



Reflective Practice Teaching Journal

The universe will reward you for taking risks on its behalf.
Our lives improve only when we take chances -
and the first and most difficult risk we can take is to
be honest with ourselves. **Walter Anderson**

Reflection.....

- Is an active process of witnessing one's own experience in order to take a closer look at it in greater depth for purposeful learning
- Is an examination of an experience rather than just living it
- Can be about any kind of experience including a meeting, a project, a disaster, a success, a relationship, or any other internal or external event, before, during or after it has occurred.
- Can be done in the midst of an activity or an activity in itself

Reflective Practice

- Illuminates what the self and others have experienced
- Is creating a habit, structure, or routine around examining experiences
- Is structured around inquiry
- Can vary in terms of how often, how much and why reflection gets done
- Can vary in depth - from simply noticing present experience to deep examination of past events
- Can serve many purposes such as examining patterns of thinking, documenting learning, realigning daily activity with deeper values, developing shared thinking, etc.

In education, reflective practice is the process of the educator studying his or her own teaching methods and determining what works best for the students.

Designing a practice of reflection means both clarifying the purposes it needs to serve and identifying opportunities to locate reflection in our work that are realistic and yet occur at the right intervals and with sufficient depth to be meaningful.

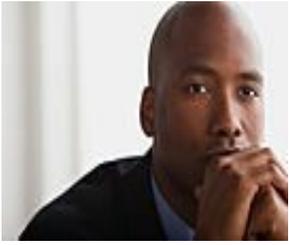


There are risks and costs to a program of action. But they are far less than the long-range risks and costs of comfortable inaction.

John F. Kennedy (1917 - 1963)

Course Number/Name _____ Semester _____

| Category | Frequency | What will I do same/differently? |
|--|-----------|----------------------------------|
| <u>Environment</u> Did the environment affect learning? | | |
| <u>Communication</u> Did I set appropriate expectations? Were my directions clear? | | |
| <u>Classroom Management</u> Did I handle disruptive students effectively? Did I control time? Were students on task? | | |
| <u>Pedagogy</u> Did the pedagogy (instructional strategies) I selected work as planned? | | |
| <u>Delivery modes/technology</u> Did the technology strategies add value to the learning process? | | |
| <u>Assessment Strategies</u> Did the assessment strategies help me determine if students were able to perform the intended course outcomes? | | |
| <u>Other</u> | | |



That which we persist in doing becomes easier, not that the task itself has become easier, but that our ability to perform it has improved.

Ralph Waldo Emerson (1803 - 1882)

Course Number/Name _____ Semester _____

| Category | Frequency | What will I do same/differently? |
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Experience teaches only the teachable.

Aldous Huxley (1894 - 1963)

Course Number/Name _____ Semester _____

| Category | Frequency | What will I do same/differently? |
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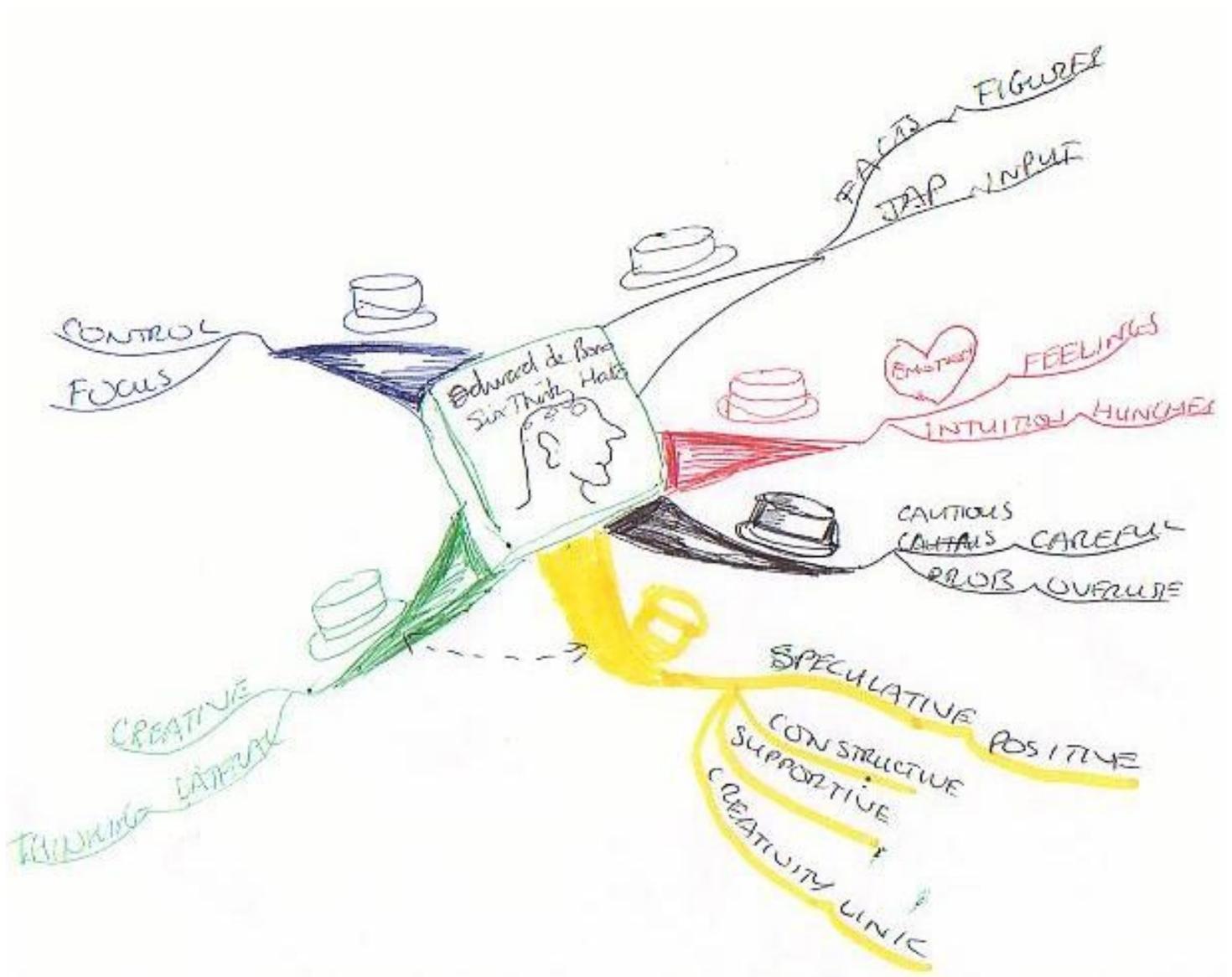
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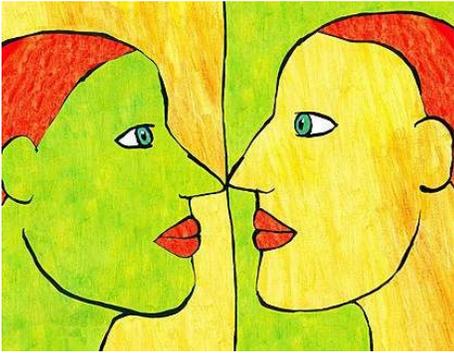
Mistakes, obviously, show us what needs improving. Without mistakes, how would we know what we had to work on?

Peter McWilliams, *Life 101*

Course Number/Name _____ Semester _____



SOURCE: <http://www.mind-mapping.co.uk/assets/examples/SixHats0014.JPG>



No one who cannot rejoice in the discovery of his own mistakes deserves to be called a scholar.

Donald Foster

Course Number/Name _____ Semester _____

If mindmapping is your style, freedraw a concept map in the space below:



Nothing is stronger than habit.

Ovid (43 BC - 17 AD), *Ars Amatoria*

Course Number/Name _____ Semester _____

Asking/answering probing questions is another way to practice reflection. Use the questions below to encourage reflection. Consider rotating the questions you ask each semester to promote critical reflection.

To what extent were the students engaged? How might I improve my lesson/course to encourage more student engagement?

Reflective Thoughts:

Which lesson ignites the most enthusiasm/excitement in students? Which lesson is most interesting for me to teach? Which lesson do I feel the students find least interesting? Why? In what ways could I improve this lesson?

Reflective Thoughts:

To what extent are my assessments connected to my learning outcomes? How can I strengthen this connection? When is the last time I modified one of my assessments? What are additional ways I can assess and/or measure students on the learning outcomes in this course?

Reflective Thoughts:

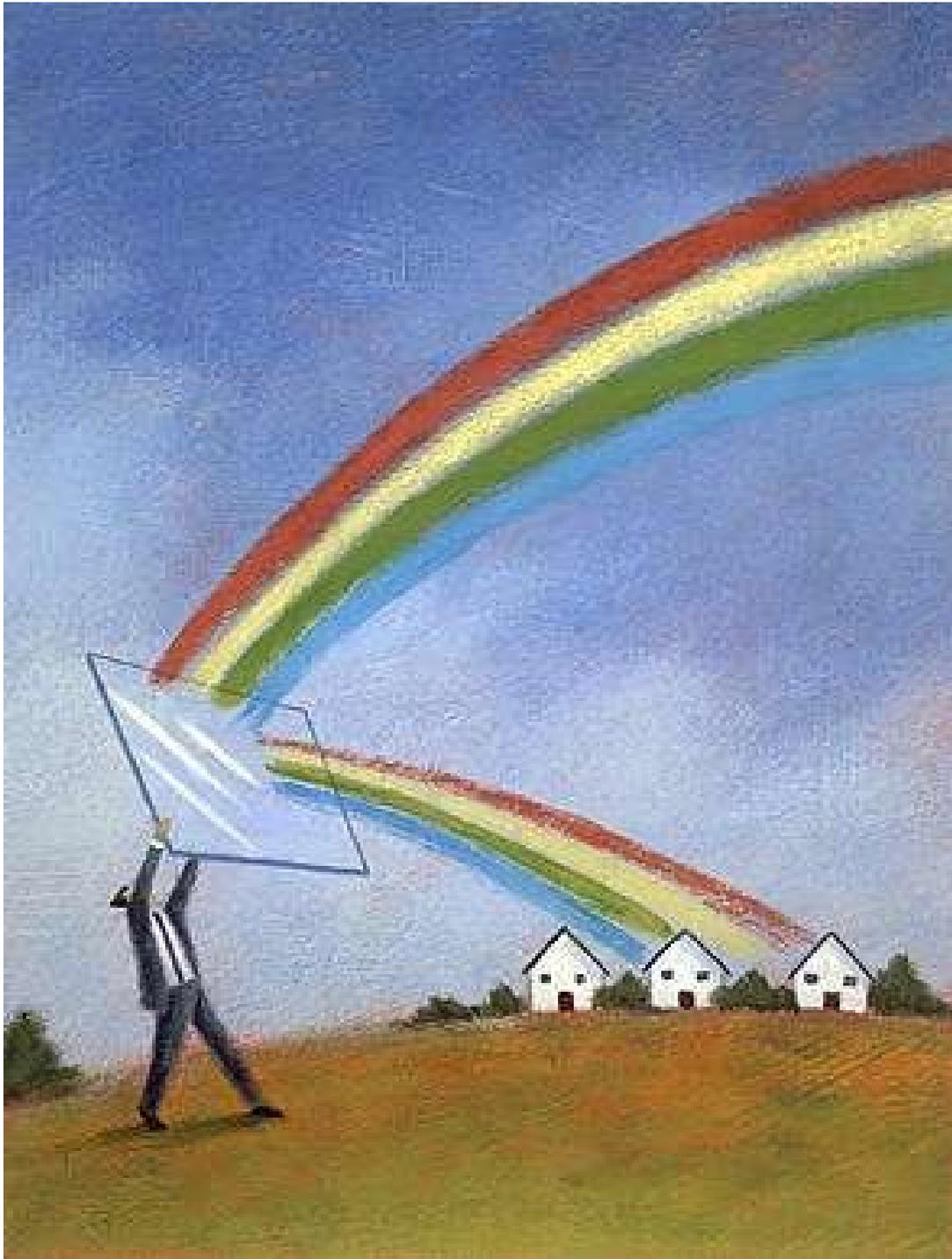


A mind once stretched by a new idea never regains its original dimension.

- **Oliver Wendell Holmes**

Course Number/Name _____ Semester _____

Feel free to reflect in your own way! Use this space to invent a new way to engage in reflective practice!



To acquire knowledge, one must study;
But to acquire wisdom, one must observe.

Marilyn vos Savant