

## Reflection on Teaching and Learning

Take this opportunity to reflect on your teaching and on student learning in your course(s). The goal of reflection should be continuous improvement. Therefore, you are encouraged to discuss challenges and difficulties. You may focus on your individual teaching efforts or on collaborative projects.

Based on your interests and stage in the promotion process, consider **ONE** of the options below as a focus:

### Refine Your Teaching Philosophy.

Reflect on your teaching philosophy and how it relates to teaching and learning in your course(s). Consider these questions:

- How do you enact your teaching philosophy in your course(s)?
  - You may discuss any aspect(s) of your teaching but try to clarify how your practices connect to your philosophy.
- How did students engage in your course(s)? What was learned?
  - As evidence you may use grades, completion rates, qualitative evaluations, survey responses, and/or examples of student work.
- How does the evidence above inform your teaching philosophy: does it lead you to question any of your views about teaching and learning?

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or

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### Enhance Instructional Design and Teaching Practices.

Reflect on your methods of instructional design or on practices you use in your teaching. Consider these questions:

- How have you changed your teaching practices and/or developed new ideas in your instructional design?
- How did students respond to the instructional design and/or teaching practices you used in your course(s)? What was learned?
  - You're encouraged to use grades, completion rates, qualitative evaluations, survey responses, or examples of student work as supporting evidence.
- Reflecting on this evidence, how do you plan to modify your teaching practices and/or instructional design in the future?

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or

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### Improve Assessment Methods.

Reflect on how you use formative and/or summative learning assessments in your course(s). You may choose to focus on a type of assessment you use regularly. Or you may reflect on a specific example of a learning activity and its corresponding assessment(s). Consider these questions:

- Why have you chosen to use this method of assessment?
  - You're encouraged to emphasize how the assessment method fits with your learning objective(s).
- How well did the assessment work to support student learning and/or measure learning outcomes?
  - You might use completion rates, grades, qualitative evaluations, survey responses, or examples of student work as supporting evidence.
- Reflecting on this evidence, how do you plan to modify your assessment practices in the future?

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or

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### **Improve or Renew Your Academic Engagement.**

Reflect on your academic engagement efforts. Think about how they support your teaching and/or further HCC's mission. Consider these questions:

- Where is there room for improvement or an opportunity for service?
  - For example, consider gaps in your qualifications or skills, new ideas you might bring to your courses, and/or needs in the College or community.
- What is a solution, contribution, or action you would propose to improve your academic engagement?
  - You might consider ideas such as training, workshops, pedagogical research, service, outreach, etc.

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### **Engage in the Scholarship of Teaching and Learning.**

Identify an important question for teaching in your discipline, particularly at the community college level. Consider these items:

- What is the relevance of this question?
  - In your answer, reflect on your own teaching experiences, reference scholarly research, and/or present evidence on student performance.
- What research could aid in answering this question?
  - Consider working Individually or as part of a team, to propose a study to gather evidence toward answering the question.
- What did you discover and how can it be applied to improve teaching and learning?
  - As possible and with appropriate support, you are encouraged to share results with HCC faculty and with wider audiences.