

## Promoting Faculty Reflection on Learning

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- What am I doing differently because I am focusing on learning? In what ways do I seek to determine my students' prior knowledge in this course—with a view to using it, or building on it and not repeating what they already know?
- What factors bring me greatest satisfaction/dissatisfaction in teaching?
- How do I typically think about the students I teach? What images of the student shape my teaching and responses in the classroom?
- In what particular ways does the presumed role of the teacher as expert and authority hinder or assist learning?
- How much emphasis do I give in planning activities where students must use course material?
- What are the qualities we prize in educated persons? What evidence do I have that my students exemplify those qualities? If my course was effective, students would walk out with . . .
- How would I describe my students' capacities to gather and evaluate (new) information, think critically and clearly, reason productively, solve authentic problems, work effectively with others?
- How often do I meet with students to learn what they know and how they know?
- How do I know what hinders student learning in my course? What feedback can I give to students to reduce levels of unnecessary anxiety?

Discussing learning and what promotes learning is best done in a social context (rather than a workshop on teaching methods for example). Faculty share ideas, experiences, concerns, progress, reflection, and so on. Professors can be asked to share responses to such questions as:

- Compared with this time last year, I now know that . . . I am now able to . . . I could now help a colleague to . . .
- The most important thing I have learned about my students in this past year is . . .
- The most important thing I have learned about my teaching over this past year is . . .
- Assumptions about teaching and learning that have been confirmed are . . .
- Assumptions about teaching and learning that have been challenged are . . .

Faculty in a particular department or program can also set out what they each consider to be exemplary student work. They then discuss why they consider the examples exemplary. The criteria that emerge from the discussion can guide the development of assessment processes.

Proposed indicators of learning centered teaching:

- Learners are significantly engaged in classroom activity and receive feedback formally and informally from the teacher and one another.
- Learners are growing in their capacity to apply knowledge of the discipline to emerging issues, situations, and problems.
- Learners are growing in their understanding and demonstration of what constitutes “good work” and of what constitutes effective use of subject matter.
- Teachers regularly integrate teaching and assessing processes throughout the course.
- Teachers give evidence of their own learning and learning skills.
- Learning is in the context of relationship. Respect is encouraged.