

# Analyzing teaching effectiveness and student growth through reflection

CT2 Faculty Institute, 2024



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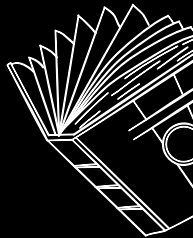
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01  
Good for you, good for me

02  
Tools for collecting & analyzing

03  
Next steps: mine & yours



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# Benefits to student learning

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## Types of reflection

Content-based reflection	application of what they learn in class
Metacognitive reflection	their own thoughts and feelings
Self-authorship reflection	how their thoughts and feelings relate to the overall body of knowledge
Transformative	why they thought and felt the way they did

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## Using prompts

<b>Description:</b> What happened?
<b>Feelings:</b> What did I feel about it?
<b>Evaluation:</b> Was it a positive or negative experience?
<b>Analysis:</b> What sense can I make of the experience, where does it fit within my personal development?
<b>Conclusion:</b> What else could I have done?
<b>Action plan:</b> In a similar situation, what would I do now?

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## The problem: Evidence vs inference

### Evidence

A sign that something is true. Evidence is anything that seen, experienced, read, or told that causes you to believe that something is true or has really happened. (Collins Dictionary)



A conclusion or opinion based on evidence. An inference is a conclusion that you draw about something by using information that you already have about it. (Collins Dictionary)

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**Just because I  
experience, see, feel something...  
does not make it a universal fact**

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But what do I get?



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- (1) Evidence-based measurements of student learning
- (2) Evaluation (by peers or administrators) of class materials
- (3) In-class visitation by peers and/or administrators
- (4) A statement by the faculty member describing methods or a teaching philosophy
- (5) Exit interview/surveys
- (6) Additional criteria as appropriate for the discipline and degree level of the students
- (7) A statement by the faculty member that describes how feedback from student evaluations were used to improve teaching



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01

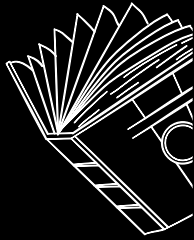
Written documentation of how students are thinking about their work

02

Feedback on what is collectively working and what elements we could improve

03

Data, data, data



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## Examples



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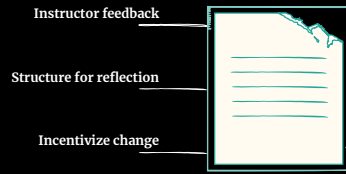
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## Feedback reflection model



Sarah Quinton & Teresa Smallbone

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## Up for a promotion? Practice a performance review

What did I do well?  
What could I improve next time?  
What grade should I get? Why?

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What in-camera photographic techniques did you use to emphasize the letters for easy readability? How did you control these to best capture your "letters"?

Your answer

Why did you choose the subjects that you did for your photographs? In hindsight, what other options could have been more fitting for your theme?

Your answer

What did you learn about photojournalism and ethics during this project?

Your answer

What was the most difficult thing you encountered during this assignment?

Your answer

Other thoughts or comments about this assignment?

Your answer

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## A sentence a day...

At the end of each class, every student writes one sentence about what they learned that day.

These are read by instructor and sometimes direct response provided verbally with the whole class.

Compile all those weekly reflections at the end of term to compile a final essay about what they have learned and mastered, what they hope to continue learning more about in future classes.



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## Things to consider... when adding reflections



**Structure**



**Content**



**Timing**

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## Class sizes

### SMALLER CLASSES:

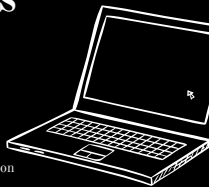
Written individual response

Verbal individual response

### LARGER CLASSES:

De-identified class-wide discussion

Peer review activity to discuss themes



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## Student reflections → Research & TPR documentation

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<p><b>In-camera photographic techniques</b> did you use to emphasize the letters for easy readability? How did you control these to best capture your letters?</p> <p><b>major in-camera photographic technique</b> I used was making sure there was balance in my lighting. To do this, I asked at the 4: bar and made sure that was balanced for each shot I took. I also experimented with different zoom settings for each letter. Finally, I changed the setting of the white balance eye auto to preset a few times to see which photo I thought captured the color best.</p> <p>I chose the word "normal", so I photographed common things that can be found everywhere. The majority of the photos were taken by my apartment complex as well as in a nearby park. To make the photos more cohesive, I could have taken them all in one place, but I prioritized the readability and I think the photos are still fitting for the theme.</p> <p>To emphasize my letters I mainly use depth of field to really focus on what I was trying to capture along with the correct ISO settings. I controlled these attributes by position myself in a way that got the best depth of field and correct lighting.</p>	<p>Why did you choose the subjects that you did for your photographs? In hindsight, what other options could have been more fitting for your theme?</p> <p>In hindsight, I wish I had gotten one picture that represented each color of the rainbow. Instead, I had a repeat of red and green. Since my theme is rainbows, I made sure I kept to colorful things I found outside, but wish I had been able to be more inclusive of each color.</p> <p>I choose to do images of things that were located outside of buildings because I like being outside as well as being around nature. Most pictures of anything nature could have been more fitting for my theme.</p>	<p>What did you learn about photorealism and ethics during this project?</p> <p>Something I learned about photorealism during this assignment was the importance of honesty of your subject. There were many times when I could have manipulated the setting to capture a more clear letter, but that would not be ethical towards this assignment. Instead, I look honest shots of what I truly saw in nature.</p> <p>During this assignment I learned about the ethics of photography mostly when shooting at the park. I made an effort to not get any children or other people around the park in my photos.</p> <p>There is more than just the image as well as they're multiple different ways you can perceive an image.</p>	<p>What was the most difficult thing you encountered during the assignment?</p> <p>The most difficult thing I encountered in this assignment was finding the letter S. I took a walk all around campus with no luck, and I was not until I got back to my apartment when I saw the S formed by the branch that I captured. It was also difficult to find an angle that achieved the letter I was looking for such as with the R. From straight below, the object did not look like a R, but by moving away, I was able to spot the letter.</p> <p>The most difficult thing I encountered during this assignment was coming up with a word and a theme. Once I knew my word and had a vision for what the word was, I was able to explore around my apartment and nearby areas to execute the theme.</p> <p>Finding letters for my theme as well as getting the right angles so that it makes my letter pop.</p>	<p>Other thoughts or comments about this assignment?</p> <p>It was interesting to see how many letters start to pop out in nature during an assignment like this. Even once I was done collecting my photos, I was still seeing letters all over my apartment.</p> <p>N/A</p> <p>Very cool assignment</p>
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## Questions?

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# Thanks!

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## References

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