Spring 2018 Pilot: 10-Minute Instructor Reflection

Thank you for participating in this Spring 2018 pilot of the faculty end-of-term **10-Minute Reflection**. This survey is meant to assist you in documenting and archiving your ideas for continual course improvement; it also might become one way to foreground faculty voice and reflective practice during formal evaluation.

It's a reflection in two parts: the first questions invite you to capture your impressions of what went well and what you plan to change next time; then the survey invites you to consider how your teaching intersects with broad teaching excellence principles—that excellent teaching is inclusive, engaged, and research-led—used by the Provost's Teaching Academy, Teaching Engagement Program, and Distinguished Teaching Awards committees.

Please let us know what you think of this instrument (you'll be prompted in the final question).

Number and title of specific course you are reflecting on:

Part One:

What went really well in the course this term? Did you make any changes from the last incarnation of the course or try any novel approaches?

What changes will you implement the next time you teach this course, and how do you hope those changes will positively impact student learning?

If you conducted a midterm student survey, what important trends or ideas did you notice in the results? Did you act on them in some way during the course or do you plan to in future iterations of the course? How did you talk to students about the survey results?

Part Two:

In what ways are you working to make your teaching in this course **inclusive** (for

example, did you make any choices to improve students' sense of belonging in the course or to help students see their own interests and concerns as connected to those of the course)?

Did you do anything in terms of professional **engagement** that was relevant to this incarnation of the class (for example, did you attend any workshops, read articles about student learning in similar courses, observe colleagues with similar goals for their students?)

In what ways was your teaching in this course **research-led**--informed by research on how students learn and inflected by UO's research mission (for example, did you articulate specific goals for student learning, structure small-group discussions and activities during class, assign activities to help students prepare for class, offer students an opportunity to reflect on their learning, or invite student into research processes)?

What else would you like to document about your experience teaching this course?

Since the questions you just answered are a part of a test pilot, we are curious if there are other questions you wish appeared here, or if you have any other feedback about this 10-Minute Reflection.