

### **Strengthening your reflective commentary.**

Frequently, we advise participants in reflective practitioner programmes in teacher development to “delve deeper” into their experiences. That is, to go beyond the descriptive into an analysis of their teaching practice, and beyond into planning to improve. This is a framework based on the standard evaluation questions. Examples are presented of the kind of analysis and reflection you might engage in to review and improve your practice.

<b>Stages of Reflection and Evaluation</b>	<b>Examples of reflections and discourse</b>		
	<b>Teaching</b>	<b>Assessing</b>	<b>Curriculum design</b>
<b>What you did you do?</b>	Lecture, seminar, dissertation, debate, discussion, project etc.	Exam, essay, literature review, internet search, report for governmental select committee etc.	Which curriculum model? (1)
<b>How did you do it?</b>	Description – what you learned from staff development you engaged in, and from experience e.g. in connection with lecturing and small group teaching. Needs of diverse groups of students. Teacher-centred (with teacher largely in control), or student-centred (with teacher setting overall goals and ground rules, and students taking a lead)?	What was the balance between formative and summative assessment?	Describe how what you did fitted with the curriculum model / departed from it & why? Facilities? Special requirements of students (diagnostic testing, acculturation, accustomed to teaching methods?)

<b>Why did you do it that way?</b>	Show how these methods were best selected to support students to achieve specific outcomes. (2).  You might refer to the 7 principles of good undergraduate teaching practice (3)	Have you evidence that students improved as a result of formative feedback? What marking schemes did you use? How did these anchor in the aims / learning outcomes of the course? What did students' performance tell you about how the course was being delivered?	Demonstrate awareness of the need for curriculum alignment. (4) (Biggs J 1999 – Constructive Alignment)
<b>How else might you have done it?</b>	What range of ways of teaching / learning are there in theory, which would have achieved the same aims? (2)	Did you use peer assessment or self assessment?	
<b>How did you feel about it?</b>	What were your successes / failures in your view?	What were your successes / failures in your view?	What were your successes / failures in your view?
<b>How do you know it worked / didn't work?</b>	What is the evidence of your success – student achievement? Student engagement? Your rapport with students? Student feedback? Peer feedback?	What is the evidence of your success – student achievement? Student engagement? Your rapport with students? Student feedback? Peer feedback?	What is the evidence of your success – student achievement? Student engagement? Your rapport with students? Student feedback? Peer feedback?
<b>What will you do next time?</b>	What changes have you made and why? Does the evidence show that you are doing fine, and that you shouldn't change any of your approaches?	What changes have you made and why? Does the evidence show that you are doing fine, and that you shouldn't change any of your approaches?	What changes have you made and why? Does the evidence show that you are doing fine, and that you shouldn't change any of your approaches?