

CRITICAL REFLECTION

BRIEF PRACTICE

Review your learning outcomes

- What did you intend for students to be able to do, know, or value?

Review your intentions for student interaction

- How did you expect students to interact with you, each other, and the content?
- What opportunities did you create for this kind of interaction?
- How did these build upon what you know about your students' interests, strengths, challenges, and identities?

Review your assessments and student performance on assessments

- How did you assess students' learning?
- How did students perform?
- What was the form of feedback you gave?

Consider feedback from students

- What did students tell you about a particular interaction, class, or course?
- How did you learn this information? Did you use a classroom assessment technique, a survey, a course evaluation, or verbal feedback?

Record your reactions to this feedback

- Do you feel validated in your approaches to teaching?
- Do you feel surprised, resentful, or hurt by any of your students' comments?
- Did students seem to grasp or be affected by the intentional, inclusive actions you made?
- Do student comments or your reactions bring to mind particular students or types of students? Why?
- Are your reactions tied to preconceived notions about students or populations of people? Should you take steps to adjust these ideas?

Reflect on the entire process

- Do student comments align with your recollection?
- What changes in student behavior or learning did you notice?
- Which parts of your plan may have produced positive reactions and expected learning outcomes from students? Which ones resulted in a negative or surprising reaction?
- What can you do differently?