



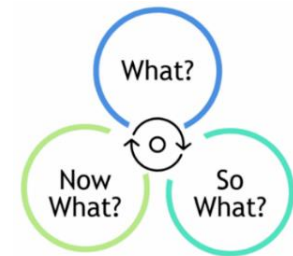
## Self-Reflection Quick Start Guide

Self-reflection is the practice of critically thinking about your teaching experiences and their implications. Below is the What? So What? Now What? framework for self-reflection, along with prompts to guide you through the reflection process. As you consider the teaching experiences, remember that considering multiple sources of information can enrich each step of the process. Also, consider experiences that might be relevant to all courses you teach, or that might have implications for different types of teaching responsibilities.

### A Framework for Self-Reflection

#### What? So What? Now What?

One of the most straightforward frameworks to support reflection is called What? So What? Now What? (Borton, 1970).



#### Step 1 (WHAT):

Identify the focus of your teaching reflection and its connection to the Elements of Effective Teaching. Describe the nature of the experience, your observations and reactions.

To identify the focus of your reflection, you might consider questions such as:

- What would I like to do differently in my courses and why?
- What rationale (implicit or explicit) did I use when choosing my teaching practices and do they still serve my students and me?
- Why are students struggling to learn a particular concept or master a particular skill?
- What are students' experiences in my course and how will these experiences impact them beyond my course?

Next, consider how the topic of your reflection relates to the [Elements of Effective Teaching](#). Your reflection should address at least two of the elements:

- Effective Design
- Effective Instruction
- Inclusive and Ethical Pedagogy
- Reflective and Evolving Practice

## STEP 2 (SO WHAT?)

This stage of the process is focused on gathering and looking closely at evidence that can help you make sense of your teaching experiences and understand of why they might have occurred. The purpose of this step is to gather information and evidence that will help you respond to and improve your teaching practice. There are [multiple sources of evidence](#) you might consider.

Consider:

- What data/evidence would help me better understand my teaching challenge?
- What might have been behind this experience?
- What is my understanding of why this experience occurred?

## STEP 3 (NOW WHAT?)

Discuss the impact your experiences and interpretations will have on your future teaching practices. Describe what specific changes you plan to implement in your teaching and how they align with the [Elements of Effective Teaching](#). You may want to consider changes that could apply more broadly across all of the courses you teach. Identify resources you might need to implement the changes, e.g., professional development, collaboration or discussion with colleagues, review of disciplinary teaching literature or teaching and learning research.

You might consider such questions as:

- What are you going to do as a result of your experiences?
- How will you apply what you have learned?
- What strategies are proposed in the teaching and research literature?

### *References*

Borton, T. (1970) Reach, Touch and Teach. London: Hutchinson.

<https://brocku.ca/pedagogical-innovation/resources/experiential-education/role-of-reflection/#1552943059346-96b2c736-21ff>

[https://ctl.uga.edu/\\_resources/documents/faculty-self-reflection-guide.pdf](https://ctl.uga.edu/_resources/documents/faculty-self-reflection-guide.pdf)

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