End-of-the-Semester Reflection
from the Teachers Point of View

Make self-reflection a part of the end of the term teaching process. Self-reflection helps you retain the insights you’ve gained along the way as you have been teaching the current course, and it will inspire you to seek out new approaches; you’ll feel more comfortable, confident, and engaged next semester.

General reflection questions
• Have you covered the material you had hoped? More? Less?
• What content seemed redundant or extraneous? Should anything be re-sequenced?
• What have you learned this semester about yourself and your teaching style?
• What have you learned about your students and their learning styles?
• What part of the course seemed to be most effective for your students?
• Which materials that you provided were the most relevant to your course outcomes and project goals?
• Were instructions clear?
• Were each of the students productively engaged during each segment of your lessons? If not, how could you change those lessons?
• What did your students take away from the course (and what did they learn about themselves)?
• Which parts of your course seemed most effective? Confusing? Engaging?
  ➢ Lectures and/or demonstrations
  ➢ Discussions: whole class, partner and/or small group
  ➢ Topics, themes
  ➢ Assignments and/or projects
  ➢ Feedback, grading and critiques
  ➢ Quizzes and/or tests
  ➢ Multimedia and web tools
  ➢ Readings, field trips, and guests speakers

You can record your findings in various ways:
• Write down your answers to the reflective questions above. Then, try keeping a journal next semester so that reflection becomes a daily practice.
• Jot down notes on your handouts and course materials.
• Keep a series of “notes to self” that you can read over the next semester.
• Draft a letter of advice to an incoming new faculty member.

Decide how to make use of the information you have gathered

For your course (if you will be teaching the same class again):
• Identify lessons, topics, handouts, grading sheets, discussions and themes that worked well and that you’d like use again. Create a resource pool of these. Organize and store them so they are ready to adapt and use in your future classes.
• Save examples of varying levels of student work to use as examples for the next class. Get students permission, first.
• Identify aspects of the course that didn’t go as you had planned. Revise or refine those areas. When you use them again, make notes of what revisions worked and what still needs tweaking.
• Seek help in areas where you are not sure how you might approach a task differently. Contact your department, your colleagues or Faculty Development.
• Create new timesaving templates for record keeping or learn how to use Easy Grade Pro.

For your general professional development

• If you do distribute a survey to your students and get particularly good feedback, share it with your director, or submit it for possible inclusion in your faculty personnel file.

• If you identify an area of teaching that you are consistently having trouble with, make a plan for how you might improve. This may include identifying training opportunities to get on your calendar, setting concrete goals for yourself or contacting Faculty Development (This information can also go on your Faculty Plan filed with the Curriculum Office).

For the improvement of the department and Academy

• Forward ideas about your course, facilities or curriculum to your department. Syllabi, procedures and equipment are updated regularly, most often in response to teacher feedback.

• Think about presenting to your colleagues if you have ideas to share. Faculty Development is always looking for presenters for the semiannual teaching conference. We also conduct teaching seminars throughout the semester.

Contact Faculty Development for help refining activities, handouts and assessment strategies and check out the books on the Faculty Development shelf in the AAU library. Here are a few good books to start you off.

