

Reflecting on Your Teaching Practice

GUIDING AND SUPPORTING STUDENT LEARNING

The following pages describe different ways instructors can create positive learning environments for students in higher education, based on a meta-analysis by van Dijk et al. (2020).

- Please read the description for each strategy carefully.
- At the bottom of each page, consider whether, how often, and when you use these strategies. If you've used a particular approach before, think about the specific circumstances. What was the situation like? Did you act a certain way? How did your students respond? What was your main takeaway?
- Not every strategy is suitable for every type of setting. In other words, it's quite likely you've never used some of these approaches before.
- Don't forget to save your changes before closing the document. We will return to it at various points throughout this course.

Keep in mind: Many of the categories overlap, and they can be difficult to separate. However, this is not an issue since this reflection sheet is meant more to promote reflective practice than to assess skills.

You Create a Safe, Motivating, and Inclusive Learning Environment

You do so by, e.g.:

- Treating students with respect
- Boosting their self-esteem and confidence
- Getting to know students on a personal level
- Fostering student motivation
- Being aware of group dynamics and responding appropriately
- Creating an inclusive learning environment

Take another look at these different strategies. Do you use any of them in your teaching? How do you create a motivating and inclusive learning environment?

Below is a text box for you to record your thoughts:

You Exhibit Behavior to Facilitate Learning

You do so by, e.g.:

- Being on time and prepared
- Using a variety of methods to keep your students' attention
- Using educational technology to foster student engagement
- Providing a range of instructional materials and resources

Take another look at these different strategies. Do you use any of them in your teaching? How do you behave in the classroom in order to facilitate learning?

Below is a text box for you to record your thoughts:

You Provide Clear Explanations and Instructions, as Well as Steps for Effective Problem-Solving

You do so by, e.g.:

- Explaining the structure and content of your course
- Describing the expectations you have for your students
- Linking theory to practice and integrating related disciplines
- Communicating complex issues clearly
- Providing subject-specific problem-solving steps

Take another look at these different strategies. Do you use any of them in your teaching? How do you communicate expectations and complex issues to your students?

Below is a text box for you to record your thoughts:

You Use Activating Strategies

Activating strategies foster student interaction, helping them learn from and with each other. This includes:

- Asking questions and encouraging students to ask questions
- Initiating and leading group discussions
- Using collaborative and interactive teaching methods
- Engaging students in reflective practice

Take another look at these different strategies. Do you use any of them in your teaching? How do you activate student engagement?

Below is a text box for you to record your thoughts:

You Promote Student Reflection and Support Them in Developing Effective Learning Strategies

This includes, e.g.:

- Allowing students to reflect on and assess their own performance by practicing self-assessment
- Assisting students in developing and selecting effective learning strategies for tackling specific tasks or problems
- Helping students organize their prior knowledge and experiences
- Presenting strategies that enable students to process and put new information into practice

Take another look at these different strategies. Do you use any of them in your teaching? Are you creating opportunities for reflection and supporting the development of learning strategies?

Below is a text box for you to record your thoughts:

You Adapt Your Teaching Based on the Prior Knowledge and Needs of Your Students

This approach includes, e.g.:

- Identifying and understanding learner needs
- Adapting teaching and learning methods to unexpected, dynamic, or shifting circumstances
- Using inclusive teaching methods

Take another look at these different strategies. Do you use any of them in your teaching? How do you adapt to your students' needs?

Below is a text box for you to record your thoughts:

You Act as Both Student Advisor and Counselor

You do so by, e.g.:

- Advising students on professional or personal matters
- Guiding students in their personal growth and professional development
- Referring students to appropriate counseling services when needed
- Helping teaching assistants plan and design courses

Take another look at these different strategies. Do you use any of them in your teaching? How do you advise and counsel your students?

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CREATING AN INCLUSIVE CLASSROOM CLIMATE

The following pages describe different ways instructors can create inclusive classroom climates for students in higher education, based on a meta-analysis by van Dijk et al. (2020).

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You Use Evidence-Based Data and Evaluations to Inform Your Classroom Climate

This includes, e.g.:

- Designing your course based on evaluations
- Taking into account current events and issues when planning your course
- Conducting needs assessments (e.g. talking to potential employers)

Take another look at these different strategies. Do you use any of them in your teaching? How do you create an inclusive classroom climate based on the data you collect?

Below is a text box for you to record your thoughts:

You Define Clear Learning Goals

You do so by, e.g.:

- Defining competency-based learning objectives
- Communicating learning goals to students clearly and explicitly

Take another look at these different strategies. Do you use any of them in your teaching? How do you establish or define clear learning goals for your courses?

Below is a text box for you to record your thoughts:

You Pick Suitable Learning Activities for Different Learning Goals, Such as:

- Online lectures
- Practical exercises and assignments
- Peer feedback
- Group work
- Working in a lab

Take another look at these different strategies. Do you use any of them in your teaching? What learning activities do you plan and implement?

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This includes, e.g.:

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- Assisting students in developing and selecting effective learning strategies for tackling specific tasks or problems.
- Helping students organize their prior knowledge and experiences
- Presenting strategies that enable students to process and put new information into practice.

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ASSESSMENT AND FEEDBACK

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You Assess Student Learning and Provide Feedback

You do so by, e.g.:

- Providing constructive feedback
- Using a variety of formative and summative assessment methods
- Checking the eligibility of applicants

Take another look at these different strategies. Do you use any of them in your teaching? How do you assess student learning, and do you provide feedback?

Below is a text box for you to record your thoughts:

You Design and Write Effective Exam Questions

This includes, e.g.:

- Selecting suitable assessment methods to test student learning or achievement of learning outcomes
- Writing your own exam questions
- Analyzing the validity and reliability of different assessment methods

Take another look at these different strategies. Do you use any of them in your teaching? How do you design and write exam questions?

Below is a text box for you to record your thoughts:

You Assess the Quality of Exam Questions

At the module or program level, you:

- Integrate different assessment methods into a coherent assessment strategy
- Create comprehensive assessment plans
- Coordinate and appraise assessments and ensure standards are met

Take another look at these different strategies. Do you use any of them in your teaching? How do you assess the quality of exam questions?

Below is a text box for you to record your thoughts:

References, Contributions, License

The questions on this reflection sheet are adapted from:

van Dijk, E., van Tartwijk, J., van der Schaaf, M. F., & Kluijtmans, M. (2020). What makes an expert university teacher? A systematic review and synthesis of frameworks for teacher expertise in higher education, *Educational Research Review*, 31. <https://doi.org/10.1016/j.edurev.2020.100365>

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