

# Documenting Excellence in Teaching through Reflection

Briyana Morrell & Brenda Howard  
Wednesday, March 3, 2021, 2:00 p.m.

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## Objectives

At the end of this workshop, participants will be able to:

- Use various sources of data to reflect on teaching effectiveness
- Create a plan for improvement in teaching pedagogy
- Document progress made toward excellence in teaching

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## Reflection - What is It?

- Reflection is a meaning-making process; it is systematic and rigorous; it must take place in community; and requires valuing intellectual growth. (Rodgers, 2002)
- Leads to growth and improved professional practice
- What is the method to effectively take information and make it useful?

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### Reflection - Why Reflect?

- It places the student at the center of learning
- It helps us be introspective - understand our inner world
- It helps us be contemplative - understand the outer world
- Attention and intention - we must pay attention in order to learn
- Helps us to understand our own "amalgam of perceptions, expectations, and goals" (p. 231)
- Supports decreasing our own anxiety and stress!

(Sadd, 2018)



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### Reflection - Why Reflect? (if you need more...)

- Reflection can sustain resilience
- Faculty Book Club: Reflecting together positively impacts teaching practice
- Reflection allows one to explore one's identity as a teacher
- Reflection teaches us to handle uncertainty
- Reflection helps us to both anticipate results of learning activities, and process feelings and emotions afterward

(Ashby et al., 2013; Black et al., 2010; Coria-Navi & Moncrieff, 2018; Gregory & Burbage, 2017; Schultz-Krohn, 2009)



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### Reflection vs. Scholarly Teaching

- Reflective teaching is a part of scholarly teaching
- Scholarly teaching requires reading and applying the literature on teaching and learning in your discipline
- "Scholarly teachers do things such as reflect on their teaching, use classroom assessment techniques, discuss teaching issues with colleagues, try new things, and read and apply the literature on teaching and learning..."

(McKinney, 2007, p. 9)



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### Three Types of Reflection

| Type                | Definition   | Example  |
|---------------------|--|--|
| Instrumental        | Reflection that centered on technical teaching tasks that affected teaching and learning     | Too much text on PowerPoint slides   |
| Structural-Critical | Reflection that centered on institutional issues that affected teaching and learning         | Large class sizes  |
| Social-Critical     | Reflection that critically examined sociocultural issues that affected teaching and learning | Historically underrepresented student populations doing more poorly in class than dominant populations |

(Hora & Smolarek, 2018, p. 566)

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### Four Critically Reflective Lenses

- Our own stories (narrative)
  - What are our own assumptions and paradigms?
- Our students' eyes
  - How do our students see us? Power dynamics, are we conveying the meaning we intended
- Our colleagues' experiences
  - Peer reviews
  - Colleagues' narratives
- Theoretical literature
  - Gives language

(Brookfield, 1995)

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### What are Your Goals for Reflection?

- Effective teaching and learning?
- Student outcomes or accreditation?
- Promotion and tenure?
- Annual evaluation?
- Scholarly teaching?
- SoTL?

This may impact how you engage in reflection—and how you document it.

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### The Reflective Teaching Cycle

1. An experience
2. Spontaneous interpretation
3. Naming the problem(s) or question(s)
4. Generating possible explanations for the problem(s) or question(s) posed
5. Using the explanations to devise full-blown hypotheses
6. Experimenting or testing the selected hypotheses



(Rogers, 2002, as described in Bishop-Clark & Dietz-Uhler (2012), p. 10)

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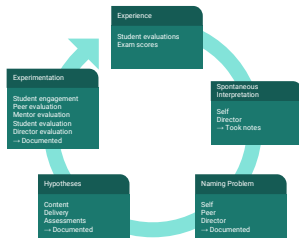
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### Example of Reflective Teaching: Briyana




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### What's Your Reflective Teaching Plan?

Think about an experience...

Assignment

Lecture/Lesson

Interaction

That you have thought about changing...




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12

### Example: Heidi Eukel

- Background
  - Accreditation standards
  - Quality improvement goals
- Objective
  - Student outcomes
  - Meeting certain goals
- Methods
  - Teaching approach
- Results
  - Data
- Impact
  - Learning
  - Scholarship



13

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### Documenting Teaching - Small Steps

- An individual lesson or assignment and its results
  - Assessment (test scores, rubric scores)
  - Student comments on course evaluations
  - Reflection on went-well/do-differently
- Mid-semester course evaluation
  - And how the results are reflected in final course evaluations
- Re-interpreting negative comments
  - Lecture vs. active learning = meeting a variety of learning needs
  - What is the grain of truth in a harsh student comment in course eval?



14

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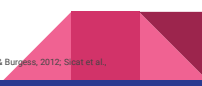
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### Documenting Teaching - Giant Leaps

- Course objective -> Instructional method -> Formative Assessment -> Summative Assessment -> Student comments
- Continuing Education/Faculty Development -> Change(s) made -> Reflect on results (including this one)
- Guest lectures in your area of expertise

(Coria-Navi & Moncrieff, 2018; Riveros, Newton, & Burgess, 2012; Sizat et al., 2014; Simha & Teodorescu, 2017)



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### Documenting Teaching - Giant Leaps

- Professional scholarship with students
- Participation in Learning Communities or Book Clubs *and* what you did afterward based on what you learned *and* how did it impact student learning
- Document these things:
  - Annual Evaluation goals and summary
  - Dossier

(Coria-Navi & Moncrieff, 2018; Riveros, Newton, & Burgess, 2012; Sicut et al., 2014; Simha & Teodorescu, 2017)

16

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### Document It!

| Course/Semester:   | Comments: |
|--------------------|-----------|
| Learning Activity  |           |
| Changes Made       |           |
| Student Response   |           |
| Reflection         |           |
| Resources Utilized |           |
| Further Changes    |           |
| Student Response   |           |
| Reflection         |           |

17

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| Course/Semester:                    | Comments:   |
|-------------------------------------|---|
| MOT 502 Applied Occupational Theory |   |
| Learning Activity                   | Paper; separate group presentation  |
| Changes Made                        | Changed to scaffolded project with shortened paper, then group "book fair" poster presentation; peer review "checkpoints" for outline and paper |
| Student Response                    | Students saw little connection between the paper and presentation   |
| Reflection                          | Easier to grade, higher quality student work. Considered purpose of assignment (writing vs. demonstrating proficiency with the theory)          |
| Resources Utilized                  | Workshop on critiquing student writing; VoiceThread tutorials   |
| Further Changes                     | CAT Template; Combined to a VoiceThread project with peer critique  |
| Student Response                    | Students had trouble seeing connection between CAT and Project  |
| Reflection                          | S/W, Overall impression, Student Feedback   |

18

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### Effective Formal Peer Evaluations and Reflection

- Pre-observation
  - Who
  - Purpose of observation
- What to assess
  - Teaching
  - Assessment
  - Examples of student work
  - Portfolio
- How
  - Forms: [University of Minnesota](#)



19

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### Effective Formal Peer Evaluations and Reflection

- Post-observation
  - Documentation
  - Discussion
  - Your response, reflection, and improvement

Resources:

- [UIndy Workshop by Clay Roan](#)
- Peer Evaluation Squares/Triangles?
- Resource on evaluation formats
  - *How Am I Teaching?: Forms and Activities for Acquiring Instructional Input* (Weimer, Parrett, & Kerns, 2002)

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### Thank You!



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