

Marine Science Self-Reflection of Teaching

The UGA *Guidelines for Appointment, Promotion, and Tenure* states that the university expects faculty “*provide data that have been systematically collected and analyzed to support claims about teaching quality and teaching improvement*”. In addition, the Guidelines require instructors to demonstrate “*ongoing efforts to make teaching decisions based on data and to improve teaching and instruction*”. The Self-Reflection component of the annual evaluation provides one means of documenting this information.

What is a Teaching Self-Reflection?

Self-reflection of one’s teaching is a process which allows faculty to document and evaluate their teaching and improvements to their teaching. It approaches teaching in a very evidence-based manner, and involves identifying a challenge, collecting data or observations about the challenge, analyzing and reflecting on the data so that one can develop and implement a plan to tackle that challenge.

Resource: See the UGA Center for Teaching and Learning (CTL) guide on self-reflection in teaching: <https://ctl.uga.edu/resources/documents/faculty-self-reflection-guide.pdf>

The self-reflection component of the annual evaluation can contain an analysis structured around the following questions. Please limit your answers to no more than 1 page total, single-spaced.

Course addressed in this self-reflection: _____

What teaching challenge did you examine and why was this a worthy challenge? The type of challenge you address will likely change over time. Early career faculty will likely focus on challenges concerning the way they teach, whereas senior faculty will likely focus on the impact of their teaching. Notice that challenges may continue over multiple years as you tackle different aspects of them – this can provide an on-going narrative in your teaching self-reflection. Focus on a single course, and a challenge within that course.

What data or observations did you collect? Once you have identified a challenge you need to identify the types of data and observations that will give you more insight into the challenge and how to tackle it. Data can come from diverse sources such as the class itself, discussions with colleagues, or through peer evaluation and can be formal (e.g. results from student assignments), informal (personal notes about a class that did, or did not, go well), longitudinal (e.g. student performance across different sections or years of the same course), or systematic (e.g. feedback from trained peers).

How did you analyze the data or observations you collected and what are your findings? The type of analysis you do will depend largely on the nature of the data you collect. Once you have analyzed it, you can reflect on the insights it gives as to the causes of the challenge and how to overcome it.

What teaching decisions have you made based on what you learned? With this information in hand, you can develop and implement a plan to tackle the challenge identified. Further data collected will help to determine if you have successfully tackled the challenge.