



## Considering multiple sources for reflection

Self-reflection as it relates to teaching is the practice of critically thinking about our experiences and their implications by drawing on multiple sources.

### Drawing on information from our learners

- Consider using a survey, such as the [Who's in Class?](#) form (reach out to a SITE consultant for assistance with the form) to get to know your students at the beginning of the semester
- Review information from the midsemester survey and Student Feedback Survey
- Engage in informal conversations about the structure and workload
- Ask students about the most challenging part of an assignment/quiz
- Incorporate student reflection on their learning into the course curriculum
- Use [Classroom Assessment Techniques](#) to gain quick insights into student learning
- Use exit surveys (department/program-level)
- Analyze student engagement data in Canvas (Course Insights)

### Drawing on information from our colleagues

- Request a class observations and debrief (you can also reach out to Schreyer Institute consultants to schedule a class observation and a debrief for formative feedback)
- Discuss advice on different methods for teaching the same material
- Attend colleagues' classes or create a teaching square
- Discuss with a colleague how they deal with challenging situations with students
- Discuss assignments/exam questions with colleagues
- Share teaching experiences and materials
- Join book or journal discussion groups (SITE offers a DEIB journal club and a summer book discussion group)
- Join a Teaching Community – or create your own

### Drawing on information from the literature

- Develop a better idea of how learning works
- Gather ideas for improvement from educators at other universities, or those who specialize in particular teaching methods
- Stay up to date with teaching practices and research on teaching in the discipline by reading journals on [Teaching and Learning Scholarship](#)
- Learn new strategies to improve student learning
- Learn more about diverse student populations
- Gain a deeper understanding of equitable teaching strategies and inclusive teaching practices

### Drawing on our own observations and insights

- Write notes after each class about what went well and what didn't, e.g., when students more

most/least engaged, when students struggled to grasp an idea or apply a concept.

- Notice your own workload and pressure points throughout a semester and building time into the schedule to catch up.
- Notice over time what my strengths & weaknesses are and adapt my teaching to them
- Consider what you learn from students about your own field? Do they bring new knowledge, methodologies, research to your attention that might inform or impact your approach to teaching?
- Consider what you bring to the field, e.g., a unique perspective, experience, method?

