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REFLECTIVE PRACTICE GUIDE

Activity Workbook

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# Part One: Getting Started

## Introduction

The College’s Academic Plan 2021-2025 – Does Your Work Align?

Centennial College’s Academic Plan underpins and informs all College activities. As a faculty member, it’s critical for you to not only have a comprehensive understanding of the College’s Academic Plan but actively ensure the facilitation of the specific directions and goals through your teaching practice.

Consider the following questions for reflection to check your understanding of the College’s Academic Plan and how you may contribute to fostering its implementation with your work.

As an academic leader supporting teaching excellence and driving quality forward, what is your level of awareness of the College’s Academic Plan?

*Type your answer inside this text box…*

Think about your current teaching practice. In what ways does it align with the goals outlined in the College’s Academic Plan?

Think about where you want to take your teaching practice. What are some concrete strategies you would like to implement to further advance and/or operationalize the goals outlined in the College’s Academic Plan?

*Type your answer inside this text box…*

*Type your answer inside this text box…*

Return to part one: Getting Started, What Does Teaching Excellence Mean to You

## Activity 1.1. Reflections on Teaching Excellence

In this first activity, you will be asked to reflect on your understanding of teaching excellence. This activity will require you to think back to your own experience as a learner and how it has shaped your own career as a teacher. Try responding to the questions provided below. Remember, the more detailed and rich your responses are, the more you will learn from the activity!

1. Pause for a moment and consider a time in your life when you experienced a ‘great’ teacher. What was it about this teacher that made them so memorable?

*Type your answer inside this text box…*

**Lisa’s thoughts…**

Although I am now a faculty, I also attended Centennial as a student and as such I remember my first time walking into Cindy Brandon’s classroom (Early Childhood Educator faculty). She warmly greeted each student as we walked in. Each class was filled with knowledge, interesting activities and wonderful conversations. Cindy had high standards and truly believed that her students could meet these standards. However, what set Cindy apart was her passion, excitement and enthusiasm. Throughout the semester, I often found myself observing and ‘studying’ how Cindy taught. I also realized that I worked extra hard in her class because I admired her. I remember her asking me to keep a sample of my assignment to place in her “excellence” files. I was thrilled!

1. Conversely, consider a time in your life when you experienced a ‘poor’ teacher. What was it about this teacher or their approach that didn’t work for you?

*Type your answer inside this text box…*

**Lisa’s thoughts…**

This teacher was disorganized and difficult to learn from. The class content was presented poorly, using a lot of lecturing methods in a monotone voice and reading from the textbook. Questions were not welcomed or encouraged. Students were bored in this classroom and the attendance was poor. The assignments expectations were vague and unclear. The feedback on assignments were minimal at best and no suggestions for improvement were provided. Plus, assignments were not graded and returned in a timely manner. The teacher made no attempt to connect with the students. Unfortunately, I found myself observing what not to do and reflecting on the impact poor teaching has on student success.

1. Reflecting on your answers to these questions, how do you think these experiences have influenced your own teaching?

*Type your answer inside this text box…*

**Lisa’s thoughts…**

Both experiences have had a significant impact on my current teaching practice. I have come to realize that the teacher is the most important component to the learning process for students. A ‘good’ teacher can make class content (even ‘dry’ content) come alive, while a ‘poor’ teacher can make interesting class content become boring and dull. I have also learned that when teachers make the effort to connect with their students, students will do better!

1. What are three words you would use to describe an excellent teacher?

*Type your answer Inside this text box…*

1.
2.

**Lisa’s thoughts…**

1. Caring
2. Passionate
3. Committed

This activity corresponds to Part One: Getting Started, What Does Teaching Excellence Mean to You. Return to Part One: [Getting Started, What Does Teaching Excellence Mean to You](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/what-does-teaching-excellence-mean-to-you/) in the Faculty Leadership Pressbook.

## Activity 1.2. Your Ideal Teaching Self

What are the top five values that are most important to you? At this point you may find it easier to reflect on the values that inform your teaching practice. In *Part Three* of this manual, you will have an opportunity to consider if these same values inform how you engage with the other roles you may play as a faculty member when you’re outside of the classroom.

In the checklist below, select the words that resonate most with you as a teacher, and/or add others that fit with your goals. What words would you like students to use to describe your teaching? Check off as many as you like. Afterwards, take a second look at the items you identified and circle the top five values that are the most important to you in your day-to-day teaching. Although these words are important to your reflective practice, don’t spend too long trying to pick them. Trust your first instinct!

What are the top five values that are the most important to your teaching?

|  |  |  |
| --- | --- | --- |
| [ ]  Quality[ ]  Honesty[ ]  Achievement[ ]  Empowerment[ ]  Balance[ ]  Competence[ ]  Commitment[ ]  Courage[ ]  Cooperation[ ]  Creativity[ ]  Discipline[ ]  Flexibility[ ]  Integrity[ ]  Perseverance[ ]  Order* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_
 | [ ]  Respect[ ]  Service[ ]  Stewardship [ ]  Wisdom[ ]  Inclusion[ ]  Authenticity[ ]  Reliability[ ]  Teamwork[ ]  Advocacy[ ]  Curiosity[ ]  Acceptance[ ]  Balance[ ]  Inspirational[ ]  Compassion[ ]  Innovation* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_
 | [ ]  Autonomy[ ]  Integrity[ ]  Involvement[ ]  Objectivity[ ]  Openness[ ]  Influence[ ]  Accountability[ ]  Passionate[ ]  Learning-centered[ ]  Transformative[ ]  Equitable[ ]  Ethical[ ]  Agile[ ]  Collaborative[ ]  Accessible* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |

**Lisa’s thoughts…**

My core values are: commitment, respect, inclusion, inspirational and passionate, learning-centered.

Now that you have identified the core values that inform your teaching, write a definition for each of the words that you selected. Think more about what these values mean to you.

Using the lines below, write down your top core values and provide a short definition for each value:

*Type your answer inside this text box…*

1.
2.

**Lisa’s thoughts…**

**Commitment:** investing time and energy on an ongoing basis to work towards becoming the best teacher possible for students, for my colleagues, the field of Early Childhood Education, and for Centennial.

**Respect:** treating people the way you would like them to treat you in a professional and personal manner.

**Inclusion:** creating opportunities to include everyone in an authentic manner. To create environments where everyone has a sense of belonging, accessibility, and respect.

**Inspirational and Passionate**: strong feelings and emotions are expressed and used as motivation to excel.

**Learner-centered:** to meet the students where they are at in the learning process and to support their journey of learning to a higher level in a collaborative manner.

Think about your experience defining your values using the following questions as a guide:

1. How difficult or easy was it for you to define your foundational values? Explain.

*Type your answer inside this text box…*

1. Where do your values come from? This could include examples you have seen modeled, cultural values, your upbringing, teaching experience, media representation, faith beliefs, professional development, etc.

*Type your answer inside this text box…*

1. What did this process reveal to you about the teacher that you aspire to be?

*Type your answer inside this text box…*

**Lisa’s thoughts….**

This process revealed that my values often match my teaching practice which makes me feel proud of my work!

This activity corresponds to Part One: Getting Started, What Does Teaching Excellence Mean to You. Return to Part One: [Getting Started, What Does Teaching Excellence Mean to You](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/what-does-teaching-excellence-mean-to-you/) in the Faculty Leadership Pressbook.

## Activity 1.3. Your Reflections

Take a moment to reflect on completing the activities in *Part One* of this manual and how they will impact your teaching practice. Questions for reflection follow Lisa’s example below.

**Lisa’s thoughts…**

I will demonstrate my values today by:

Starting the day with inspiration (e.g., find a quote, watch a short inspirational video, engage in a small random act of kindness every day for at least one person, etc.).

Making connections with students inside and outside the classroom (e.g., share observations, ask questions, provide affirmations, etc.).

Reflecting on what is working or not working. Giving myself a grade after every class.

Using informal and formal student feedback to guide my practice (e.g., one minute papers, check-ins, conversations/discussions, and personal observations of students in the classroom).

Acknowledging accomplishments at the end of the day and celebrating them!

1. How will you demonstrate your values today?

*Type your answer inside this text box…*

1. What is your personal signature as a teacher?

*Type your answer inside this text box…*

1. How can you more explicitly link your values to your personal signature as a teacher?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

**Lisa’s thoughts…**

I believe that the most effective teachers can bring something unique to their class, style, or to the techniques used. These teachers can connect with students and inspire them by going above and beyond the expectations of their role. They can spark interest and eagerness in their students to want more. Students remember these unique experiences for many years and often relate them to a love of learning. Highly effective teachers will over time create an identity for themselves based on the uniqueness and creativity of their style.

Years ago, I read a short story from Chicken Soup for the Soul (Canfield & Victor Hansen, 1996) that changed the way I teach today. This story was about a man with who worked in a grocery store bagging groceries. The manager of the store noticed that customers were waiting in a long line to pay for their groceries. He offered them another cashier to speed up the process. To his surprise, the customers did not want to make the change because they wanted to have their groceries bagged by this man.. When asked why, the customers said that the man always packed his groceries bags beautifully, made special connections with the customers by asking questions and engaging in a conversation, and that he always placed a hand-written note with a special message of gratitude. The manager of the store was shocked that he wrote these notes for years and placed them in each customer’s grocery bags. These notes were described as his ‘personal signature’, a kind gesture that made him unique. This story made me ask myself, “What is my personal signature?”

I have always loved quotes as I find a lot of inspiration from them. I knew that I wanted to incorporate my love for quotes to create my own ‘personal signature’. I decided that I would start each class with a small treat for the students with an inspirational quote. These have included:

Hustle and heart…will set you apart! (with a heart-shaped candy)

Let’s wiggle our way into another assignment. (with a gummy worm)

Having a positive attitude can be a life saver. (with a life saver)

Your education is priceless. (with a chocolate coin)

When teaching online classes I have relaced these treats with virtual "treats", inspirational songs and story videos

I had no idea just how these candy quotes would impact my student’s lives. I am told all the time just how much the students appreciate them and how it makes them feel cared for. Many students have shared that they keep the quotes from first semester until their final semester. Some students share it with their children and many of their children know me as the ‘candy teacher’. Many students post their candy quotes on social media. I have an international student who mails them to her family. Some students keep them in a special place like posting them on the bathroom mirror to look at every morning, in journals, on the cover of their class binders, in their pencil cases, etc.

My favorite story comes from a colleague who I gave a candy quote to as he interviewed me. During a visit with his mother who is living with Alzheimer’s, he gave the candy quote to her. The following day, his mother found the candy quote sitting on her table. She thought that the candy quote was given to her by a secret admirer, as she had forgotten it was her son who gave it to her. He said that this candy quote has given his mother joy and excitement each day she sees it.

**Paola’s thoughts…**

My core values are Reliability, Inspirational, Passionate, Ethical and Collaborative.

The main thing that this process revealed to me is the congruency between my professional and personal values. I have integrated what I have learned and experienced in the field into my work as a professor, to give students an idea of the expectations that are involved in being a Child and Youth Care Practitioner, and continue to grow and develop – meaning the work is never complete!

This activity corresponds to Part One: Getting Started, Operating From Your Values. Return to Part One: [Getting Started, Operating From Your Values](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/operating-from-your-values/) in the Faculty Leadership Pressbook.

# Part Two: A Deeper Dive – How Are You Teaching?

## Activity 2.1: The Guiding Beliefs Survey

This activity invites you to outline the principles that guide your teaching and elicit from others the extent to which your values are reflected in your approach to teaching. To do this, you need to reflect on the core values you outlined in *Part One* of this manual and identify how you would like to operationalize these values in practice. Upon reflection and implementation, you can share these personalized guiding beliefs with students through a customized survey. Remember to be open to receiving both positive and negative feedback. This may feel risky, but this exercise could provide you with some of the most valuable insights you have ever received! You can create your own *Guiding Beliefs Survey* through the steps outlined below.

### Step One: Your Core Values in Five Words or Less

Select the core values you identified in *Part One,* *Activity 2: Your Ideal Teaching Self,* of this manual and record them down the side of the chart provided below. These words will act as powerful anchors as you develop your own survey.

### Step Two: Stating the Ideal

Reflecting on each value, create a sentence that describes your ideal way of teaching. Think about how you would like your students to see you and what you would like them to say about your approach teaching.

This exercise can be challenging. It asks you to ‘dig deep’ and reflect on what you do, how you do it, and the ways in which others perceive how you do it. Below is an example of how Lisa linked together the key words that represent her core values and her explanations for the guiding beliefs behind each of the values.

**Lisa’s thoughts…**

| **Core Value (select one key world)** | **How You Would Like Others to See that Value in Action (Your Guiding Belief)** |
| --- | --- |
| Commitment | I hope that students see my commitment to their success starting with the first day of classes. Then I hope that students can see specific examples of my commitment throughout the semester. |
| Respect | I hope that students see my efforts in creating classrooms where respect is modeled, encouraged, practiced and discussed. I would like students to feel that their input is sought and listened to.  |
| Inclusion | I hope that all students feel a sense of belonging within a safe learning environment in my courses. I would like all students to feel that they can approach me for an open discussion to ensure that their individual needs are met in a group setting. |
| Inspiration | I understand that I have the opportunity to inspire both inside and outside of the classroom. I am often inspired by others including my students and take the time to let them know in a variety of creative ways. |
| Passionate | I would hope students see my passion every time I interact with them as well as my passion for children and the field of Early Childhood Education. |
| Learner-centered | During the first class, I explain to students that I want them to be the best Registered Early Childhood Educator (RECE) that they can be because children deserve the best! I inform them that I have high expectations but I believe that if we work together in collaboration that we can achieve these expectations. Throughout the semester, students should be able to see evidence of collaboration.  |

Now it’s your turn! Complete the following table with your own values and guiding beliefs, based on your teaching practice and reflections.

| **Core Value****(select one key world)** | **How You Would Like Others to See that Value in Action****(Your Guiding Belief)** |
| --- | --- |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* |

### Step Three: Designing Your Survey

For the last step in this activity, you will use your responses from the previous two steps (see above) to develop personalized survey questions. In the text box below, Lisa has provided a sample of her own survey which she then used to collect feedback from her students. Feel free to repurpose the content from Lisa’s survey if it aligns with your own beliefs. You can also create your own.

Note: You may prefer to send the survey to students using an online data collection tool (e.g., Survey Monkey or Qualtrics or Google Forms), to preserve respondent’s anonymity. Remember that from a student’s perspective, there is a power imbalance as you are the one who assigns their grade. Providing for anonymous feedback from the students will encourage them to be honest in their responses. You may decide to make all or some of the questions qualitative (i.e., open-ended responses) or quantitative (i.e., scaling questions to elicit numeric ratings). Just make sure that the questions allow your students to assess how your values align with your actions as a teacher.

**Lisa’s thoughts…**

Dear Students,

I would love your input! As a part of my reflective practice, I would love some feedback to see if my core values are being effectively implemented in the classroom. Please be honest as I really want to know what is working well and what I could be doing differently. Thank you in advance! - Lisa

Core Value: COMMITMENT

I am committed to helping you to be educated and to succeed in this course

What is working well?

What could I do differently?

How has this core value impacted you as a student or in your life?

Core Value: RESPECT

I respect you as my student and a member of this classroom environment

What is working well?

What could I do differently?

How has this core value impacted you as a student or in your life?

Core Value: INCLUSION

It is important for me that everyone feels that they belong and are welcomed in this class

What is working well?

What could I do differently?

How has this core value impacted you as a student or in your life?

Core Value: INSPIRATION & PASSIONATE

I hope that you can see my passion and feel inspired in every class

What is working well?

What could I do differently?

How has this core value impacted you as a student or in your life?

Core Value: LEARNER-CENTERED

I want us to work together in collaboration

What is working well?

What could I do differently?

How has my core values impacted you as a student or in your life?

### Your Reflections

Take a moment to think about your experience putting the survey together and receiving feedback from your students. You can use the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Two: A Deeper Dive – How Are You Teaching?, Personalized Guiding Beliefs Survey For Teachers. Return to [Part Two, A Deeper Dive – How Are You Teaching? Personalized Guiding Beliefs Survey For Teachers](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/personalized-guiding-beliefs-survey-for-teachers/) in the Faculty Leadership Pressbook.

##

## Activity 2.2. Cross Check

In this activity, you will ask others (i.e., students, your colleagues, and your Chairperson) to describe your teaching style using a few key words. You can introduce the activity to these groups of people by letting them know that you are committed to success in your teaching practice. You can also let them know that their feedback will give you a ‘snapshot’ of what you are doing well and where is there is room for improvement.

Note: To ensure open and honest feedback, you may consider asking for feedback anonymously. For example, leave a box or basket at the front of your classroom or in your office so that students, colleagues or your Chairperson can provide their feedback anonymously. You can also ask someone to collect the feedback on your behalf.

### Step One: Your Students

First, find out what your students think.Ask your students what words they would use to describe you and your values as a teacher. Once you collect their feedback, reflect using the following question as a guide:

How does their perspective fit with yours? Is there an area (value) that you feel you could bring forward, make more visible, and tangible to others?

*Type your answer inside this text box…*

**Lisa’s thoughts….**

Our perspectives were a close match, as the traits about my teaching that stood out the most of my students (passion, etc.) were traits that I work really hard to incorporate into my classes. A lot of my students noted that they feel like they have a voice in my classroom, and I think that I could show my value of student input even more by offering more choices in my classroom, such as using different sources of technology that allow students to state their thoughts and opinions.

**Paola’s thoughts…**

For this exercise, I asked students to list three words that they felt described my teaching style or values.

While I am always reflecting and incorporating new techniques to enhance my teaching, I am pleased with the fact that students viewed my teaching style so positively. While they strayed slightly from the values and focused more on the teaching style, I appreciated their feedback and can tie in the words they used to my values and teaching style.

I can be hard on myself, and in doing so I don’t always capture the positives. I am thankful that my students can see this, and reviewing some of the descriptions they gave, I have many strengths to reflect on. Students can be very literal, and can sense when someone is not being genuine. Seeing some of the words they used to describe my teaching, I feel I may sell my strengths short, and that I have a greater impact on students than I realize.

### Step Two: Your Colleagues

Next, explore your colleague’s point of view. Provide your colleagues with blank slips of paper and ask your team to individually (and anonymously) write down three words that they think describe your teaching style. Provide an anonymous way that they can send you the feedback (perhaps a drop-box on your desk or by assigning someone to collect it). Once you have their feedback, reflect using the following question as a guide:

How does their perspective fit with yours? Is there an area (value) that you feel you could bring forward, make more visible, and tangible to others?

*Type your answer inside this text box…*

**Lisa’s thoughts….**

Our perspectives were slightly different. Most of the values that were used to describe me are values in my life, but not the four most important values that I selected. They said that I am creative, reflective, organized, and thoughtful. I can make my ability to be organized even more visible by sharing some of the strategies that I have found most helpful in staying organized with my co-workers.

### Step Three: Your Chairperson

Finally, consider your Chairperson’s perspective. At your next meeting with your Chairperson, ask them what words they would use to describe you and your values as a teacher. Once you collect their feedback, reflect using the following question as a guide:

How does their perspective fit with yours? Is there an area (value) that you feel you could bring forward, make more visible, and tangible to others?

*Type your answer inside this text box…*

**Lisa’s thoughts….**

My Chairperson selected a total of four core values to describe my teaching. Two were slightly different core values (authenticity and accessible) than the ones I selected for myself. However, I was very pleased to know that she thinks of my skills in this way as they are wonderful values to have. Based on this experience, I found myself further evaluating my authenticity and accessible values and challenged myself to think about how I implement these values into practice.

Once you collect feedback from these three groups, compare this feedback to your own core values using the following questions as a guide:

1. How do the values provided by others fit with your own list of core values?

*Type your answer inside this text box…*

1. Based on the feedback provided, explain how you think your students, colleagues, and Chairperson see you.

*Type your answer inside this text box…*

1. Reflect on the areas of strength you missed but others noted and the areas they identified that you don’t necessarily agree with.

*Type your answer inside this text box…*

**Christine’s thoughts…**

I chose a portion of the cross check to pilot, just to get my feet wet. In this Cross Check tool, it asks you to have your team jot down three words that describe your teaching style. I decided to ask the entire office because I feel we all support and inspire each other in so many ways and therefore have a direct impact on each other’s teaching.

Here is what my ‘team’ had to say:

Other faculty reflection tools such as Class Climate are valuable in some ways. However, I find that while there are a lot of positives written by the students I tend to focus more on anything negative and take it personally. This activity was a real ‘ah ha’moment for me because it really solidified my own core values that I try to illustrate in the classroom and amongst my colleagues.

As I started to receive words back from my team I instantly felt motivated and renewed. I think it is important that we are not only supporting our students but our colleagues as well. I am fortunate to have a team who cheers each other on!

### Your Reflections

Upon completing this activity, reflect on your experience receiving feedback using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

**Lisa’s thoughts…**

This activity made me proud as I learned that the values that I strive to incorporate into my teaching have come across to my students. For example, my students can tell how committed I am to helping them find success. I also realized that I am better at celebrating others then being celebrated myself as receiving positive feedback is sometimes uncomfortable for me.

This activity corresponds to Part Two: A Deeper Dive – How Are You Teaching? Reflecting On Your Teaching Style. Return to [Part Two: A Deeper Dive – How Are You Teaching? Reflecting On Your Teaching Style](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/reflecting-on-your-teaching-style/) in the Faculty Leadership Pressbook.

## Activity 2.3. Testing and Teaching – Is it a Match?

In this activity, you will follow a series of steps to analyze your students’ outcomes on an assessment that you have administered. This will provide you with an opportunity to see how these outcomes may be connected to your approach to teaching. This activity could be completed individually or completed in conjunction with faculty colleagues who teach different sections of the same course.

### Step One: Choose an Assignment or Test

Review your class success rates on the assessments administered in your course. Try to focus on an assessment with a high fail rate or where the distribution of grades is skewed towards the lower range. With any assessment, there is generally a range of grades achieved by the students. Sometimes it is the distribution of this range that will provide you with valuable information. Remember, there will always be students in your classes that will do well with little support and coaching on your part. The students in your class that have more difficulty will likely respond to different teaching styles or approaches which may not always be aligned with your own style. For the students that struggled with your chosen assessment, pay attention to what they are telling you about your teaching practice through their results. How could you have supported them better? What could you have done differently to ensure a better outcome? You may also want to pay attention to the assessments where students’ grades clustered tightly at the higher end of the distribution.

*Your reflections…*

### Step Two: Look Closer…and Closer

Within the assessment, identify where students lost the most marks. Continue to analyze the results. Is there a concept that they struggled with, a task they couldn’t master, directions that could have been clearer, or a common error made by many students? What are the patterns that emerge as you dig deeper into the results?

*Your reflections…*

### Step Three: Reflect on Your Teaching

Now that you have identified patterns, return to your teaching plans and identify where and when you taught specific topics or where students practiced discrete skills that you assessed. Consider the following:

* Did you teach the concept or was it only in the textbook?
* Did your teaching approach cater to a variety of learning styles (i.e., visual, auditory and/or kinesthetic)? Did your approach match the learners in your classroom?
* Did you teach the concept at the same level of learning that you expected on the assessment? For example, did you teach at the knowledge level and then test the student’s ability to apply it?
* How much time did you spend on the topic? Was it comparable to the weighting of the topic in the evaluation?
* Could students have benefitted from having more time or activities in your classroom or lab to apply their learning prior to being assessed?
* Think back to that day and time. What else was going on in your life that could have contributed to your teaching approach? Were you happy, sad, distracted, stressed etc.? How could the way that you felt have contributed to your student’s ability to learn the concepts presented?

*Your reflections…*

**Lisa’s thoughts….**

I have recently rewritten a test for a specific course. I wanted to add more application type questions. I found a short story that fit the class content well and used it for a case study. I wrote five multiple choice questions related to the story and class content. I was surprised how much the students enjoyed this type of testing. Students commented how much they enjoyed reading the short story and were challenged by questions. The results of these questions were that most students who did well overall on the test also did well on these test questions. Students who struggled on these questions, typically also struggled with the test overall.

### Your Reflections

Upon completing this activity, reflect on your experience comparing student assessments with your teaching practice using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Two: A Deeper Dive – How Are You Teaching? Student Assessments and Your Teaching Practice. Return to [Part Two: A Deeper Dive – How Are You Teaching? Student Assessments and Your Teaching Practice](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/student-assessments-and-your-teaching-practice/) in the Faculty Leadership Pressbook.

## Activity 2.4. Call a Friend

In this activity, you will invite a colleague to observe your class and provide you with feedback. Ideally, this process could be reciprocated with both participants providing feedback to each other. The goal is to receive feedback that can help each of you reflect upon your own teaching practice.

Identifying and asking a colleague to join you in this process is key. Consider the other person’s experience, teaching style, and strengths. There is value in selecting someone who you perceive to have a similar style to you. However, do not ignore the potential value of selecting someone who you feel has a different teaching style and may offer unique and thought-provoking insights that can take your teaching practice to the next level.

Prior to approaching a fellow faculty member to join you in this activity consider the various components of your teaching. Which areas would you like your colleague to focus on? Review the following questionnaire and select the areas you would like to explore further.

|  |  **TEACHING SKILLS** | **Yes or No** |
| --- | --- | --- |
| **A.** | **IMPORTANCE AND SUITABILITY OF CONTENT** | Select a response. |
|  | The material covered is generally accepted by industry professionals/practitioners to be worth knowing | Select a response. |
|  | The material is important for this group of students | Select a response. |
|  | Students seem to have the necessary background to understand the class material | Select a response. |
|  | The examples used drew upon student’s experiences | Select a response. |
|  | Distinction was made between factual material and opinions | Select a response. |
|  | Appropriate references were cited to support assertions or to source content shared or presented  | Select a response. |
|  | Sufficient material was included in the class | Select a response. |
|  | Content represents current thinking in the discipline | Select a response. |
|  | Class material is relevant to course objectives and assigned readings, lab work, co-op or placement experience, etc. | Select a response. |
| **B.** | **ORGANIZATION OF CONTENT** |  |
|  | **Introductory Portion** |  |
|  | Stated purpose of the class | Select a response. |
|  | Presented brief overview of the class content | Select a response. |
|  | Stated a problem to be solved or discussed during the class | Select a response. |
|  | Made explicit the relationship between today’s and the previous class | Select a response. |
|  | **Body of Class** |  |
|  | Arranged and discussed the content in a systematic and organized fashion that was made explicit to the students | Select a response. |
|  | Asked questions periodically to determine whether too much or too little information was being presented | Select a response. |
|  | Presented information at an appropriate level of abstraction | Select a response. |
|  | Presented examples to clarify very abstract/difficult ideas | Select a response. |
|  | Explicitly stated relationship among various ideas | Select a response. |
|  | Periodically summarized the most important ideas in the class | Select a response. |
|  | Provided a balance of at least 50% of classroom or lab time Spent in experiential learning (application and practice of knowledge and skills), relative to lecturing/presenting | Select a response. |
|  | **Conclusion of Class** |  |
|  | Summarized the main ideas | Select a response. |
|  | Solved or otherwise dealt with any problems that arose during the class | Select a response. |
|  | Related the day’s class to upcoming classes/events | Select a response. |
|  | Restated what students were expected to gain from the class material and how this will inform professional practice | Select a response. |
|  | **Voice Characteristics** |  |
|  | Rate of speech was neither too fast nor too slow | Select a response. |
|  | Voice was raised or lowered for variety and emphasis | Select a response. |
|  | Speech was neither too formal nor too casual | Select a response. |
|  | Speech fillers, for example “okay?”, “right”, and “umm” were not distracting | Select a response. |
|  | **Nonverbal Communication** |  |
|  | Facial and body movements did not contradict speech or expressed intentions. For example, waited for responses after asking questions | Select a response. |
|  | Used gestures effectively | Select a response. |
|  | **General Style** |  |
|  | Demonstrated enthusiasm for subject matter  | Select a response. |
|  | Demonstrated command of subject matter  | Select a response. |
|  | Modeled professional and ethical behaviour | Select a response. |
|  | Used instructional aids to communicate important points | Select a response. |
| **C.** | **CLARITY OF PRESENTATION** |  |
|  | Stated purpose at the beginning of the class  | Select a response. |
|  | Defined new terms, concepts, and principles | Select a response. |
|  | Told the students why certain processes, techniques, or formulae were used to solve problems  | Select a response. |
|  | Used relevant examples to explain major ideas  | Select a response. |
|  | Used clear and simple examples | Select a response. |
|  | Explicitly related new ideas to already familiar ones  | Select a response. |
|  | Reiterated definitions of new terms to help students become accustomed to them  | Select a response. |
|  | Provided occasional summaries and restatements of important ideas | Select a response. |
|  | Used alternate explanations when necessary  | Select a response. |
|  | Slowed the word flow when ideas were complex and difficult  | Select a response. |
|  | Did not often digress from the main topic  | Select a response. |
|  | Spoke directly to the class | Select a response. |
|  | If used, instructional aids were professional, well-designed, impactful, engaging, referenced appropriately, and complemented spoken content | Select a response. |
| **D.** | **ASKING QUESTIONS** |  |
|  | About the class topic: asked questions to see what the students knew | Select a response. |
|  | Addressed questions to individual students as well as group at large | Select a response. |
|  | Paused after all questions to allow students time to think | Select a response. |
|  | Encouraged students to answer difficult questions by providing cues or rephrasing | Select a response. |
|  | When necessary, asked student to clarify their questions | Select a response. |
|  | Asked probing questions if a student’s answer was incomplete or superficial | Select a response. |
|  | Repeated answers when necessary so the entire class could hear | Select a response. |
|  | Received student’s questions politely and, when possible, enthusiastically | Select a response. |
|  | Refrained from answering questions when unsure of a correct response; offered to find the answer with students, or challenged students to find the answer | Select a response. |
|  | Requested that very difficult, time-consuming questions of limited interest be discussed before or after class or during office hours | Select a response. |
|  | Asked a variety of types of questions (rhetorical, open and closed) | Select a response. |
|  | Addressed questions to volunteer and non-volunteer students | Select a response. |
| **E.** | **ESTABLISHING AND MAINTAINING CONTACT WITH STUDENTS** |  |
|  | **Establishing Contact** |  |
|  | Greeted students with small talk | Select a response. |
|  | Established eye contact with as many students as possible | Select a response. |
|  | Set ground rules for student participation and questioning | Select a response. |
|  | Used questions to gain student attention | Select a response. |
|  | Encouraged student’s questions and contributions | Select a response. |
|  | **Maintaining Contact** |  |
|  | Maintained eye contact with as many students as possible | Select a response. |
|  | Used rhetorical questions to re-engage student attention | Select a response. |
|  | Asked questions which allowed the professor to gauge student progress | Select a response. |
|  | Answered student’s questions satisfactorily | Select a response. |
|  | Noted and responded to signs of puzzlement, boredom, curiosity, and so on | Select a response. |
|  | Varied the pace of the class to keep students alert | Select a response. |

Now that you have reviewed the checklist above, complete the following table below, outlining the actions you will take:

|  |
| --- |
| **My Action Plan** |
| **I Would Like to Be Observed and Receive Feedback On:** | **The Colleague I Will Ask Is:** | **Date/Time:** | **Outcomes and Lessons Learned:** |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* |

## Your Reflections

Upon completing this activity, reflect on your experience creating an action plan and receiving feedback from a colleague using the following questions as a guide:

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Two: A Deeper Dive – How Are You Teaching? Navigating The Teaching Journey. Return to [Part Two: A Deeper Dive – How Are You Teaching? Navigating The Teaching Journey](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/navigating-the-teaching-journey/) in the Faculty Leadership Pressbook.

##

## Activity 2.5. Did You Meet the Outcomes?

Many faculty share an agenda with their students at the beginning of the class to let them know what topics will be discussed. However, the agenda does not always outline for students the expected class outcomes. In this activity, you will adjust your class agenda to include learning outcomes. Consider structuring your agenda using the following format:

|  |
| --- |
| Today’s Agenda |
| At the end of this class you (the students) will be able to (*type your answer below*):1. \_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_
 |

Finding out how effective your teaching was that day can be as simple as checking in with your students at the end of the class to see if they think the learning outcomes were met. Consider using the following format:

I am committed to being an effective teacher and helping you to meet the intended learning outcomes. I value your feedback for my reflection and continued improvement. How confident are you that you have achieved today’s learning outcomes? Please let me know by rating on a scale where 1 = not confident, 3 = neutral, and 5 = very confident. Please be candid in your responses – this survey is anonymous.

|  |  |
| --- | --- |
| **After attending this class, how confident are you that you can:** | **Rating from 1 to 5** |
| *Insert your class outcome* | *Type here...* |
| *Insert your class outcome* | *Type here...* |
| *Insert your class outcome* | *Type here...* |

Once completed, review the results from the students and focus on the areas where they reported a low confidence level. You may consider investigating further to determine why students did not feel confident with certain concepts. You may also decide to make changes to how you teach your next class. This activity provides you with valuable information in a timely way, allowing you to make necessary adjustments to your teaching before you progress to more complex topics or introduce new concepts which will build upon these outcomes.

You could also adjust the survey to ‘dig ‘deeper’ into the students’ understanding of the class outcomes by adding open ended questions asking the students to identify the specific classroom experiences that helped them to meet the outcomes. This more detailed information will help you to identify the teaching and learning experiences that your students find most effective.

**Lisa’s thoughts…**

One of the classes that I teach is one that the students tend to find difficult and consequently it has a high failure rate. I am always looking for ways to support their learning in this course and increase the number of students who are successful. With this in mind, I created a study guide that outlined the outcomes for each class. At the beginning of each class, I reviewed the learning outcomes from the study guide. At the end of class, students would be able to make connections between the learning outcomes and the class content. The students were encouraged to highlight their answers in their notes using the learning outcomes. This became their study notes and guide when preparing for exams. This strategy had the following benefits:

Students have reported feeling more confident and less stressed when writing exams.

The guide ensures that I am teaching to the learning outcomes on a weekly basis.

The class average has increased by approximately 10 percent. (i.e. from a C to B grade)

More students are now passing the course which has improved student retention.

Students are now having more success transferring their learning to second semester. This improvement was reported to me by both the students and my colleagues.

### Your Reflections

Upon completing this activity, reflect on your experience outlining learning outcomes with students using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Two: A Deeper Dive – How Are You Teaching? Teaching Effectiveness and Learning Outcomes. Return to [Part Two: A Deeper Dive – How Are You Teaching? Teaching Effectiveness and Learning Outcomes](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/teaching-effectiveness-and-learning-outcomes/) in the Faculty Leadership Pressbook.

## Activity 2.6. Let’s Make the Next 7 Weeks Even Better

In this activity, you will use the mid-way point of your course to ask students for feedback on what is working for them and what would help to facilitate their learning. This can be done informally through a classroom discussion, however offering the students a confidential way to respond may result in data that is truly reflective of their opinions.

Consider the following list of questions and select one or two that resonate with you to ask the students:

1. Share one suggestion that I could implement (as your teacher) in the next seven weeks to make these classes even better.
2. Share one suggestion that you could implement (as a student or classmate) in the next seven weeks to make these classes even better.
3. Which points in this class have you been most engaged as a learner?
4. Which points in this class have you been least engaged as a learner?
5. What is one thing you would like me to stop doing as your teacher?
6. What is one thing you would like me to start doing as your teacher?
7. What is one thing that is working well that I should continue to do?

The most important part of this activity is your response to the feedback that your students provide. It is crucial that you honestly consider their idea and opinions and let the students know how you plan to make changes based on the suggestions they offer. This models reflective practice and ensures that any future feedback is thoughtful.

### Your Reflections

Upon completing this activity, reflect on your collecting and implementing feedback during the mid-way point of your course using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

**Marah’s thoughts…**

One of the challenges I face when introducing the hybrid format to students is their initial reaction to online learning. Some students do not have experience taking online courses and often express not having the skills needed. Having seen a pattern every semester in their responses, I’ve endeavored to create an online learning environment that provides consistency. This is important because it helps students navigate their way within the Learning Management System without feeling lost or unsure. The format has clear headings from start to finish to help support students complete all the tasks.

I gather feedback from students early in the semester using a survey, asking questions such as:

Was the layout easy to follow?

Where the online activities easily accessible?

Did the presentation have the right amount of content?

Did the hyperlinks provided open?

**Marah’s thoughts…**

 When teaching online courses, it is important to provide students with the technological support that they need to successfully complete the required tasks. The supports that are needed come in the form of training students to learn how to use any online apps that an educator includes in their course.

Another way to support students is to provide audio or video recordings that serve as tutorials that students can refer to whenever they need to without having to wait to send the professor an email or request for a meeting.

This activity corresponds to Part Two: A Deeper Dive – How Are You Teaching? Reflecting Midterm: Successes and Opportunities. Return to [Part Two: A Deeper Dive – How Are You Teaching? Reflecting Midterm: Successes and Opportunities](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/reflecting-midterm-successes-and-opportunities/) in the Faculty Leadership Pressbook.

## Activity 2.7. Teaching in a Digital World

This reflective practice tool can be used two ways. You can review the indicators and assess yourself on a scale of “I do this consistently - I do this sometimes - I haven’t considered this before”. Alternatively, you could ask a trusted colleague to review your course and provide their thoughts on your success at meeting the indicators.

Additionally, some items referenced within this checklist such as course design, accessibility, creating assessments and Open Education Resources may spark a desire for you to learn more. You will find more detailed reflections on these topics throughout the book. Perhaps this will create an opportunity for your next step in your learning journey. If you haven’t already, you may also be interested in exploring the course template created by Academic Excellence and Program Quality unit at Centennial College. Use of this template will assist you to meet many of the following criteria.

### The Introduction

In the following activity, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = I haven’t considered this before
* 3 = I do this sometimes
* 5 = I do this constantly

Values that are not specified such as 2 and 4, are in between values that you can use as appropriate for your assessment.

|  |  |
| --- | --- |
| **Criteria** | **Rating****From 1 to 5** |
| **I introduce myself in the course and provide an opportunity for students to introduce themselves.** | **Select a number** |
| **The policies and expectations for the course are clearly outlined.** | *Type here…* |
| **The technology used within the course is clearly identified and resources for acquiring the skill to use the technologies and accessibility / privacy policies are provided.** | *Type here…* |

### Course Design

In the following activity, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = I haven’t considered this before
* 3 = I do this sometimes
* 5 = I do this constantly

Values that are not specified such as 2 and 4, are in between values that you can use as appropriate for your assessment.

|  |  |
| --- | --- |
| **Criteria** | **Rating****From 1 to 5** |
| **My course elements use a logical and consistent structure and design and format.** (Movement through the course is intuitive and logical and a consistent layout -design orients users throughout the course. Font, colour, graphics and icons are consistent throughout the course.) | *Type here…* |
| **My course elements use a logical and consistent structure and design and format.** (There is visual contrast between the text colour and background. The font size and type selected is accessible.) | *Type here…* |
| **Navigation throughout my course is consistent, predictable and efficient.** (A consistent, predictable and efficient navigation scheme is used throughout the course.Hyperlinks and internal links are clearly identified by underlining (or other differentiation).It is easy for the student to move from the course to outside links and back again.All links function properly.) | *Type here…* |
| **The learning path is clearly explained and guides students through the entire course. A description of the learning activities and how they are to be used to fulfill the learning outcomes/objectives are included.** (Clear and concise instructions are readily available to the student on how to proceed through the course. Delivery strategies are clearly described and explained in plain language. Information is provided on the nature of the delivery (i.e. if the course is synchronous, asynchronous, or a blend of both) and whether the course is group-paced or independent study. Details on the technology used for the various activities are explained if new or specialized technologies are introduced). | *Type here…* |
| **My course elements use a logical and consistent structure and design and format.** (Movement through the course is intuitive and logical and a consistent layout -design orients users throughout the course. Font, colour, graphics and icons are consistent throughout the course.) | *Type here…* |
| **My course is designed to facilitate legibility and readability.** (There is visual contrast between the text colour and background. The font size and type selected is accessible.) | *Type here…* |
| **Navigation throughout my course is consistent, predictable and efficient.** (A consistent, predictable and efficient navigation scheme is used throughout the course.Hyperlinks and internal links are clearly identified by underlining (or other differentiation).It is easy for the student to move from the course to outside links and back again.All links function properly.) | *Type here…* |
| **The learning path is clearly explained and guides students through the entire course. A description of the learning activities and how they are to be used to fulfill the learning outcomes/objectives are included.** (Clear and concise instructions are readily available to the student on how to proceed through the course. Delivery strategies are clearly described and explained in plain language. Information is provided on the nature of the delivery (i.e. if the course is synchronous, asynchronous, or a blend of both) and whether the course is group-paced or independent study. Details on the technology used for the various activities are explained if new or specialized technologies are introduced). | *Type here…* |

### Course Content.

In the following activity, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = I haven’t considered this before
* 3 = I do this sometimes
* 5 = I do this constantly

Values that are not specified such as 2 and 4, are in between values that you can use as appropriate for your assessment.

|  |  |
| --- | --- |
| **Criteria** | **Rating****From 1 to 5** |
| **The content is free of bias related to age, culture, ethnicity, sexual orientation, gender, or ability.** (All content provides a balance of inclusivity in terms of incorporating appropriate identities, and societal and cultural groups. The course uses inclusive language to promote an atmosphere of respect and equity.) | *Type here…* |
| **My tone of the writing is positive and contributes to a supportive learning environment.** (The course uses a positive and supportive tone in course instructions, learning activities, faculty introduction, etc., which models appropriate online communication. You intentionally create a learning community within the course providing opportunity for student to connect with each other.) | *Type here…* |
| **All academic content in the course is properly cited and adheres to copyright guidelines.** (Quotations and other material, including graphic images, used from outside sources are appropriately cited within the course materials (e.g. APA)All third-party resources have been checked for [copyright](https://libraryguides.centennialcollege.ca/copyright/online) permission.) | *Type here…* |
| **My language is clear and readily comprehensible.** (Readability statistics generated using the Microsoft Word checker or other tool show that the course readability level is appropriate for the level of the course.) | *Type here…* |
| **All course content, including emails and other communications, uses correct grammar, punctuation, and spelling.** | *Type here…* |
| **Learning materials are current.** (Generally, resources are no older than seven years of age. If older resources are used for historical or other purposes, the rationale for their use is provided.) | *Type here…* |
| **The authority of learning materials is apparent.** (The required learning resources are from credible and authoritative sources documented in the course (e.g. recognized experts and practitioners, respected organizations or institutions, peer-reviewed journals) and accurately portray the necessary information. Where non-authoritative sources are used (e.g., Wikipedia, YouTube, etc.) this is indicated to the student.) | *Type here…* |
| **Students are provided with various types of learning materials and perspectives.** (There are at least three content-related resources (in addition to the required materials, such as the textbook) that support the learning outcomes/objectives, help to provide a balanced view (e.g., describe different theories, techniques or approaches) and are from varied sources and formats. Examples could include multimedia, web-based documents, web sites, supplementary readings, tutorials, etc. Information is provided to the learners as to how to access and use these resources.) | *Type here…* |
| **The learning material is organized to show students the relationship of the course components to the achievement of the learning outcomes/objectives.** (The learning material is presented in coherent learning segments (e.g., modules, lessons, tutorials). Bridging statements or other strategies are used to identify relationships between learning segments.) | *Type here…* |
| **I have checked my course for accessibility and provide alternate formats.** (For example, videos are enhanced by providing close captioning/transcripts.)  | *Type here…* |
| **The images I have used in the course provide alternative text that describes the images.** (Images, graphics, charts, and graphs that present a process provide clear explanations to the students.) | *Type here…* |
| **I have prioritized the use of Open Educational Resources and utilized them whenever possible.** | *Type here…* |

### Learning Activities/Engagement

In the following activity, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = I haven’t considered this before
* 3 = I do this sometimes
* 5 = I do this constantly

Values that are not specified such as 2 and 4, are in between values that you can use as appropriate for your assessment.

|  |  |
| --- | --- |
| **Criteria** | **Rating****From 1 to 5** |
| **I have incorporated interactive activities into the course, all of which facilitate deeper understanding of the content.** (Types of interactivity include student-student, student-instructor, and student-content. Students interact with each other through directed asynchronous or synchronous discussions (e.g., chats, webinars) and/or other types of interactive group activities.) | *Type here…* |
| **I have designed instructional strategies to be compatible with students’ different interests, learning needs and preferences.** (Opportunities for varied learning experiences are provided through at least three different types of instructional method.) | *Type here…* |
| **I have invited students to interact and participate with the learning, inviting students to ‘do’, not just watch and read.** | *Type here…* |
| **I have provided students with varied methods to engage in their learning such as offering a lesson in written, voice and video format**  | *Type here…* |

### Assessment and Feedback

In the following activity, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = I haven’t considered this before
* 3 = I do this sometimes
* 5 = I do this constantly

Values that are not specified such as 2 and 4, are in between values that you can use as appropriate for your assessment.

|  |  |
| --- | --- |
| **Criteria** | **Rating****From 1 to 5** |
| **I have provided instructions for all assessments and activities, graded and non-graded, that are clear and complete.** (Instructions for each activity and assessment are easy to locate. For invigilated exams, details are provided on how to make arrangements for these.) | *Type here…* |
| **I have incorporated formative assessment strategies within the course, and I am utilizing these to assess student’s ongoing learning of course content.** | *Type here…* |
| **I have incorporated formal and informal feedback throughout the course.** (Information is provided on how and when you will provide feedback on assignments, exams, discussions, and other activities.) | *Type here…* |
| **I have established reasonable and clear guidelines of when I will respond to course communications and have clearly outlined this to students.** | *Type here…* |
| **I have provided information to my students about how they can connect with college support services such as counselling and tutoring.** | *Type here…* |
| **I have clearly communicated expectations of how students and I will interact online to maintain a respectful and inclusive learning environment.** | *Type here…* |
| **I have provided an orientation to the delivery technologies used in the course.** (You have included practice activities (e.g., practice quiz, submitting assignments) in the course.) | *Type here…* |
| **I provide my students with choice in how they would like to complete an assessment** (for example: they have the option of creating a video or podcast instead of a written assignment). | *Type here…* |
| **I provide my feedback in a number of different formats** (e.g. written, video recording, one-on-one synchronous meetings, etc.). | *Type here…* |

### Communication and Caring

In the following activity, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = I haven’t considered this before
* 3 = I do this sometimes
* 5 = I do this constantly

Values that are not specified such as 2 and 4, are in between values that you can use as appropriate for your assessment.

|  |  |
| --- | --- |
| **Criteria** | **Rating****From 1 to 5** |
| **I have informed students of the ways in which they can communicate with me.**  | *Type here…* |
| **I have included a welcome session (synchronous or asynchronous) designed to allow students to meet me.**  | *Type here…* |
| **The respective roles of myself and the students in the course in achieving the learning outcomes/objectives are explained.** (Your role in supporting student learning is explained in the introductory or orientation section of the course. The student’s role is explained at the beginning of the course, noting the level of independence required in online learning, the importance of communicating online with you and other learner/peers, and any other expectations that the instructor has of the learners.) | *Type here…* |
| **I am present, active, and engaged with the students.** | *Type here…* |
| **I have offered ways for students to individually connect with me and am responsive to their inquiries.** | *Type here…* |
| **I intentionally exhibit caring and empathy within the online environment.** | *Type here…* |

This work is an adaptation of [eLearning Rubric](http://library.athabascau.ca/files/projects/ecampusalberta/quality/eCampusAlberta_Quality2.0_Brochure_Rubric_2017_FINAL.pdf) by eCampus Alberta is licensed under [CC BY 3.0](https://creativecommons.org/licenses/by/3.0/)

Now that you have reviewed the checklist, create an action plan for yourself that is realistic and doable. Use this as an opportunity to learn more about items that were unfamiliar to you. Remember, every small step brings you closer to creating a welcoming digital presence within your course.

Consider what you would like to change and/or investigate and record it in the table below:

|  |
| --- |
| **Date of Implementation:** |
| **Strategies I will try:***Type your answer inside this text box…* |
| **Items I will investigate:***Type your answer inside this text box…* |

###

### Your Reflections

Upon completing this activity, reflect on your experience comparing student assessments with your teaching practice using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

**Marah’s Thoughts**

Developing a relationship with my students is one important factor that I strive to achieve. This is important because it helps the learning environment become a safe space to ask questions or share ideas. During the weeks that the students are online, I make an effort to ensure my voice and personality is still present in the voice-over lectures and activities that I include. I think about each activity and reflect on its appropriateness to the week’s content. An example is the use of a quote and I will select one and pose a question asking how or what the students feel about the quote. This is one way to get students to think about the week’s topic.

This activity corresponds to Part Two: A Deeper Dive – How Are You Teaching? Teaching In the Digital World. Return to [Part Two: A Deeper Dive – How Are You Teaching? Teaching In the Digital World](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/teaching-in-the-digital-world/) in the Faculty Leadership Pressbook.

## Activity 2.8. Student Focus Group

In this activity, you will collect qualitative data through a student focus group. Follow these guidelines to make your student focus group a success.

### Step One: Identify a Facilitator

Recruit someone to host your student focus group. It is critical that you choose someone who does not have a relationship with your students in another context (e.g., teaches, evaluates, or advises them). For example, you could select a faculty or support staff from another program or department. Pick someone who can facilitate the students’ discussion, providing an opportunity for everyone to speak, while probing for additional clarification as required. It would be ideal to have a note taker as well. This person can take notes during the conversation and summarize them afterwards to identify themes and provide quotes. If a note taker is not available, the facilitator should also assume this role.

### Step Two: Focus the Focus Group

Decideon the areas of your teaching where you would like feedback. Consider the following ideas:

* Planning: Does the course flow? Do students know where you are going (i.e., class outcomes, course learning outcomes)?
* Assessments: Have they been clear? Do you understand assessment criteria? Has it been fair? Has feedback been timely and helpful?
* Online and Face-to-Face Teaching: Are you clear when you teach concepts? Are you engaging? Are your teaching techniques effective?
* Out of Class Assistance: Is it available? Is it helpful?
* Online and Face-to-Face Learning Environments: Are the content and activities clear? Are they engaging? Is it connected to a face-to-face class?

### Step Three: Create the Questions

For the best results, create questions that are open-ended and solicit opinions, perceptions or suggestions from the students. Arrange in a logical order (general to more specific). Limit yourself to 7-8 questions for a one hour focus group.

### Step Four: Find the Students

There really is no right or wrong group of students to select for participation in the focus group. All students will provide a unique perspective and with it, valuable insight for your reflection. Aim for a group of about ten students. Remember to explain your reasons for the focus group, remind them that confidentiality will be assured, and follow-up by sharing the results. Offering pizza can always be guaranteed to increase participation!

Be aware that selecting and inviting students may result in others feeling left out and/or undervalued. Providing an opportunity for students to volunteer and then holding a random draw if the group is too large may mitigate this risk.

### Step Five: Reflect on the Results

Once the data is collected, reflect on the feedback by considering the following questions:

1. What student feedback surprised you or challenged your perception?

*Type your answer inside this text box…*

1. What student feedback did you expect to hear, but did not?

*Type your answer inside this text box…*

1. What teaching strength was affirmed by the student feedback?

*Type your answer inside this text box…*

1. What changes would you like make to your teaching because of your student’s feedback?

*Type your answer inside this text box…*

1. What is one action that you would like to implement immediately because of this feedback?

*Type your answer inside this text box…*

### Your Reflections

Upon completing this activity, reflect on what it was like to offer a student focus group and receive feedback using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Two: A Deeper Dive – How Are You Teaching? Ask The Students. Return to  [Part Two: A Deeper Dive – How Are You Teaching? Ask The Students](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/ask-the-students/) in the Faculty Leadership Pressbook.



## Activity 2.9. Are you Helping to Promote Honesty?

In this activity you are asked to reflect on strategies, compiled from a variety of sources (refer to sources listed at the end of this section), that have been proven to support Academic Honesty and compare them to your own practice. You will consider strategies in categories entitled “Ethics, Prevention, and Monitoring and Enforcement” and within these categories, strategies spanning course and assessment design, the use of technology, and teaching practice. Reflect on the following list of best activities to promote Academic Honesty and rate yourself on the scale provided (1=never and 5=always). This activity has been adapted with permission from the article “Promoting Academic Honesty” authored by Centre for Academic Quality, Centennial College.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Academic Honesty Best Practices: Ethics Based Strategies** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Involve students in developing a “Community of Honesty” by soliciting input and feedback from students regarding their roles and expectations in the course in the context of academic honesty?
 | *Type here…* |
| 1. Write a personal letter to students regarding your expectations of them and of expectations of yourself in the context of academic honesty?
 | *Type here…* |
| 1. Reward the positive by congratulating students for appropriately citing sources, for showing improvement on assessments, etc?
 | *Type here…* |
| 1. Make students aware of institutional information on Academic Honesty that is readily available to students on eCentennial?
 | *Type here…* |
| 1. Create a course “Honour Code”? (In addition to including the required statement on academic honesty on all Centennial College course outlines and consider having students sign a “pledge”, acknowledging that they will uphold the tenets of academic honesty as a participant of your course).
 | *Type here…* |
| 1. Incorporate reflection-based learning opportunities focusing on the research and learning process?
 | *Type here…* |
| 1. Provide opportunities and resources for students to learn about academic honesty?
 | *Type here…* |
| 1. Quiz students on their knowledge of academic honesty and of Centennial College’s policy pertaining to it?
 | *Type here…* |
| 1. Model appropriate behaviour (e.g. acknowledge sources used in your presentations, abide by appropriate copyright rules, etc.)?
 | *Type here…* |

|  |
| --- |
| **Academic Honesty Best Practices: Prevention Based Strategies** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Establish standards of work appropriate to the level of students?
 | *Type here…* |
| 1. Plan the course so that the learning materials, discussion and assessments are spread through out the course thereby increasing students’ engagement and reducing their level of stress?
 | *Type here…* |
| 1. Identify clear grading guidelines and policies, (listing all assessments, due dates, clear guidelines and instructions for each assessment, a detailed rubric and policies for late submission and missed assessments)?
 | *Type here…* |
| 1. Distribute grades across multiple assessments? ( Rather than having a small number of assessments responsible for a greater percentage of the student’s overall grade, develop several a smaller percentage of the students grade to appeal to the various different learning styles in all students.”
 | *Type here…* |
| 1. Break a large summative assessment into smaller parts providing students with feedback on work as it progresses, review notes, drafts, or revisions)?
 | *Type here…* |
| 1. Provide regular opportunities for students to check their knowledge by incorporating formative assessments such as ungraded quizzes with feedback, or collaborative activities like discussion boards where they discuss their understanding of the topic being taught?
 | *Type here…* |
| 1. Review your assessments, considering opportunities to adapt methodologies to promote academic honesty?
 | *Type here…* |
| 1. Use a variety of assessment techniques (e.g., multiple choice-style tests, essay question tests, discussions, group and individual projects, etc.)?
 | *Type here…* |
| 1. Incorporate assessments that reflect upon the learning process?
 | *Type here…* |
| 1. Consider incorporating some form of oral components into assessments?
 | *Type here…* |
| 1. Include expected time to complete homework and/or assignments?
 | *Type here…* |
| 1. Include the date that the assignments become available as well as the submission due date?
 | *Type here…* |
| 1. Allow for flexibility on due dates and grading policy?
 | *Type here…* |
| 1. Create assessments that can be broken down (and assessed) in smaller parts?
 | *Type here…* |
| 1. Regularly review assessments to ensure that they require students to use “higher-order” learning skills such as evaluation, synthesis, and application of information (rather than ones that emphasize the acquisition of information or the memorization of a “correct answer”)?
 | *Type here…* |
| 1. Incorporate some form of peer assessment?
 | *Type here…* |
| 1. Create test banks with many questions. (Consider having three times as many questions in your test bank as the number of questions in your test)?
 | *Type here…* |
| 1. Provide specific and focused topic for assignments. (Broad and vague topics can be overwhelming for students and add to their stress level)?
 | *Type here…* |
| 1. Identify a list of specific resources for students to use when completing the assignment? (Requiring students to use resources from which you are familiar makes it easier to identify potential cases of academic dishonesty).
 | *Type here…* |
| 1. Require drafts of papers?
 | *Type here…* |
| 1. Design real-world, authentic experiences as part of assessments?
 | *Type here…* |
| 1. Require the use of current resources? (This practice tends to limit the effectiveness of papers from “paper mills” and from “re-circulated” papers used in previous semesters).
 | *Type here…* |
| 1. Deny requests for “last minute” changes to paper topics (This discourages procrastination on the part of students and the use of “paper mills”)?
 | *Type here…* |
| 1. Require annotated bibliographies?
 | *Type here…* |
| 1. Require students to publicly post assignments online? (Post written submissions in your course’s eCentennial page and require other students to pose questions for the author’s response. While this can act as a “monitoring and enforcement” strategy, it can also act as a “preventive” measure given that the student knows that others will be reading what has been written and asking questions of them).
 | *Type here…* |
| 1. Allow assessment resubmissions? (For more complex assignments, provide opportunities where students submit a first version that you can provide feedback on and they could modify and resubmit).
 | *Type here…* |
| 1. Require students to provide hard (i.e. paper) or soft (i.e. hyperlinks) copies of used sources?
 | *Type here…* |
| 1. Get to know your students so they have higher amounts of respect for you?
 | *Type here…* |
| 1. Explain and justify individual assessments to students?
 | *Type here…* |
| 1. Encourage students to visit/speak with you regarding confusion over assessment directions, plagiarism, collaboration, etc?
 | *Type here…* |
| 1. Let students know that inquiries regarding the course or assessments should be addressed as soon as possible (usually within 24 hours)?
 | *Type here…* |
| 1. Hold and keep consistent online/in-person office hours?
 | *Type here…* |
| 1. Consider “extended” office hours during “high stress” periods?
 | *Type here…* |
| 1. Provide clarity about how much collaboration is allowed for assessments?
 | *Type here…* |
| 1. Check online “brain dump” sites for pre-existing assessments?
 | *Type here…* |
| 1. Read through assignments in one sitting. (Reading assignments in their entirety allows you to better identify inconsistencies in a student’s writing)?
 | *Type here…* |
| 1. Establish a test repository that can be accessed by students. (Allowing student to view the types of questions that you typically ask during tests provides a study tool for students)?
 | *Type here…* |
| 1. Use Respondus Lockdown Browser© for online assessments?
 | *Type here…* |
| 1. Use student authentication for assessments. (Require that students enter a specific password to access tests)?
 | *Type here…* |
| 1. Distribute multiple versions of tests during an individual assessment period?
 | *Type here…* |
| 1. Not release test results until all students have written it?
 | *Type here…* |

|  |
| --- |
| **Academic Honesty Best Practices: Monitoring and Enforcement-Based** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Use Centennial’s plagiarism detection service?
 | *Type here…* |
| 1. Use websites that check for plagiarism?
 | *Type here…* |
| 1. Seek student permission to share their work in class.
 | *Type here…* |
| 1. Use google advanced search. (Copying a section of a student’s written assessment and pasting it into “Google Advanced Search” allows one to potentially identify sources from which the information has been plagiarized)?
 | *Type here…* |
| 1. Report all breaches of academic honesty?
 | *Type here…* |
| 1. Check to see if provided references actually exist as opposed to being “made up?”
 | *Type here…* |
| 1. Compare student writing across different assessments?
 | *Type here…* |
| 1. Read all papers/responses to test questions on the same topic together. (Reading papers on the same topic all at once makes it easier to detect both collusion among students and copy/paste-style plagiarism)?
 | *Type here…* |
| 1. Develop a web/bibliography for topics based on previous assessments. (Maintaining a record of previous work, and their sources, makes it easier to check for instances of plagiarism)?
 | *Type here…* |
| 1. Build in additional “inquiry-based” questions that can be posed to students after they submit a written assignment?
 | *Type here…* |
| 1. Integrate reflection-based elements into written assessments?
 | *Type here…* |
| 1. Keep hard and/or soft copies of all written assessments?
 | *Type here…* |

### Your Reflections

Upon completing this activity, reflect on your ability to support privacy best practices by using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Two: A Deeper Dive – How Are You Teaching? Promoting Academic Honesty. Return to  [Part Two: A Deeper Dive – How Are You Teaching? Promoting Academic Honesty](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/promoting-academic-honesty/) in the Faculty Leadership Pressbook.

# Part 3: An Even Deeper Dive – Beyond Teaching

## Activity 3.1. What is Your Ideal Faculty Self, Beyond Teaching

In *Part One* of this manual, you identified the values that you bring to your teaching practice. This was essential to provide a strong foundation and reference point to guide your reflective practice as it related to teaching. Equally important is the consideration of the values that guide the other roles you play beyond teaching.

What is your *Ideal Faculty Self* when you are in these complementary roles? What are the top five values that are most important to you? Reconsider the values in the list below from this perspective. Select the words that resonate the most with you, and/or add other words that fit with your goals. Check off as many as you like. Then, take a second look at the items you identified, and circle the top five values that are most important to you. Although these words will guide your reflective practice, don’t think about them for too long. Pick the first ones that come to mind!

What are the top five values that are most important to your other faculty roles beyond teaching?

|  |  |  |
| --- | --- | --- |
| * Quality
* Honesty
* Achievement
* Empowerment
* Balance
* Competence
* Commitment
* Courage
* Cooperation
* Creativity
* Discipline
* Flexibility
* Integrity
* Perseverance
* Order
 | * Respect
* Service
* Stewardship
* Wisdom
* Inclusion
* Authenticity
* Reliability
* Teamwork
* Advocacy
* Curiosity
* Acceptance
* Balance
* Inspirational
* Compassion
* Innovation
 | * Autonomy
* Integrity
* Involvement
* Objectivity
* Openness
* Influence
* Accountability
* Passionate
* Learning-centered
* Transformative
* Equitable
* Ethical
* Agile
* Collaborative
* Accessible
 |

* Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now that you have identified the core values that inform your actions and contributions in these complementary roles, write a definition for each of the words that you selected. Think more about what these values mean to you.

Using the textbox below, write down your top core values and provide a short definition for each value:

*Type your answer inside this text box…*

Think about your experience defining your values using the following questions as a guide:

1. How difficult or easy was it for you to define your foundational values as they relate to your non-teaching roles?

*Type your answer inside this text box…*

1. Revisit the values you chose to define your teaching practice. Are they the same as those that define your other roles as a faculty member or are they different? What do these values reveal to you about the faculty member you would aspire to be?

*Type your answer inside this text box…*

1. Our values inform how we see ourselves. Our collective charge is to act in ways that represent these values every day so that they shine through to those around us. If we can succeed at this, we model a powerful ethic of integrity to others. This modelling, in turn, supports our teams and our students in doing the same. How will you demonstrate your values as you engage in your non-teaching roles?

*Type your answer inside this text box…*

1. How can you use your values to establish your personal signature as a faculty member?

Type your answer inside this text box…

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Data Collection Tools. Return to [Part Three: An Even Deeper Dive – Beyond Teaching, Data Collection Tools](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/data-collection-tools/) in the Faculty Leadership Pressbook.

## Activity 3.2: Call an Expert

In this activity, you will consult with a subject matter expert who will review and provide you with feedback on one of your courses. Arrange a time to meet, provide the course outline(s) prior to the meeting, and let them know you would like to receive open and honest feedback as part of your reflective practice.

You may want to ask for feedback using (or adapting from) the following questions. You do not have to include all of these questions. They have been provided as a menu from which you can pick and choose.

1. Does the weekly progression create a clear pathway to the course learning outcomes?
2. Does the weighting of each topic and/or assessment align with the course learning outcomes?
3. Is the content up-to-date and reflective of current knowledge and practice?
4. Is there a clear relationship between applied/experiential learning activities and student assessment strategies?
5. Does the course design and learning activities meet the learning styles of a diversity of learners?
6. Is the course being taught to facilitate the appropriate level of learning for the required outcomes?
7. Does the design of the course and the learning activities engage the learner?
8. To what extent does the curriculum integrate diverse ways of knowing, being and doing, including Indigenous and global world views and perspectives/knowledge?
9. Does the curriculum integrate experiential and/or work-integrated learning opportunities?
10. Does the curriculum integrate principles of universal design for learning (UDL)?
11. Do the applied/experiential learning activities foster critical reflection, teamwork and collaboration (New Essential Skills, NES)?
12. Does the curriculum foster students’ acquisition of innovation and entrepreneurship skills and capabilities (NES)?
13. Are there opportunities to shift lesson plans from a transmission (e.g. lecture style) delivery to a more constructivist, learner-centered and applied practice approach?

### Your Reflections

Upon completing this activity, reflect on what it was like to receive feedback on your curriculum design skills by your colleagues and/or subject matter experts using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Course Design. Return to [Part Three: An Even Deeper Dive – Beyond Teaching, Course Design](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/curriculum-design/) in the Faculty Leadership Pressbook.

## Activity 3.3. Designing Assessments

When designing assessments there are a number of factors that you can consider that will help to ensure a high-quality result. This activity provides you with the opportunity to reflect on some questions that will help you as you either design assessments for your course or review the existing assessments. Although written to guide you to consider the assessment scheme for an entire course, these same questions should be applied to a single assessment within the course. Review each of the considerations below and reflect on whether this is happening within the assessment scheme for your course. Use the comment column to record your thoughts as you complete the checklist.

 **Alignment:** Well-designed assessments align with the course and program objectives in a way that is easily understandable and transparent to the students.

|  |  |  |
| --- | --- | --- |
| **Consider the Following** | **Yes or No** | **Comments** |
| Do the assessments align with the course learning outcomes, and ultimately with the program outcomes? | Select a response. | *Type here…* |
| Considering Blooms Taxonomy as a guide, are students expected to remember, understand, apply, analyse, evaluate or create content? Do the assessments align with the cognitive processes expected within the course outcomes? | Select a response. | *Type here…* |

**Choice:** Providing flexibility and choice within assessments helps reduce barriers created by the type of assessment. Choice within the assessment scheme for a course can also provide an opportunity to really utilize the assessment as part of the learning process instead of them representing the end of for learning for the course.

|  |  |  |
| --- | --- | --- |
| **Consider the Following** | **Yes or No** | **Comments** |
| Is there opportunity for multiple attempts with feedback provided in between? | Select a response. | *Type here…* |
| Could a ‘best of’ strategy be used where students for example, submit 7 assignments with only the ‘best’ 5 used as part of the final grade? | Select a response. | *Type here…* |
| Could hand-in dates be flexible? | Select a response. | *Type here…* |
| Are there formative assessment with feedback followed by a summative assessment? | Select a response. | *Type here…* |
| Are assessments scaffolded so students get feedback on one part of the assignment before proceeding to the next? | Select a response. | *Type here…* |
| Is choice provided in the methods students use to demonstrate their learning?  | Select a response. | *Type here…* |
| Are low stake assessments incorporated to provide students with practice? | Select a response. | *Type here…* |

**Workload:** An important consideration when designing assessments is the overall workload that they create for the students.

|  |  |  |
| --- | --- | --- |
| **Consider the Following** | **Yes or No** | **Comments** |
| Is the work required to complete a single assignment proportionate with the weight within the course? | Select a response. | *Type here…* |
| Is the work required to complete a single assignment proportionate with the importance of the course objective it meets? | Select a response. | *Type here…* |
| Have you balanced the number of assignments with student’s overall workload in the program? | Select a response. | *Type here…* |
| Have you balanced the timing of assessments within the student’s overall workload in the program? | Select a response. | *Type here…* |
| Is the assignment achievable? | Select a response. | *Type here…* |

**Type of Assessment:** Varying the type of assessments within a course provides students who may struggle with one type of assessment the opportunity to shine with another. Consider the value of creating assignments that go beyond the traditional cycle of the student handing it in, you grading and returning it, student looking at the grade and tossing the assignment in a drawer. Authentic assessments, those that engage students with the ‘real-world’ of their upcoming profession have incredible value to the student.

|  |  |  |
| --- | --- | --- |
| **Consider the Following** | **Yes or No** | **Comments** |
| Could you provide opportunity for students to utilize their strengths to demonstrate their learning? | Select a response. | *Type here…* |
| Could you provide authentic assessments that engage students with real-world problems, processes and tools?Could you choose real-world content?Could you target a real-world audience?Could you use real-world formats? | Select a response. | *Type here…* |

**Assignment Transparency:** Assessments are already stress producing for students. Being as transparent as possible with help to alleviate this stress and help students to be successful.

|  |  |  |
| --- | --- | --- |
| **Consider the Following** | **Yes or No** | **Comments** |
| Do students have access to all the information they need to successfully complete the assignments? | Select a response. | *Type here…* |
| Did you clearly communicate the purpose of the assignment? | Select a response. | *Type here…* |
| Did you clearly communicate the process of completing and submitting the assignment? | Select a response. | *Type here…* |
| Did you share and explain the criteria that will be used to evaluate the assignment (preferably through an assignment rubric)? | Select a response. | *Type here…* |

### Your Reflections

Upon completing this activity, reflect on what it was like to explore your classroom management skills using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Designing Assessments. Return to [Part Three: An Even Deeper Dive – Beyond Teaching, Designing Assessments](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/designing-assessments/) in the Faculty Leadership Pressbook.

## Activity 3.4. Reviewing for Accessibility / Checking Your Work

Accessible course design is iterative, and you can make accessibility part of your ongoing review of your courses as you prepare to teach. In this activity, you will review the considerations below and reflect on whether this is happening within your course. Use the comment column to record your thoughts as you complete the checklist.

### Language

By pausing to consider the language you are using to communicate information, you can increase the chances that people will understand.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Reviewing for Accessibility/Checking Your Work** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Use simple, readable language that is understandable and appropriate to your learners (i.e., try and keep paragraphs to a single topic, keep sentences concise (no longer than 25 words) and avoid complex sentence structure).
 | *Type here…* |
| 1. Use inclusive language (i.e., terminology that is person-first / identity-first. Avoid slang, microaggressions, discriminatory terms, linguistic appropriation, stigmatizing language)?
 | *Type here…* |
| 1. Incorporate a glossary of terms for unusual words / phrases, idioms, jargon, technical terms and / or abbreviations?
 | *Type here…* |
| 1. Specify a language for foreign words, if the language of your content changes (i.e., if content is primarily English and the language changes to French, if possible, add the <p lang=”fr”> attribute to the paragraph).
 | *Type here…* |

### Images

When using images, it is important to consider adaptive technology users. It is also important to ensure images make sense for your content and are authentic, representative of diverse populations and inclusive.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Reviewing for Accessibility/Checking Your Work** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Provide an alternative text for images?
* If the image is a simple graphic, use a brief description that conveys the meaning of the image (around 125 characters or two sentences).
* If the image is a graph or complex image, include a description in the surrounding text.
* When an image cannot be described in 125 characters, add an alternative format (i.e., a plain text description).
* If this image does not convey any information, mark the image as decorative.
 | *Type here…* |
| 1. Limit the use of unnecessary decorative images (i.e., too many decorative images can be distracting).
 | *Type here…* |
| 1. Avoid images of text and tables.
 | *Type here…* |
| 1. Ensure images are inclusive and diverse.
 | *Type here…* |

### Links

When creating your digital content, you may find it valuable to link to outside sources. Accessible links communicate the relationship between the linked content and the surrounding information.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Reviewing for Accessibility/Checking Your Work** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Use descriptive text to provide meaning and context for links (i.e., avoid complete URLs or statements such as “click here”)?
 | *Type here…* |
| 1. Keep descriptive text used for links under 60 characters?
 | *Type here…* |
| 1. Use the same text for all links that direct to the same location (i.e., if you are linking to a Contact Us page in several areas, use Contact Us consistently as the link text)?
 | *Type here…* |

### Font and Text

Some fonts are easier to read than others. Using a well-spaced font makes understanding information easier for those with low-vision or reading disabilities.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Reviewing for Accessibility/Checking Your Work** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Use built-in styles and set your default font and other formatting so they are consistently applied (I.e., use built-in styles in Microsoft and the College’s course development templates for web content)?
 | *Type here…* |
| 1. Select an accessible font type (typeface) (i.e., Tahoma, Helvetica, Calibri, Open Sans)?
 | *Type here…* |
| 1. Limit the number of font types (typefaces) in a single document (i.e., limit to a maximum of three)?
 | *Type here…* |
| 1. Select a font size that is accessible (i.e., recommendation of 12pt (16px) for body / paragraph text and 16pt for presentation text)?
 | *Type here…* |
| 1. Increase readability by avoiding the use of formatting to provide emphasis (i.e., avoid using italicized fonts and / or all capital letters for emphasis and instead consider rewriting sentences to provide emphasis)?
 | *Type here…* |
| 1. Adjust line heights and use alignment options to increase readability and avoid empty spaces (i.e., avoid using empty paragraphs, tabs and /or the space bar to format pages and create space between lines)?
 | *Type here…* |
| 1. Ensure text is left-aligned to ensure consistent character and word spacing?
 | *Type here…* |

Navigation, Content and Content Structure

Structure that is designed with intent helps users navigate successfully through different areas and makes it easy for assistive technology to identify modules, content, and documents.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Reviewing for Accessibility/Checking Your Work** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Create a plan to present your content in a logical and comprehensive way?
 | *Type here…* |
| 1. Apply consistent structure and navigation throughout your course and weekly content (i.e., use a consistent format for common elements such as learning materials, readings, activities, and assessments).
 | *Type here…* |
| 1. Ensure content can be navigated using a keyboard (i.e., navigating menus with a tab)?
 | *Type here…* |
| 1. Provide alternative formats of content that can be converted when content/activities present accessibility barriers (i.e., plain text).
 | *Type here…* |
| 1. Ensure content such as: tables, images, videos, and columns are responsive on mobile devices and avoid absolute sizing (i.e., use percentages to size content instead of pixels).
 | *Type here…* |
| 1. Ensure page design and structure is easy to follow and facilitates readability (I.e., chunking content and use of whitespace).
 | *Type here…* |

Headings and Lists

Headings communicate the organization of content. Heading structures allow assistive technology users the ability to navigate directly to the most relevant content.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Reviewing for Accessibility/Checking Your Work** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Use built-in heading styles and formatting options to create headings (i.e., avoid font size / bolded font to distinguish a heading)?
 | *Type here…* |
| 1. Use a sequential heading structure (i.e., heading 1 <h1> followed by heading two <h2>, heading three <h3>, heading four <h4> as opposed to heading one <h1>, heading five <h5>, heading two <h2>)?
 | *Type here…* |
| 1. Use built-in formatting to create ordered and unordered lists?
 | *Type here…* |
| 1. Use ordered (numbered or lettered) lists for sequenced information?
 | *Type here…* |
| 1. Use unordered (bulleted) lists for content that has no sequence?
 | *Type here…* |

Colour

Basic colour contrast improves the readability of content in web or print. This is especially important for users with visual disabilities including low-vision and colour blindness.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Reviewing for Accessibility/Checking Your Work** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Avoid using colour as the only visual means of conveying information, indicating action, prompting a response, or distinguishing a visual element?
 | *Type here…* |
| 1. Ensure text and background colours have sufficient contrast (i.e., WCAG requirements suggest a minimum contrast ratio of 4.5:1 (with the exception of large text, incidental and logotypes.
* Try using colour contrast checkers to ensure sufficient contrast: [WebAIM Contrast Checker](https://webaim.org/resources/contrastchecker/))
* You can also download a colour picker / eyedropper tool to find out which colours are being used on a webpage.
 | *Type here…* |
| 1. Use accessible colour palettes to enhance readability and reduce barriers (i.e., avoid yellow text on a white background or colour combinations such as red/green, blue/grey, green/ blue. Try [Venngage’s Accessible Colour Palette Generator](https://venngage.com/tools/accessible-color-palette-generator)).
 | *Type here…* |

Audio, Video and Multimedia

Accessible formats allow users to fully engage, participate, and enjoy multimedia content.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Reviewing for Accessibility/Checking Your Work** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Provide captions and / or transcripts for recorded multimedia content?
 | *Type here…* |
| 1. Provide audio descriptions for recorded multimedia content (i.e., if a video displays a list of five important items, the items should be read aloud instead of the audio presenting, “As you can see, there are five important points”. Instead of, “Click here and then here,” the presenter should describe what is being clicked)?
 | *Type here…* |
| 1. Enable captions / transcripts for live multimedia?
 | *Type here…* |
| 1. Provide transcripts / audio descriptions as alternative formats for multimedia content?
 | *Type here…* |
| 1. Share any slides / documents that will be used during a presentation prior to the presentation and again after the presentation if you are sharing a recording.
 | *Type here…* |
| 1. Avoid automatic playback (i.e., do not have a video start playing as soon as a page loads)?
 | *Type here…* |
| 1. Limit transitions to images and / or objects and avoid transitions / animations on text?
 | *Type here…* |
| 1. Ensure that animated visuals can be paused?
 | *Type here…* |
| 1. Avoid multimedia that contains flashing / strobing effects?
 | *Type here…* |

Tables

Properly formatted tables ensure that the relationships between headers and data cells are communicated and are logical for screen reader users.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Reviewing for Accessibility/Checking Your Work** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Use tables with properly identified heading rows / columns and scope?
 | *Type here…* |
| 1. Use tables to present tabular data that is relational (i.e., data is organized into rows and columns based on its relationship)?
 | *Type here…* |
| 1. Avoid using tables to create a visual layout / format information on page (i.e., using a table to layout an image beside text versus using two columns)?
 | *Type here…* |
| 1. Format tables to ensure there are no empty cells in tables?
 | *Type here…* |
| 1. Ensure complex tables containing merged cells and / or rows are broken into several smaller simple tables?
 | *Type here…* |
| 1. Ensure tables have captions and / or alternative text (titles and description) (i.e., captions serve as a title for the table whereas the title and description provide alternative, general text-based representation of the information contained in the tables)?
 | *Type here…* |
| 1. Ensure heading rows and / or columns do not break across multiple pages / page areas?
 | *Type here…* |
| 1. EEnsure banded rows (i.e., the shading of alternate rows) have appropriate colour contrast?
 | *Type here…* |

Math

Universally designed math equations remove barriers for everyone.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Reviewing for Accessibility/Checking Your Work** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Use built-in equation editors to build equations in math languages such as MathML (using a math editor such as WIRIS) and LaTeX?
 | *Type here…* |
| 1. Avoid using images of math equations?
 | *Type here…* |
| 1. Ensure that equations within multimedia are described in the audio / transcript?
 | *Type here…* |

Considerations for Documents

Documents are the most common way of communicating information. Ensuring that access barriers have been removed ensures that users are able to access and engage with the information being communicated. Each type of documents (Word, Excel, PowerPoint, Adobe) presents a unique opportunity to ensure accessibility. Listed below are some specific tips for common documents that you may use. These tips are in additions to the considerations above.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Microsoft Word** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Create a table of contents based on the sequential heading structure for content longer than one page?
 | *Type here…* |
| 1. Avoid including essential information in the header or footer of a document?
 | *Type here…* |
| 1. Ensure the document is saved in the original format when adding equations (i.e., as a .docx instead of converting it to a PDF)
 | *Type here…* |
| 1. Use built-in or add page numbers?
 | *Type here…* |

|  |
| --- |
| **Accessible Course Design: Microsoft Excel** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Ensure that cell A1 contains essential information (such as the title of the spreadsheet) as it is the first cell read by screen readers.
 | *Type here…* |
| 1. Name each worksheet with an identifiable name?
 | *Type here…* |

|  |
| --- |
| **Accessible Course Design: Microsoft PowerPoint** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Check the reading order of slides?
 | *Type here…* |
| 1. Ensure animations on slides and transitions between slides are minimal to reduce distractions?
 | *Type here…* |

|  |
| --- |
| **Accessible Course Design: Adobe PDF** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Check the reading order of documents?
 | *Type here…* |
| 1. Ensure the primary language is selected for each document?
 | *Type here…* |
| 1. Ensure the original document is accessible before converting it to a PDF?
 | *Type here…* |
| 1. Convert scanned images of text into searchable text?
 | *Type here…* |
| 1. Manually or auto-tag documents and address any issues identified in the accessibility checker/report?
 | *Type here…* |
| 1. Create fillable documents, identify form fields, ensure input fields have descriptive labels and manually configure the reading and tab order.
 | *Type here…* |
| 1. Use the built-in accessibility checker/reports to review and resolve accessibility issues.
 | *Type here…* |

Reviewing for Accessibility / Checking Your Work

Accessible course design is iterative, and you can make accessibility part of your ongoing review of your courses as you prepare to teach.

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each criteria between the numbers 1 to 5 considering the following meaning:

* 1 = Never
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Always

|  |
| --- |
| **Accessible Course Design: Reviewing for Accessibility/Checking Your Work** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Revisit learning materials often to review accessibility.
 | *Type here…* |
| 1. Use remediation tools such as accessibility checkers/reviewers and address any identified issues.
 | *Type here…* |
| 1. To ensure accuracy, Review and revise auto-generated content such as captions, transcripts, and alternative text.
 | *Type here…* |
| 1. Review content created with Generative Artificial Intelligence (GenAI) to ensure it does not present accessibility barriers.
 | *Type here…* |
| 1. Complete manual accessibility checks (i.e., fonts, spacing, colours, reading order, etc.) for issues that cannot be identified/remediate by built-in accessibility checkers.
 | *Type here…* |

Now that you have reviewed the checklist, create an action plan for yourself that is realistic and doable. Use this as an opportunity to learn more about items that were unfamiliar to you. Remember, every small step brings you closer to creating an accessible course.

Consider what you would like to change and/or investigate and record it in the table below:

|  |
| --- |
| **Date of Implementation:** |
| **Strategies I will try:***Type your answer inside this text box…* |
| **Items I will investigate:***Type your answer inside this text box…* |

### Your Reflections

Upon completing this activity, reflect on what it was like to explore your classroom management skills using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Accessible Course Design. Return [Part Three: An Even Deeper Dive – Beyond Teaching, Accessible Course Design](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/accessible-course-design/) in the Faculty Leadership Pressbook.

## Activity 3.5. How Did That Meeting Go?

In this activity, you will invite a fellow team member to provide you with feedback. This person could be someone who facilitates your team meetings or a peer whose opinions you respect and value. Arrange a time to meet and let them know that you would like to receive open and honest feedback as part of your reflective practice.

If it feels uncomfortable to ask a fellow team member then consider the following options. You could ask a colleague outside of your team to join one of your meetings and provide their perspective or ask a colleague outside of your team to interview your fellow team members, collect feedback, and share the results with you.

You may want to ask for feedback using (or adapting from) the following questions. You do not have to include all of these questions. They have been provided as a menu from which you can pick and choose.

1. Do I speak too much in the meeting or not enough?
2. Am I prepared for the meeting?
3. Are my comments at the meeting valuable contributions to the discussion?
4. Do I introduce new ideas and/or provide critique or alternative perspectives in a respectful way?
5. Do I show respect for the opinions of others?
6. Do I support keeping the agenda on track and on time?
7. Do I offer new insights in an effective way? How so?
8. What should I start doing?
9. What should I stop doing?
10. To what extent do I embrace change and support the College in reaching its strategic goals and objectives?
11. Do I keep students front-and-centre throughout team discussions, consultations and/or decision-making?

### Your Reflections

Upon completing this activity, reflect on what it was like to receive feedback from a peer on your role as a team member using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Your Role As A Team Member. Return [Part Three: An Even Deeper Dive – Beyond Teaching, Your Role As A Team Member](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/your-role-as-a-team-member/) in the Faculty Leadership Pressbook.

## Activity 3.6. Call Another Friend

In this activity, you will ask a colleague (or various colleagues) to provide you with peer-to-peer feedback on your interactions with students. Complete the action plan below, outlining the actions you will take and your reflections throughout the process.

|  |
| --- |
| My Action Plan |
| I Would Like to Be Observed and Receive Feedback On: | The Colleague I Will Ask Is: | Date/Time: | Outcomes and Lessons Learned: |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* |

### Your Reflections

After completing this activity, reflect on what it was like to receive feedback on your interactions with students and/or written communication using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Interacting with Students. Return [Part Three: An Even Deeper Dive – Beyond Teaching, Interacting with Students](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/interacting-with-students/) in the Faculty Leadership Pressbook.

## Activity 3.7. A Word with the Boss

This activity is to be completed in two steps. In the first part of this activity, you will reflect on how you feel about your relationship with your Chairperson. Answering the series of questions outlined below will offer you some ‘diagnostics’ about particular areas of focus. Step Two will ask you to put yourself in your Chairperson’s shoes. You will consider how yourChairperson sees your work, attitude, approach and abilities. Taken together, the learning from both perspectives can offer you some powerful insights and a potential plan for action.

### Step One: My Point of View

Take a few minutes and consider the following questions. Write the first ideas that come to mind. Be candid and don’t overthink it!

1. To what extent do I feel at ease with my Chairperson during one-to-one meetings? What makes me comfortable or uncomfortable?

*Type your answer inside this text box…*

1. How comfortable am I raising sensitive topics or offering honest opinions in group meetings when my Chairperson is present? What can sometimes hold me back from sharing?

*Type your answer inside this text box…*

1. Am I able to effectively raise challenging topics or alternative perspectives with my Chairperson? What would make it easier for me to do so?

*Type your answer inside this text box…*

1. How do I respond when my Chairperson gives me a directive that I do not necessarily agree with or am comfortable with?

*Type your answer inside this text box…*

1. How well do I understand the expectations that my Chairperson has of me? What are the areas I am unclear or uncertain about?

*Type your answer inside this text box…*

1. To what extent do I feel supported by my Chairperson? In what ways are they helpful and/or less helpful to me and my work?

*Type your answer inside this text box…*

1. Does my Chairperson recognize my efforts and achievements? What kinds of recognition are most meaningful to me? How do I like to be acknowledged?

*Type your answer inside this text box…*

1. Does my Chairperson support my work/life balance? What are my challenges in maintaining balance, and what supports do I need?

*Type your answer inside this text box…*

1. Does my Chairperson ask my opinions and expertise about key decisions that will impact my work? How could I offer my ideas in ways that would have more impact and influence?

*Type your answer inside this text box…*

### Step Two: Another Point of View

All relationships are a two-way street. You may have one perspective and your Chairperson may have another. How do you think your Chairperson sees you? Consider the questions below, but this time from your Chairperson’s perspective. The questions are rephrased slightly but they map on to similar concepts covered in the questions you asked yourself in Step One.

For this part of the activity, imagine that you are asking the following questions to your Chairperson and write down their responses. If there are any questions that are difficult to respond to from your Chairperson’s point of view, make a note of it as this can important information for reflection. Try not to overthink your responses – write down the first thoughts that come to your mind.

1. Do you feel at ease with me during our one-to-one meetings? How do I generally come across in our meetings?

*Type your answer inside this text box…*

1. Are you comfortable with how I raise sensitive topics or express my opinion in group meetings? What could I do to be more constructive?

*Type your answer inside this text box…*

1. Are you comfortable with how I raise issues or express my viewpoint in our one-to-one meetings? What could I do to be more effective or constructive?

*Type your answer inside this text box…*

1. How open am I to hearing your or others’ thoughts and opinions when they differ from my own? What specific areas could I work on further?

*Type your answer inside this text box…*

1. Do I respond constructively when you give me a directive that I may not agree with? What would be more helpful and constructive in how I respond?

*Type your answer inside this text box…*

1. To what extent do you think I understand your expectations of me? What are some areas that I am strong in meeting your expectations, and what are the areas of further development?

*Type your answer inside this text box…*

1. To what extent do you feel that I support you in your role as Chairperson? How could I better support you as a faculty member?

*Type your answer inside this text box…*

1. To what extent do I actively share with you my efforts and achievements? How could I better communicate these to you?

*Type your answer inside this text box…*

1. How effectively do I manage my work/life balance? What suggestions do you have that would help me in managing balance more effectively?

*Type your answer inside this text box…*

1. To what extent do I appropriately and effectively ask for your ideas and expertise on key decisions?

*Type your answer inside this text box…*

1. To what extent do I appropriately and effectively offer my own ideas and expertise on key decisions?

*Type your answer inside this text box…*

Review your responses to the questions in Step One and Step Two of this activity. What themes do you see? Were there any questions that were difficult to answer from your Chairperson’s perspective? Are there areas where you need to do some additional ‘soul-searching’ or reflection?

Your willingness to courageously reflect on your working relationship with your boss can provide you with valuable food for thought. These insights can free up the space to see things differently and to engage with your Chairperson in new and productive ways. Not only will this strengthen your relationship with your Chairperson and support you in your teaching practice, this will also assist you in advancing your own career development and satisfaction over the longer term.

Based on your reflections and learning, choose a few of the above questions and ask for a coaching conversation with your Chairperson to focus on your relationship. How can you work together even more effectively? Use the following chart to plan the agenda for your meeting and jot down key takeaways following the meeting.

|  |
| --- |
| Date of Meeting:  |
| Questions I will ask:*Type your answer inside this text box…* |
| Outcomes and Implications for my Learning and Development:*Type your answer inside this text box…* |

### Your Reflections

Upon completing this activity, reflect on what it was like to think about your working relationship with your Chairperson from different perspectives using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Your Relationship with Your Supervisor. Return [Part Three: An Even Deeper Dive – Beyond Teaching, Your Relationship with Your Supervisor](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/your-relationship-with-your-supervisor/) in the Faculty Leadership Pressbook.

## Activity 3.8. Creating a Positive Classroom Atmosphere

In this activity, you will consider strategies that will help to create a classroom atmosphere that feels respectful and welcoming for all students. Take a moment and identify which strategies you use.

|  |  |  |
| --- | --- | --- |
| **Topic: Do you…?** | **Response (Yes or No)** | **Example/Comments** |
| Create classroom ‘ground rules’ with students at the start of each course where mutual guidelines for discussion and debate are outlined? Do you refer to these guidelines throughout the course particularly when contentious discussion topics are planned for the class | Select a response. | *Type your answer inside this text box…* |
| Learn each student’s preferred name (and how to pronounce it)? | Select a response. | *Type your answer inside this text box…* |
| Use gender neutral language as appropriate or use language the student is comfortable with (i.e., confirm student’s preferred name, pronouns and pronunciation)? | Select a response. | *Type your answer inside this text box…* |
| Gently address misconceptions or stereotypical comments that occur in class? | Select a response. | *Type your answer inside this text box…* |
| Consistently use a respectful tone when speaking to students? | Select a response. | *Type your answer inside this text box…* |
| Establish clear classroom norms to guide procedures such as asking questions or participating in discussions? | Select a response. | *Type your answer inside this text box…* |
|  Create opportunities for students to share their uniqueness? | Select a response. | *Type your answer inside this text box…* |
| Use vigilance when choosing pictures, videos, textbooks, etc. to ensure a balance of perspectives and images reflective of the students in your class?  | Select a response. | *Type your answer inside this text box…* |
| Monitor your own biases and assumptions and their impact on teaching and student interactions? | Select a response. | *Type your answer inside this text box…* |
| Use inclusive language and ensure that others do as well? | Select a response. | *Type your answer inside this text box…* |
| Learn about, understand, and provide compassion regarding the life experiences of your students while still maintaining clear and consistent academic standards? | Select a response. | *Type your answer inside this text box…* |
| Regularly utilize strategies to encourage collaboration? | Select a response. | *Type your answer inside this text box…* |
| Reinforce desired student behaviours (e.g. teamwork, engagement, effort)? | Select a response. | *Type your answer inside this text box…* |
| Respond to disruptive behavior using non-confrontational techniques (e.g., movement throughout class, change of teaching strategy, pause, questioning)? | Select a response. | *Type your answer inside this text box…* |
| Defuse tough situations and potential conflicts? | Select a response. | *Type your answer inside this text box…* |
| Provide closure and/or follow-up when there is a difficult classroom discussion where students express contentious points of view? | Select a response. | *Type your answer inside this text box…* |
| Avoid power struggles? | Select a response. | *Type your answer inside this text box…* |
| Maintain self-control? | Select a response. | *Type your answer inside this text box…* |
| Regularly review curriculum to anticipate and plan for potential problems? | Select a response. | *Type your answer inside this text box…* |
| Consider how you are contributing (i.e., pace of class, engagement of students, active learning)? | Select a response. | *Type your answer inside this text box…* |

What other activities that are you doing that are not listed above, yet you feel contribute to creating a positive classroom atmosphere?

*Type your answer inside this text box…*

Review your answers to the above checklist and congratulate yourself on those that you are already implementing. These are the actions that you can take to ensure your students feel valued and respected during their time at college. Also pause to consider those points for which you replied ‘no’, or those for which you hesitated before answering. Is there a practice you would like to try in your next class? Consider what you would like to change and record it in the table below:

|  |
| --- |
| Date of Implementation:  |
| Strategies I will try:*Type your answer inside this text box…* |
| Outcomes and implications for my learning and development:*Type your answer inside this text box…* |

### Your Reflections

Upon completing this activity, reflect on what it was like to explore your classroom management skills using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Creating A Positive Classroom Atmosphere. Return [Part Three: An Even Deeper Dive – Beyond Teaching, Creating A Positive Classroom Atmosphere](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/creating-a-positive-classroom-atmosphere/) in the Faculty Leadership Pressbook.

## Activity 3.9. Creating an OER Vision

Before you begin using OERs, it is important to take the time to create an OER vision. Taking a few moments to do this before you dive in, will help you establish an overall goal. This will then result in a meaningful, focused and impactful end product. In this activity you will consider the questions below, note your response and use the comment column to jot notes as you reflect. Take a few moments after your reflection to summarize and record your OER vision.

|  |  |  |
| --- | --- | --- |
| **Have You?** | **Response (Yes or No)** | **Comments** |
| Determined why using OER’s is important to you and your course (cost, accessibility, missing perspectives, missing content)? | Select a response. | *Type your answer inside this text box…* |
| Considered collaborating on the development of your OER? | Select a response. | *Type your answer inside this text box…* |
| Determined what platform you will use? | Select a response. | *Type your answer inside this text box…* |
| Considered what support and education you will need? | Select a response. | *Type your answer inside this text box…* |
| Determined your timeline? | Select a response. | *Type your answer inside this text box…* |
| Decided how you will gather feedback? | Select a response. | *Type your answer inside this text box…* |

**Your Personalized OER Vision:**

|  |
| --- |
| Your Personalized OER Vision |
| *Type your answer inside this text box…* |

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Have You Considered Using Open Education Resources? Return [Part Three: An Even Deeper Dive – Beyond Teaching, Have You Considered Using Open Education Resources?](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/have-you-considered-using-open-education-resources/) in the Faculty Leadership Pressbook.

## Activity 3.10. Understanding Licenses

Before you begin your search for an OER it is important that you understand the differences between OER Licenses. This will give you information about restrictions and permissions that you will need to consider as you may plan to retain, reuse, revise, remix and redistribute the OER for use in your course. In this activity you will review common licenses and determine if you know what they mean. Consider reviewing the following video for more information:

[What are Creative Commons Licenses?](https://youtu.be/srVPLrmlBJY) by [U of G Library](https://www.youtube.com/channel/UCHbtEYYN6esLVSrd2HqivkA) is licensed under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)

|  |  |
| --- | --- |
| License | Definition |
| CCO |  |
| CC BY - SA |  |
| CC BY - NC |  |
| CC BY – NC-SA |  |
| CC BY ND |  |
| CC BY NC ND |  |

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Have You Considered Using Open Education Resources? Return [Part Three: An Even Deeper Dive – Beyond Teaching, Have You Considered Using Open Education Resources?](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/have-you-considered-using-open-education-resources/) in the Faculty Leadership Pressbook.

## Activity 3.11. Search Engines

You have probably experienced either the frustration of an internet search where you find an excellent resource, only to have difficulty re-locating it, or a search where you can’t seem to find what you are looking for. This can be avoided by taking a few moments prior to beginning your search to plan your approach. For each of the items within the following checklist, consider if this is a step you have taken or will take as you prepare to search for an appropriate OER for your course. Use the comment column to jot down notes as you reflect and create an action plan for yourself. Consider reviewing the [Ontario Extend Curator Module](https://extend.ecampusontario.ca/curator-scenario/) for additional information on searching for OER’s.

|  |  |  |
| --- | --- | --- |
| **Consider the following** | **Response (Yes or No)** | **Comments** |
| Are you familiar with common OER Repositories (e.g. OER Commons, eCampus Ontario, and MERLOT) | Select a response. | *Type your answer inside this text box…* |
| Do you know how to use the repository filters (i.e. filter for license and/or material type, etc.) | Select a response. | *Type your answer inside this text box…* |
| Are you prepared to switch up your search terms (use synonyms and broader, or narrower, terms). | Select a response. | *Type your answer inside this text box…* |
| Have you considered the use of Boolean Operators (the words “and,” “or” and “not” can boost the power of your search). Check out the [Curator Module Adopting a Savvy Search System](https://extend.ecampusontario.ca/curator-a-savvy-search-system/) for more information. | Select a response. | *Type your answer inside this text box…* |
| Have you considered looking for teaching materials other than a reading (e.g., video or interactive experience.) | Select a response. | *Type your answer inside this text box…* |
| Are you prepared to look for smaller pieces of content (topics, chapters, ancillary materials, etc.) | Select a response. | *Type your answer inside this text box…* |
| Do you have a method for keeping track of information. (weekly topics, search terms, and materials) | Select a response. | *Type your answer inside this text box…* |
| Do you know when to stop searching! Sometimes the perfect OER just doesn’t exist. You might need to think about creating this component — or using a library resource. | Select a response. | *Type your answer inside this text box…* |
| Do you know when to ask for help? | Select a response. | *Type your answer inside this text box…* |

Your Personalized Search Engine Action Plan

|  |
| --- |
| Search Engine Action Plan |
| *Type your answer inside this text box…* |

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This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Have You Considered Using Open Education Resources? Return [Part Three: An Even Deeper Dive – Beyond Teaching, Have You Considered Using Open Education Resources?](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/have-you-considered-using-open-education-resources/) in the Faculty Leadership Pressbook.

## Activity 3.12. Evaluating OERs

You are now ready to dive in! In this activity you will review the steps that considered best practices to plan for and adopt OER’s within your course. If you are just beginning the journey to include OER’s within your course, this reflection may actually provide you with a step-by-step guide to follow throughout the process. If you have previously incorporated OER’s with your course, this guide can be used to tweak your journey and consider some steps that may enhance the process. Either way, it is strongly recommended that you take a few moments to review the following chapter on [Open Content](https://ecampusontario.pressbooks.pub/teachingintheopen/chapter/overview-4/) from [Extending into the Open](https://ecampusontario.pressbooks.pub/teachingintheopen/chapter/overview-4/).

For each of the items within the following checklist, consider if this is a step you have taken or will take when locating and incorporating OER’s within your course. Use the comment column to jot down notes as you reflect and create an action plan for yourself.

|  |  |  |
| --- | --- | --- |
| **Are you prepared to?** | **Response (Yes or No)** | **Comments** |
| Review copyright permissions to determine if you can adopt or adapt the OER you find? | Select a response. | *Type your answer inside this text box…* |
| Review the content to determine of it is clear, comprehensive and readable?  | Select a response. | *Type your answer inside this text box…* |
| Review the language to determine if it uses consistent and accurate language and terminology?  | Select a response. | *Type your answer inside this text box…* |
| Review the content to determine if it is accurate, error-free and unbiased? | Select a response. | *Type your answer inside this text box…* |
| Determine if the file format allows for adaptations, modifications, re-arrangements and updates? | Select a response. | *Type your answer inside this text box…* |
| Assess the quality of the OER for navigability of interface, sound quality and working links? | Select a response. | *Type your answer inside this text box…* |
| Determine if the resource encourages active learning and class participation? | Select a response. | *Type your answer inside this text box…* |
| Assess the quality of the images and charts? | Select a response. | *Type your answer inside this text box…* |
| Determine if the text is culturally insensitive or offensive in any way? | Select a response. | *Type your answer inside this text box…* |
| Determine is the content is accessible to students with disabilities? | Select a response. | *Type your answer inside this text box…* |

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### Your Reflections

Take a moment to think about your experience during these activities. You can use the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Have You Considered Using Open Education Resources? Return [Part Three: An Even Deeper Dive – Beyond Teaching, Have You Considered Using Open Education Resources?](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/have-you-considered-using-open-education-resources/) in the Faculty Leadership Pressbook.

## Activity 3.13. Do You Integrate UDL in Your Course Design?

In this activity the focus will be on your delivery of one of your courses and the evaluation strategies within that course. You will be asked to reflect on some of the best practices in UDL and your success at embedding these principles throughout a course that you teach. It is important to note that this activity is intended to begin your process of considering UDL principles. Indeed, UDL is an approach to designing teaching and learning experiences and therefore continuously evolving. This checklist should not be considered the final destination on this journey. There is no one part of design that is more important than another. The order of items within the checklist is not intended to indicate importance.

This activity can be completed individually or with a faculty member who teaches different sections of the same course. Select a course and consider the following questions:

In the following table, you will assess yourself for each of the criteria in the table. To do so, you will indicate a rating value at the side of each topic between the numbers 1 to 5 considering the following meaning:

* 1 = Seldom
* 2 = Rarely
* 3 = Occasionally
* 4 = Frequently
* 5 = Consistently

**When delivering a course do you…**

|  |  |
| --- | --- |
| **Topic** | **Rating****From 1 to 5** |
| Identify course objectives, learning outcomes and assessments and the relationship between them?  | *Type here…* |
| Allow space for students to introduce themselves using a self-selected medium. | *Type here…* |
| Deliver course expectations explicitly and in multiple formats (e.g., verbally, on the course outline, on the course web page)?  | *Type here…* |
| When teaching online, consider opening your full course from the start and include support for students to craft their own path through the material? | *Type here…* |
| identify the best time, format and delivery plan of communications and adjust based on the individual needs of learners? | *Type here…* |
| Allow learners to make choices where possible. For example, if an assessment is flexible allow students to choose the submission format? | *Type here…* |
| Use multiple means of presenting material in class, including, where appropriate, lecturing, activities (e.g., demonstrations, laboratories, group projects, case studies), video, technology, etc.?  | *Type here…* |
| Present single concepts in more than one way (e.g. a demonstration followed by a lecture explaining relevant concepts or a simulation followed by a discussion)? | *Type here…* |
| Ensure learning materials are easy to read (i.e., large font, not too text-heavy) ?  | *Type here…* |
| Encourage supports for continuous learning (e.g., peer-to-peer mentoring, use of office hours, teaching assistants, study groups, opportunities for questions, etc.)? | *Type here…* |
| Encourage faculty-student engagement (e.g., co-authoring content, discussions, etc.)? | *Type here…* |
| Use various types of technology affectively to enhance learning? (i.e. multi-media interactive activities)?  | *Type here…* |
| Use clear or plain language when possible , replacing terms such as “this or that” with specific descriptions? When complex language is necessary ensure terms are defines using plain language? | *Type here…* |
| Encourage student participation in multiple ways (e.g., small groups, pairing students, discussions, etc.)? | *Type here…* |
| Create guided notes (i.e., notes where some material is left off) that students can use during lessons to capture main points? | *Type here…* |
| Update course material when needed to keep the course relevant and current? | *Type here…* |
| Repeat important concepts and provide additional examples of these concepts? | *Type here…* |
| Make course concepts relevant to students i.e. by relating them to news stories, personal stories, research stories, and case studies? | *Type here…* |
| Guide students, especially semester one students, in adapting affective learning and study techniques? | *Type here…* |
| Direct students to available support resources within the college that can help them through their learning journey. | *Type here…* |
| Review the previous classes’ content at the beginning of class and allow students to ask questions? Do you then summarize important points at the end of each class? | *Type here…* |
| Give students a short break part way through class? | *Type here…* |
| Allow students to record lectures, use note takers or provide access to recordings that include captions, transcripts and presented materials in an accessible format? | *Type here…* |
| Repeat students’ questions before responding? |  |
| Ensure that there are multiple opportunities and ways for students to participate?  | *Type here…* |
| Ensure that any pre-recorded videos are captioned and have transcripts and if using live videos ensure that caption and transcript functionalities are enabled? | *Type here…* |
| Provide multiple ways for students to ask questions? | *Type here…* |
| Provide learning materials in accessible formats?  | *Type here…* |
| Provide materials to students before class so that they may print or use the materials as a guide during lessons? | *Type here…* |
| Provide students with the option to print learning materials in an accessible format or to download them to view offline. - | *Type here…* |
| Use a textbook that is available electronically as well as in print editions keeping accessibility in mind? Consider using an Open Education Resource instead of a textbook??  | *Type here…* |

**When designing assessments for a course do you…**

|  |  |
| --- | --- |
| **Topic** | **Rating****From 1 to 5** |
| Create learning assessments that assess course outcomes and that are designed in a backwards manner (i.e., backward design begins by developing course objectives and then outlining appropriate means of assessing whether these objectives have been met by students in a way that reflects the course goals)?  | *Type here…* |
| Create assessments that are flexible and offer a combination of modes of expression for learners to demonstrate the understanding of course content (e.g. writing, speaking, drawing, creating, presenting? | *Type here…* |
| Offer multiple methods of assessment for each assignment? | *Type here…* |
| Provide flexible deadlines and allow for negotiation, avoiding assessment policies that are too harsh? | *Type here…* |
| Provide opportunities for feedback throughout the process of completing a larger assignment and/or chunking the assignment into several smaller assignments? | *Type here…* |

This material has been adapted in part from Leveraging a UDL Mindset to Guide Alternate Delivery Course Development under [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/) license.

How can you challenge yourself to apply the principles of UDL? Once you have completed the surveys, review the results and determine actions that you would like to implement in the next semester, allowing all of your students to reach their learning potential?

|  |
| --- |
| **My Action Plan** |
| I Would Like to Make the Following Changes to Implement UDL Principles: | Resources I will Review to do This Are: | Date/Time: | Outcomes and Lessons Learned:  |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* |

### Your Reflections

Take a moment to think about your experience putting the survey together and receiving feedback from your students. You can use the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Universal Design For Learning – Can Your Course Meet The Needs Of Your Learners? Return [Part Three: An Even Deeper Dive – Beyond Teaching, Universal Design for Learning – Can Your Course Meet The Needs Of Your Learners?](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/universal-design-for-learning-how-accessible-is-your-course/) in the Faculty Leadership Pressbook.

## Activity 3.14. How Careful Are You?

In this activity you will reflect on best practices for protecting the privacy of students and compare them to your own practices, identifying where you could improve your procedures. During this process, you will consider general privacy practices and those that apply specifically to instructional technology and your faculty role. Additionally, you will also consider the unique privacy concerns when you have encounters with your student’s family members. Reflect on the following list of best privacy practices and rate yourself on the scale provided (1=never to 5=always).

|  |
| --- |
| Privacy Best Practices: General Considerations |
| **Do you…** | **Rating** **From 1 to 5** |
| 1. Leave your desk (if it is accessible to others) clean ensuring all documents containing personal information are kept in a locked drawer?
 | *Type here…* |
| 1. Ensure your computer is locked (password-protected) when you left unattended?
 | *Type here…* |
| 1. Securely destroy information when you no longer need it?
 | *Type here…* |
| 1. Only review private information that is necessary for your role?
 | *Type here…* |
| 1. Ensure confidential information is kept private and secure all times?
 | *Type here…* |
| 1. Write in a professional manner?
 | *Type here…* |
| 1. Eliminate unnecessary copies, drafts and previous versions?
 | *Type here…* |

|  |
| --- |
| Privacy Best Practices: IT Considerations |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Refrain from saving confidential information to a USB?
 | *Type here…* |
| 1. Encrypt all devices?
 | *Type here…* |
| 1. Use caution when using an external service to transmit information?
 | *Type here…* |

|  |
| --- |
| **Privacy Best Practices: Working with Students** |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Try to verify identity of the student (i.e., using a Centennial email address) when communicating with students?
 | *Type here…* |
| 1. Seek student permission if you wish to video or audio record or photograph the students in class (i.e., giving presentations)?
 | *Type here…* |
| 1. Seek student permission to share their work in class?
 | *Type here…* |
| 1. Only collect information in class needed for the administration of the class and only use the information collected for the reason it was collected?
 | *Type here…* |
| 1. Refrain from any practice whereby students can see the information of other students (i.e attendance sheets, graded assignments?
 | *Type here…* |
| 1. Refrain from requiring students to put their full student numbers on group assignments?
 | *Type here…* |
| 1. Take care to protect personal information when students submit for classroom accommodations?
 | *Type here…* |
| 1. Ensure that drop off locations for assignments are secure and cannot easily be broken into?
 | *Type here…* |
| 1. Return student work directly to the student?
 | *Type here…* |
| 1. Properly dispose of student work that is not claimed by the student?
 | *Type here…* |
| 1. Place grade information and written comments on an inside page of assignment or tests?
 | *Type here…* |
| 1. Refrain from publicly posting grade lists?
 | *Type here…* |
| 1. If grades are publicly posted, only a portion of the student number is shown, and the list is not in alphabetical order
 | *Type here…* |

|  |
| --- |
| Privacy Best Practices: Working with Students and Their Families |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Receive consent from student (written is preferred) without the family member present before discussing an issue with a family member?
 | *Type here…* |
| 1. Make a note of the circumstances if only verbal consent is received and who was present in the discussion?
 | *Type here…* |
| 1. Limit duration of consent to as short of a window as possible (i.e., this meeting only)?
 | *Type here…* |

|  |
| --- |
| Privacy Best Practices: Loss of Confidential Information |
| **Do you…** | **Rating****From 1 to 5** |
| 1. Inform your manager right away in the event that confidential student information is lost or compromised?
 | *Type here…* |

### Your Reflections

Upon completing this activity, reflect on your ability to support privacy best practices by using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

### Interested in further reflection regarding privacy issues?

You may wish to extend reflection regarding privacy issues through discussion with colleagues. Consider adding one of the following case studies to the agenda at your next faculty meeting or discuss over a coffee with a few colleagues. As you read through the cases consider the following questions. What are the key issues in these cases? How would you mitigate these issues?

**Case Study #1:** You receive a call from an upset parent who wants to know what their son’s or daughter’s (your student’s) marks are. They insist they have the right to know since they paid tuition for their child’s (your student’s) education. How would you handle the situation? How would you handle the situation if the parent arrived in your office with their child (your student)?

**Case Study #2:** You have been asked by your Chairperson to design a form to collect student preferences for extra support sessions. They have asked you to collect the following student information: name, student number, gender, address, and birthdate. How should you proceed?

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Protecting Privacy. Return [Part Three: An Even Deeper Dive – Beyond Teaching, Protecting Privacy](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/protecting-privacy/) in the Faculty Leadership Pressbook.

## Activity 3.15. Considering the Student Experience

In this activity, the faculty team will consider the following ideas, discuss the feasibility of implementing these ideas within their program and collaboratively concur on a plan of action.

|  |  |
| --- | --- |
| **Ideas** | **Rating****From 1 to 5** |
| We utilize a consistent template to organize learning within our courses. | *Type here…* |
| We place have a common place where and how students access information about readings, assignments, and due dates. | *Type here…* |
| We all utilize the calendar function to note important dates for students. | *Type here…* |
| We have a plan to communicate with students about any changes to our course and have communicated this plan to them. | *Type here…* |
| We all have a way to provide ‘office hours’ remotely. | *Type here…* |
| The number of assessments, tests and assignments required in a semester across the program is balanced and fair. | *Type here…* |
| The due dates of assignments in a semester across the program are balanced and reasonable. | *Type here…* |
| The number of platforms (Teams, Virtual Classroom, Zoom) utilized for teaching are thoughtfully selected to enhance learning while minimizing the number platforms students need to learn. | *Type here…* |
| We provide all students with mid-term feedback about their progress in with course. | *Type here…* |
| We have created a culture of caring and engagement within our program. | *Type here…* |

Based on your discussion, complete the following reflection. This reflection could be done individually or collectively (or both!)

What did you collectively learn about you program from this activity?

*Type your answer inside this text box…*

What surprised you?

*Type your answer inside this text box…*

What do you do well?

What changes would you like to consider in the future?

*Type your answer inside this text box…*

What is one thing that you could start doing differently right now?

*Type your answer inside this text box…*

*Type your answer inside this text box…*

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Program Level Reflection: A Tool for Coordinators. Return [Part Three: An Even Deeper Dive – Beyond Teaching, Program Level Reflection: A Tool for Coordinators](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/program-level-reflection-a-tool-for-coordinators/) in the Faculty Leadership Pressbook.

## Activity 3.16. Supporting Your PAC

In this activity, you and your Chair will reflect on the current status of the PAC, indicate whether each of the items is in place and make notes to develop an action plan for improvement (and to congratulate yourself when you have successfully implemented the items)! Throughout this activity you will consider membership of the PAC, orientation for new members, and the operations and agenda of the meetings.

**PAC Membership**

|  |  |  |
| --- | --- | --- |
| **Questions** | **Yes or No** | **Comments** |
| Does the PAC have 8-10 external members? | Select a response. | *Type your answer inside this text box…* |
| Does the membership reflect the diversity of experience, roles, abilities, range of experience in the field of practice and is representative of our community and student body? | Select a response. | *Type your answer inside this text box…* |
| Is there only one member from a particular institution (unless a very large institution with distinct divisions)? | Select a response. | *Type your answer inside this text box…* |
| Are there external committee members designated as PAC Chair and Vice Chair? | Select a response. | *Type your answer inside this text box…* |
| Does the non-voting membership include some (or all) of the following:* Program faculty members, including English and General Education faculty members who teach in the program
* Up to two (2) students ideally registered in second semester or higher
* Other College staff as appropriate (e.g., Manager – Program Quality, Curriculum Developers)
 | Select a response. | *Type your answer inside this text box…* |
| Does the PAC have alumni representation? | Select a response. | *Type your answer inside this text box…* |
| Has all PAC member’s CV and signed Consent to Share Information and Non-Disclosure agreement been forwarded to the Dean’s Office and AEPQ? | Select a response. | *Type your answer inside this text box…* |
| Is the current PAC membership list submitted to AEPQ two times a year (December and March)? | Select a response. | *Type your answer inside this text box…* |

**Orientation**

|  |  |  |
| --- | --- | --- |
| **Questions** | **Yes or No** | **Comments** |
| Have new PAC members received a brief orientation from the Academic Chair and/or Program Coordinator? | Select a response. | *Type your answer inside this text box…* |
| Have new PAC members received program related documents such as course outlines and model route(s), the Program Student Handbook, enrolment, placement and Key Performance Indicator (KPI) statistics, and the most recent program reviews, (Annual Program Review and Comprehensive Program Quality Review)? | Select a response. | *Type your answer inside this text box…* |
| Have new PAC members been informed of pertinent College policies, including the Conflict of Interest policy? | Select a response. | *Type your answer inside this text box…* |
| Have PAC members received the PAC Member Guide? | Select a response. | *Type your answer inside this text box…* |

**Meetings**

|  |  |  |
| --- | --- | --- |
| **Questions** | **Yes or No** | **Comments** |
| Does the PAC meet a minimum of two times per year? | Select a response. | *Type your answer inside this text box…* |
| Are the meeting agendas established by the PAC Chair in collaboration with Program Coordinator and/or Academic Chair? | Select a response. | *Type your answer inside this text box…* |
| Do the PAC members receive meeting notification and agenda at least two weeks prior to the meeting? | Select a response. | *Type your answer inside this text box…* |
| Are the meetings scheduled to coincide with college events and/or student competitions, to enhance the experience for PAC members? | Select a response. | *Type your answer inside this text box…* |
| Are the meetings scheduled to allow for the completion of key college processes (e.g. Annual Program Review)? | Select a response. | *Type your answer inside this text box…* |
| Are the agendas structured to provide members with information to understand the current status of the Program, including issues, challenges and opportunities for improvement? | Select a response. | *Type your answer inside this text box…* |
| Are the agendas structured to allow PAC members time to provide guidance to the program faculty? | Select a response. | *Type your answer inside this text box…* |
| Are the agendas structured to provide members with time to share requirements and future trends occurring in their industry? | Select a response. | *Type your answer inside this text box…* |
| Are the agendas structured to provide students the opportunity to share a brief update and/or answer questions regarding the student experience in the program and other relevant issues raised by the PAC voting members? | Select a response. | *Type your answer inside this text box…* |
| Are recommendations made by the PAC worded as a formal motion, voted on by the PAC, and recorded in the Minutes?  | Select a response. | *Type your answer inside this text box…* |
| Are minutes of each meeting taken using the College-provided template noting action items and/or recommendations arising, and who has the responsibility for carrying out the action? | Select a response. | *Type your answer inside this text box…* |
| Are minutes of the meeting distributed within two weeks of the meeting? | Select a response. | *Type your answer inside this text box…* |
| Are the minutes of the meeting forwarded by the Program Coordinator/Academic Chair to the Dean for review? | Select a response. | *Type your answer inside this text box…* |
| Are the agendas structured to provide an update by the Dean on previous action items and/or recommendations? | Select a response. | *Type your answer inside this text box…* |

How can you challenge yourself to improve the operations of the PAC? Consider your answers on the chart above and create an action plan for implementation.

|  |
| --- |
| **Action Plan** |
| I Would Like to Make the Following Changes to Improve the PAC: | Resources I will Review to do This Are: | Date/Time: | Outcomes and Lessons Learned:  |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* |
| *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* | *Type your answer inside this text box…* |

### Your Reflections

Upon completing this activity, reflect on your experience receiving feedback using the following questions as a guide:

1. What did you learn about yourself from this activity? What surprised you?

*Type your answer inside this text box…*

1. What do you do well? (It is OK to congratulate yourself!)

*Type your answer inside this text box…*

1. What change(s) would you like to consider right now? In the future?

*Type your answer inside this text box…*

1. SoTL: How will this impact what you know, what you value, and how you will act (i.e., impact on your scholarly teaching and/or contributions to teaching and learning scholarship)?

*Type your answer inside this text box…*

This activity corresponds to Part Three: An Even Deeper Dive – Beyond Teaching, Supporting The Work Of Program Advisory Committees: A Tool For Coordinators. Return [Part Three: An Even Deeper Dive – Beyond Teaching, Supporting the Work Of Program Advisory Committees: A Tool For Coordinators](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/supporting-the-work-of-program-advisory-committees-a-tool-for-coordinators/) in the Faculty Leadership Pressbook.

# Part Four: Taking Action

## Activity 4.1. Pulling It All Together

As a way to get yourself started, review the data you have collected throughout the activities in this manual and identify three areas that you would like to change within the next three months:

*Type your answer inside this text box…*

*
*

##

This activity corresponds to Part Four: Taking Action, Pulling It All Together. Return [Part Four: Taking Action, Pulling It All Together](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/pulling-it-all-together/) in the Faculty Leadership Pressbook.

## Activity 4.2. Preparing for Reflective Practice Meetings

Your Chairperson should meet with you at least once a year as an opportunity for you to reflect on the big picture. Unlike ongoing department or faculty meetings where the focus is often operational and collective, annual meetings with your Chairperson can provide a valuable opportunity for you to focus on your teaching and your role as a faculty member. This is the time for you to take all that work that you do in the classroom (in-person and online), your office, the college hallways, and beyond, and celebrate it! Your manager won’t know about the full scope of your work if you don’t let them know about it. This is your opportunity to share and reflect.In preparation for this meeting, consider the following topics for discussion by formulating a response:

|  |  |
| --- | --- |
| **Topic for Discussion** | **Prepared Response** |
| What progress have you made on any goals that you set the previous year? | *Type your answer inside this text box…* |
| What data have you collected from students, peers, and/or through self-reflection? Which data collection tools from this resource have you utilized? What did you learn from them? | *Type your answer inside this text box…* |
| What new teaching practice or evaluation strategy did you try in the past academic year? How did it go? | *Type your answer inside this text box…* |
| What new teaching practice or evaluation strategy are you planning on trying this academic year? | *Type your answer inside this text box…* |
| What was your best ‘teaching moment’? | *Type your answer inside this text box…* |
| What do you consider to be your biggest strength as a teacher? | *Type your answer inside this text box…* |
| Are there any obstacles that are preventing you from being the best teacher that you can be? What are they? How can your Chairperson help to mitigate them? | *Type your answer inside this text box…* |
| What was your most remarkable achievement this past year? In what ways can your Chairperson support you in sharing this within your department or the College? | *Type your answer inside this text box…* |
| What are your goals for next year? How can your Chairperson help to support them? | *Type your answer inside this text box…* |
| How do you evaluate your success as a teacher? How can your Chairperson support your continued growth as a teacher? | *Type your answer inside this text box…* |
| How are you using technology to enhance the learning experience for your students? | *Type your answer inside this text box…* |
| Have you taught a hybrid or online course? If so, how have you evaluated its success? | *Type your answer inside this text box…* |
| What strategies have you implemented to support student retention within the courses that you teach? | *Type your answer inside this text box…* |
| What steps have you taken to create an inclusive classroom environment? | *Type your answer inside this text box…* |

## Activity 4.3. Stretch Yourself!

Reflective practice meetings provide you with the opportunity to put voice and action to your dreams for growth and development. There is shift in higher education away from traditional views of research and publication to recognize and embrace multiple forms of scholarship. Remember Boyer’s Model of Teaching and Scholarship from the *Introduction* section of this manual? Many colleges have integrated this model and its broader definition of scholarship to support and measure the scholarly outputs of faculty members.

Taking into consideration Boyer’s Model, think about some additional scholarly activities that you could be doing as part of your personal and professional development. Fill out the following chart below and take it with you to your next reflective practice meeting. Dare to dream – and work with your Chairperson to put that dream into action!

|  |
| --- |
| **Boyer’s Model of Scholarship** |
| **Type of Scholarship** | **Purpose** | **Example Measures of Performance** | **What I Will Do?** |
| Discovery | Build new knowledge through traditional research | * Publishing in peer-reviewed forums
* Producing and/or performing creative work within established field
* Creating infrastructure for future research
 | *Type your answer inside this text box…* |
| Integration | Interpret the use of knowledgeacross disciplines (and professions) | * Preparing a comprehensive literature review
* Writing a textbook for use in multiple disciplines
* Collaborating with colleagues to design and deliver a course
 | *Type your answer inside this text box…* |
| Application | Aid society and professions in addressing problems | * Serving industry or government in a consultative or advisory role
* Assuming leadership roles in professional organizations
* Advising student leaders to foster their professional growth
 | *Type your answer inside this text box…* |
| Teaching | Study teaching models to achieve optimal learning | * Advanced learning theory through classroom research
* Developing and testing instructional materials
* Mentoring/coaching students
* Designing and implementing assessment systems
* Developing and sharing Open Educational Resources (OERs) for others to use or adapt
 | *Type your answer inside this text box…* |

These activities correspond to Part Four: Taking Action, Taking Reflection to Action. Return to [Part Four: Taking Action, Taking Reflection To Action](https://ecampusontario.pressbooks.pub/reflectivepracticeguide/chapter/taking-reflection-to-action/) in the Faculty Leadership Pressbook.