

The paper "Overcoming Resistance to Change" is a perfect example of an education article review. This article covers issues related to rupture and repair; it covers concepts of resistance and resilience in the learning process of teachers or educators. The setting of this study is in the five days professional development seminar which is designed purposely for veteran teachers. The purpose of the seminar is to deepen an understanding of other cultures as well as religions. A number of participants were selected for the process and their contribution towards the research process was essential in relating theoretical understanding of resilience, disconnections, repairs, and rupture. The research, therefore, seeks to establish causes of resistance, ways to facilitate resilience which then translates to a successful repair. Reflecting on the research thus gives further insight into fundamental ways of approaching disconnections on our contemporary teaching. It also helps with shading light on the existing gaps in our teaching process and the way a teacher-student relationship can be enhanced in order to reduce cases of disconnections and instead encourage connections that are positive and imperative to the learning process. Overcoming resistance to change

As elaborated in this article, there are various factors that foster or hinder connections within a setting, essentially there are three variables elaborated in the article, the participant, the facilitator, and the text. In this seminar, the text concerned Jewish culture and religion. The participants chosen for the research process were teachers, since the rationale for the research centered on educators; these practicing teachers were especially important and relevant to the research process. The aims of the research were, understanding the nature of teachers participants learning in order to understand and enhance professional development practice.

As the research process revealed, collaborative study of text contributed to the learning experience of teachers as challenging, powerful and transformative. The research also found out that relational web schools could either foster or hinder implementations of new practices. The research also showed that most participants did not have entirely obstructed or transformative experience but rather a combination of the two (Raider, Stieha, Hensley, 2012). The research also examined what happened to the three main participants chosen for the research process, when there was a break in the learning relationship process in the seminar between the participants and the facilitator, participants, and the texts, among the participants themselves and internally. The research thus aims at bringing a better understanding of what was aiding as well as hindering the participants in their learning process as it established the points of connections as well as disconnections (Raider, Stieha, Hensley, 2012).

From the three major participants that the research dwelled on, Sally, Nancy, and Sarah, moments of connection and disconnections were analyzed and how rupture was repaired as well as the success of the repairing process, what variables led to the restoration of the connection and what variables led to increased gap and hence making repair impossible. In Sally's case, she experienced othered or excluded during singing as a participant, she found it hard to be in sync with the other participants because of the feeling of not being part of the group and failing to comprehend the song or sing it well. Ellie came to her assistance and helped her reconnect by offering her other viable options of reconnecting back to the community. She therefore successfully transitioned from a place where the language of the song held power over her to a place where the song became the empowerment and hence she rejoined the community as a full and participating partner. In this case, the facilitator was active in the process of reconnection by first understanding why she reconnected and hence initializing steps to her reconnection back to the group. In contrast to her meeting with Jack, she was more activated towards reconnection when with Ellie more than when she was with Jack (Raider, Stieha, Hensley, 2012). This basically could be attributed to the constant presence of Ellie and the absence of Jack hence creating less room or opportunity for reconnection. In Sarah's case, she had a problem connecting with self; her hevruta partner was of importance to her she helped her reconnect back with her difficult self. This repair aided Sarah's integration of thinking and feeling a connection which led her to her I know statement which shows that she was now in a position to build and develop new knowledge (Raider, Stieha, Hensley, 2012).

In Nancy's case, a situation of the incomplete repair was evident; she experienced tension with her partner Anna which she told Miriam. The facilitator came in to help her mend the relationship in vain and hence leading to rupture. This case was essential in the research process as it showed the limits of repair. In this case, in the relational triangle, the pathways towards repair proved a long distance to travel. Implications of the research

This article has been of great importance in the study of educators connections and disconnections evident in the learning process. It has also shade light in the sense that the repair process, is imperative to encourage learners to voice their resistance. It is through the process of transforming resistance from psychological aspects to political which enhanced resilience. Voicing resistance is not always received well in our contemporary teaching environment, as evident in this case; voicing resistance allows the possibility of transforming towards resilience and hence leading to the possibility of a successful repair process. Unfortunately, most educators often do not embrace voicing of

resistance in participants, voicing resistance tend to distort our routine or plan and thus unsettling assumptions about ourselves and the curriculum. Spoken resistance often leads to questions regarding our relationship with participants (students in this case). Educators, therefore, contribute to increased resistance (internally) and failure to expose resistance and hence leading to constant disconnections that negatively impact the education process (Raider, Stieha, Hensley, 2012).

From this research article, one can easily reflect on several instances and learn how disconnections from the text, facilitators, other participants, and self can be mend. Fundamentally, allowing a chance to voice resistance is the first step that is normally disregarded in our contemporary pedagogy. Once the resistance has been verbally spoken, a chance for resilience is created which then translates to positive steps towards a successful repair process (Raider, Stieha, Hensley, 2012).

**Conclusion**  
As pointed out in the analysis of the research article, the fundamental variables that create the triangle of connection are; participants, facilitators, and text. These variables are imperative in the learning process and hence essential to ensure that their relationship is not affected negatively in the process of learning. If one variable is affected the entire triangle can rupture. The case study of the participant has provided a useful foundation for the analysis of different situations that can lead to resistance, resilience, repair, and rupture. The fundamental issue in this case as provided by the participants in better ways of ensuring that the repair process is initiated successfully among the participants, as evident, transformative and obstruction cases are observed in both cases meaning that most participants experience both and not one of them. This possibility is positive in the sense that it facilitates a pathway towards repair and also an understanding of the possibilities of permanent disconnects that lead to rupture. As noted, on reflection of this article, the most important point for educators to understand is the essence of voicing resistance which will lead to the resilience stage which then facilitates possible ways of repair.