

SELF-REFLECTION INVENTORY
College of Agricultural Sciences and Natural Resources
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The goal of self-reflection is to help instructors analyze and improve their teaching. The ultimate responsibility for self-assessment rests with the individual instructor. This self-reflection inventory is designed to assist with that process and evoke a positive response.

SELF-ASSESSMENT OF COURSE:

1. What are the student learning outcomes and goals for the course?
2. Does the course content, learning activities, and evaluation instruments align with the student learning outcomes?
3. What teaching strategies are being used to help students achieve the learning outcomes?
4. To what extent is the course content, learning activities, and evaluation instruments devoted to the following educational objectives. (Handbook I: Cognitive Domain and Handbook II: Affective Domain, edited by Bloom et al. (1956) and Krathwohl et al. (1964); revision by Krathwohl (2002).
 - a. Remember - "Retrieving relevant knowledge from long-term memory."
 - b. Understand – "Determining the meaning of instructional messages, including oral, written, and graphic communication."
 - c. Apply - "Carrying out or using a procedure in a given situation."
 - d. Analyze - "Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose."
 - e. Evaluate - "Making judgments based on criteria and standards."
 - f. Create - "Putting elements together to form a novel, coherent whole or make an original product."
5. Have you designed your course with consideration about how people learn ("How Learning Works: 7 research-based principles for smart teaching" by Ambrose et al. 2010)?
6. To what extent does this course build on or prepare students for other courses in their program of study?
 - i. Within the discipline
 - ii. Areas outside discipline
7. To what extent does this course incorporate the following areas into the curricula?
 - i. Writing
 - ii. Mathematics
 - iii. Oral communication
 - iv. Computer literacy
 - v. Interpersonal skills

8. What changes in instructional approach have been tried?

9. What changes are you considering implementing in future semesters to improve the course?

FEEDBACK AND SELF-IMPROVEMENT ACTIVITIES

1. What means have been used to obtain feedback from students enrolled in the course?

2. What means have been used to obtain feedback from peers on course content, learning activities, evaluation instruments, and pedagogical approach?

3. How have your past educational experiences influenced your understanding of yourself as a teacher?

4. What workshops, seminars or other self-improvement activities have been undertaken since last self-assessment?

5. What changes in course content or methodology have been introduced since last self-assessment?

6. What attempts are made to evaluate student achievement of the learning outcomes (ex. comparison of pre- and post-test performance, student placement, comprehensive exams, performance in following courses, ACE assessment)? If so please describe.

GROWTH PLANS

1. Areas of Strength. Describe briefly those teaching skills and activities that represent your strongest attributes.

2. Areas of Weakness. Describe briefly those teaching skills or activities that represent your weakest attributes or areas that you would like to improve.

3. What acts to constrain your view of what is possible in teaching?

4. Specific Action Plans. This section provides an opportunity to formalize plans for personal growth as an instructor and identify aspects of your teaching that you want to improve. Specific strategies to build upon strengths or improve weakness are also to be presented here.