Teaching reflections do not always have to be lengthy or time-intensive to benefit professional practice. Frequent, brief reflections encourage formative development and can offer opportunities to problem solve in a given term.

This exercise helps faculty quickly reflect on their teaching in real time. When used daily or weekly, the collected notes provide evidence for drafting a longer teaching statement, and support both formative assessment of instruction and summative assessment of course goals.

The instructor will record

* the date
* the unit/topic for the session being described
* a highlight to help jog the memory (e.g., good, bad, surprising, humorous, etc.), and
* a brief reflection on the day (e.g., what went well/not so well; ideas for how to change).

The instructor will also code for key domains of the Quality Teaching Initiative: Scholarly, Goal Oriented, and Inclusive and the perceptions of Overall Impact of Instruction for the day/week.

**Reflection on Teaching Quality/Satisfaction**

**Code Key:** (+) Positive

(=) Neutral

(-) Needs Work

**Topic/Lesson/Unit:**

**Day’s Highlight:**

**Reflection:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Overall Impact****(+)(=)(-)** | **Scholarly (+)(=)(-)** | **Goal Oriented (+)(=)(-)** | **Inclusive (+)(=)(-)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |