastern Trinidad, as well through document analysis. Among the findings were that: 1) the teachers thought more workshops on the innovation and its implementation should have been conducted so that they would have felt comfortable and competent in enacting the innovation at their respective schools, and 2) the reflective journal caused students to challenge themselves to learn new skills in order to implement and explore the range of experiences during the production of the journal. Due to the fact that there was no specimen for teachers to pattern their instruction on, they felt that they had compromised students' learning to some extent, as they did not themselves clearly understand all that was expected of the students and themselves in the production of the journal.

Keywords: Syllabuses; Visual arts; Secondary school teachers; Secondary school students; Teacher attitudes; Student attitudes; CXC CSEC examinations; Case studies; Reflective learning; Journaling; Educational innovations; Adoption of innovations; Trinidad and Tobago