

Five-Minute Reflection¹

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 (+)(=)(-)

¹ Developed by Heidi Loshbaugh as a resource for the A&S Quality Teaching Initiative