A Guided Framework: Reflecting on Our Teaching

Alyssa G. Cavazos | alyssa.cavazos@utrgv.edu

Why reflect on our teaching?

Reflecting on our teaching is an opportunity to:

- **Engage** in a meaning-making process
- **Analyze** impact of our prior teaching experiences on student learning
- **Grow** and **develop** as teachers and learners with our students
- **Inform** future pedagogical actions and revisions
- **Foster** all students' learning and success

How can our reflective teaching impact student success?

- **Communicates** a growth mindset, which is the belief that we can improve our teaching and students can learn through a strengths perspective
- **Builds** on students' resilience, which is the ability to overcome challenges by using coping strategies
- **Fosters** equitable teaching practices, which ensures learning is accessible to all students by creating a safe learning environment to explore, learn, think, and share knowledge

How can we reflect on our teaching?

- **Seek** student feedback throughout the semester
- **Read** student course evaluations with an open mind
- **Invite** peers to observe your teaching or provide feedback on an element of your class, such as course design, assignment design, feedback to students, etc.
- **Keep** a journal on your teaching choices throughout the semester
- **Write** about the most meaningful and challenging moments from the semester (using guiding questions below)
- **Commit** to pedagogical revisions centered on empathetic design and student engagement and success

How can we begin the reflective writing process on our teaching?

Use the following guided questions to reflect on and brainstorm pedagogical revisions:

Overall Reflections:

- What has gone well in my teaching this semester and why?
- What has not gone well in my teaching this semester? Why?
    - What challenges did my students experience?
    - What challenges did I experience?
- What is one aspect of my teaching I hope to revise to elicit student engagement and learning?
- What is one aspect of my teaching I hope to revise to maintain an empathetic and flexible approach to teaching and learning during a time of crisis?

On Pedagogical Choices:

- What impact did my course design (i.e., weekly organization, instructional materials, resources) have on student learning and engagement?
- How did students draw on course resources, readings, instructional videos, and each other to learn and make meaning?
- How did I scaffold learning for the students on a weekly basis?
    - How did I scaffold quizzes/exams, writing assignments, and/or major projects?
    - What impact did the scaffolding have on student learning and engagement?
- How did I communicate with students throughout the semester?
    - What impact did my feedback (e.g., individual or whole class) have on student learning, revisions, and engagement?
    - How can I be purposeful with my feedback to emphasize a growth mindset that draws on students' resilient qualities and strengths?

On Learning from Students' Learning & Feedback:

- What did I learn from student feedback about my teaching?
- What did I learn from students about how they learn and make meaning in my class?
- What did I realize about students' learning, meaning-making process, assessment scores, and/or project designs?
- How can I draw on student feedback and their learning process to inform my pedagogical choices and revisions in subsequent semesters?
- How can I encourage students to reflect on their learning and my teaching?
- How can I purposefully seek feedback from students in subsequent semesters?

Resources

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