

# Structured self-reflection

Reflective teaching practice helps to develop confident lecturers.

Using structured self-reflection will help you in:

- Developing your ability to understand how your students learn and the best ways to teach them
- Identifying any barriers to learning that your students may have



#### **PREPARATION:**

Download a reflection note sheet.



#### **TIMING:**

Usually 30-60 minutes, best to do outside of assessment periods.



#### **EQUIPMENT:**

PC/Tablet

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## INTRODUCTION

**You've just done some teaching: how do you feel it went? How do you know what the students think?** Even the best teachers never stop learning how to improve and continuously work through an ever-evolving cycle of activities that can be broadly summarised into 'plan, do, reflect and conceptualise'.

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## ACT

Develop an action plan to tackle any issues raised. An example plan should address:

- What are you going to do?
- What will I do to make this happen?
- What obstacles exist?
- How will I know I've done it?
- When will I review my progress?

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## REFLECT

**Reflect is the most critical part of this process**, but something many of us struggle with. As a starter why not use the reflection note sheet (see additional resources) after a class to make some notes on your reflections? If you'd like more information, or a larger/more structured reflection tool, visit our self-reflection toolkit via the QR code.

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## REPEAT AGAIN

Enhancing your practice is an ongoing process so repeat steps 2-5 every academic year as part of your continuous professional development. Keep in mind the ongoing cycle of 'plan, do, reflect and conceptualise'.

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## REPEAT

To enhance self-reflection it is important to make it a regular part of your practice. Two ways to achieve this are:

- to annotate lecture notes on an ongoing basis and change appropriately
- to keep end-of-term reflective summaries from which to revise existing classes

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## EVIDENCE

Structured self-reflection as described will enhance your practice and your students' satisfaction and outcomes (capture by MEQs and assessments respectively). Use this as evidence when developing an application for **HEA Fellowship** or as part of the narrative in your **case for promotion**.

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## ANALYSE

To analyse these effectively, use the framework below:

- **Think** – Look for patterns in your reflections
- **Talk** – Talk to colleagues or mentors about what you've noticed
- **Read** – Read about potential solutions via the DCAD website
- **Ask** – Join a learning and teaching community (see the DCAD website)

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## FURTHER INFORMATION

