

# A Guided Framework: Reflecting on Our Teaching

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## 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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