



SUPPORTING FLEXIBLE INSTRUCTIONAL SKILLS DEVELOPMENT:

A Collaborative Teaching and Learning Series



COLLEGE of SOCIAL AND
APPLIED HUMAN SCIENCES



Debriefing Winter 2020: A Shared Reflection

Housekeeping

- In order to ensure you have the best experience within this webinar, please mute your audio for the first part of this session.
- The chat function is enabled at the bottom of the screen at any time you have any questions.
- This session will not be recorded; please be respectful and inclusive of the contributions made by others.

Supporting Flexible Instructional Skills Development: Webinar Overview

- **Wednesday, May 20: Debriefing Winter 2020: A Shared Reflection**
- Wednesday, May 27: Finding and Using Open Educational Resources (OER) in the Classroom
- Thursday, June 4: Effective and Flexible Course Design: The Big Picture
- Tuesday, June 16: Enhancing Active & Collaborative Learning in Flexible Course Design and Delivery
- Tuesday, June 30: Designing Assessments: A Learner-Centred Approach
- Tuesday, July 14: Graduate Student Support: An Open Forum for Discussion
- Tuesday, July 28: Strategies for Community Engaged Teaching and Learning in Remote Learning Environments
- Wednesday, August 5: Tools for Providing Meaningful (and quick!) Feedback to Students
- Wednesday, August 19: Teaching and Learning in a Virtual Classroom Setting





Welcome to our first session!

What we hope to achieve together today:

- Explore the role of reflective practice as a teaching and learning development tool; and
- Reflect on our Winter 2020 experiences in small groups by identifying challenges, solutions, and lessons learned to apply to future scenarios.

Your Facilitators

Jacqueline Hamilton BAsc MEd

Senior Manager, Learning, Assessment, and
Accreditation

Gordon S. Lang School of Business and
Economics

Chris Donaldson BES BEd MBA

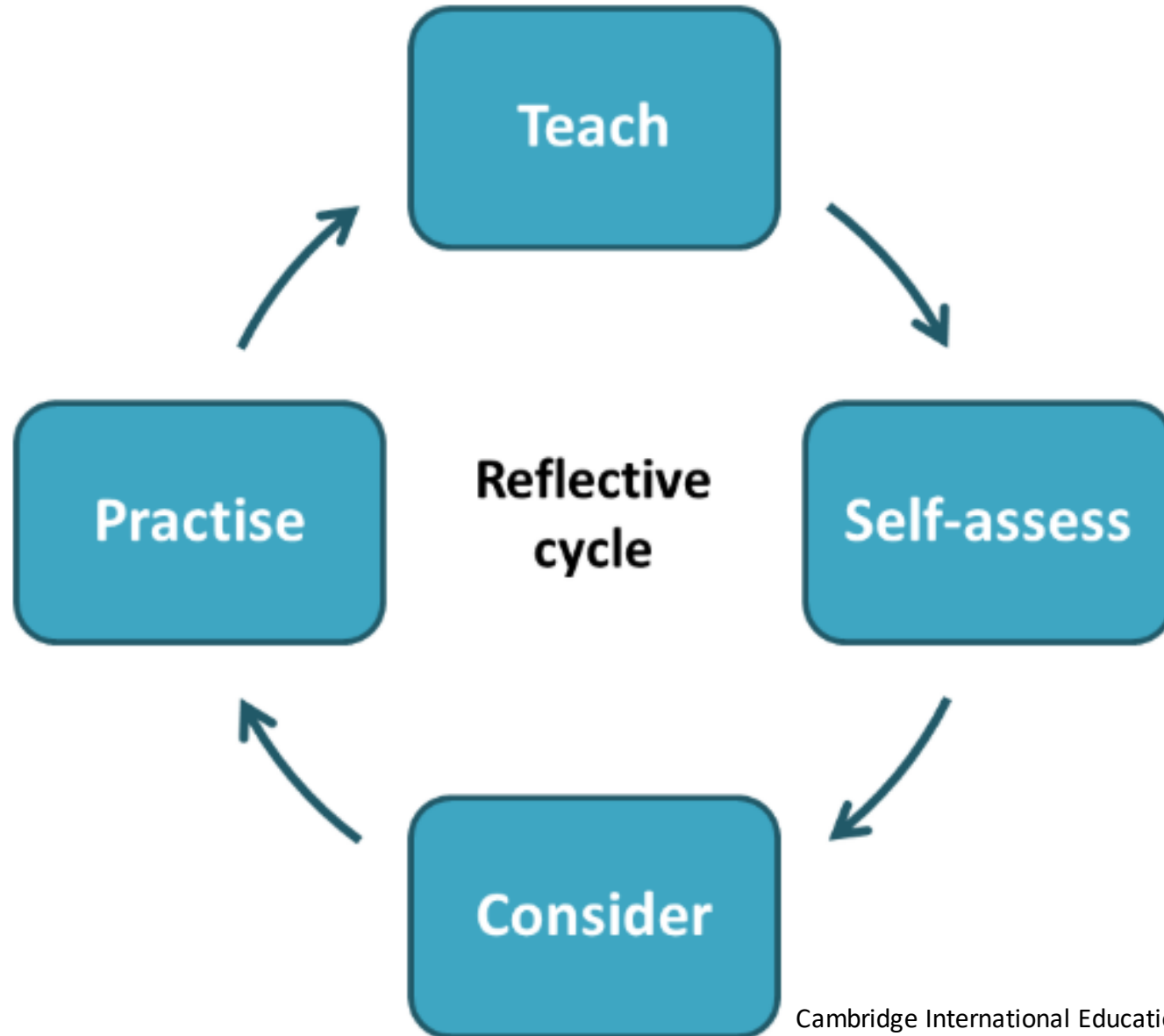
Manager, Academic Programs

College of Social and Applied Human Sciences

Reflective Practice for Instructors

- What does it look like?
- How do you make it your own?
- Why bother doing it?





Cambridge International Education, 2020

What is Reflective Practice?

Reacting

Recording

Reviewing

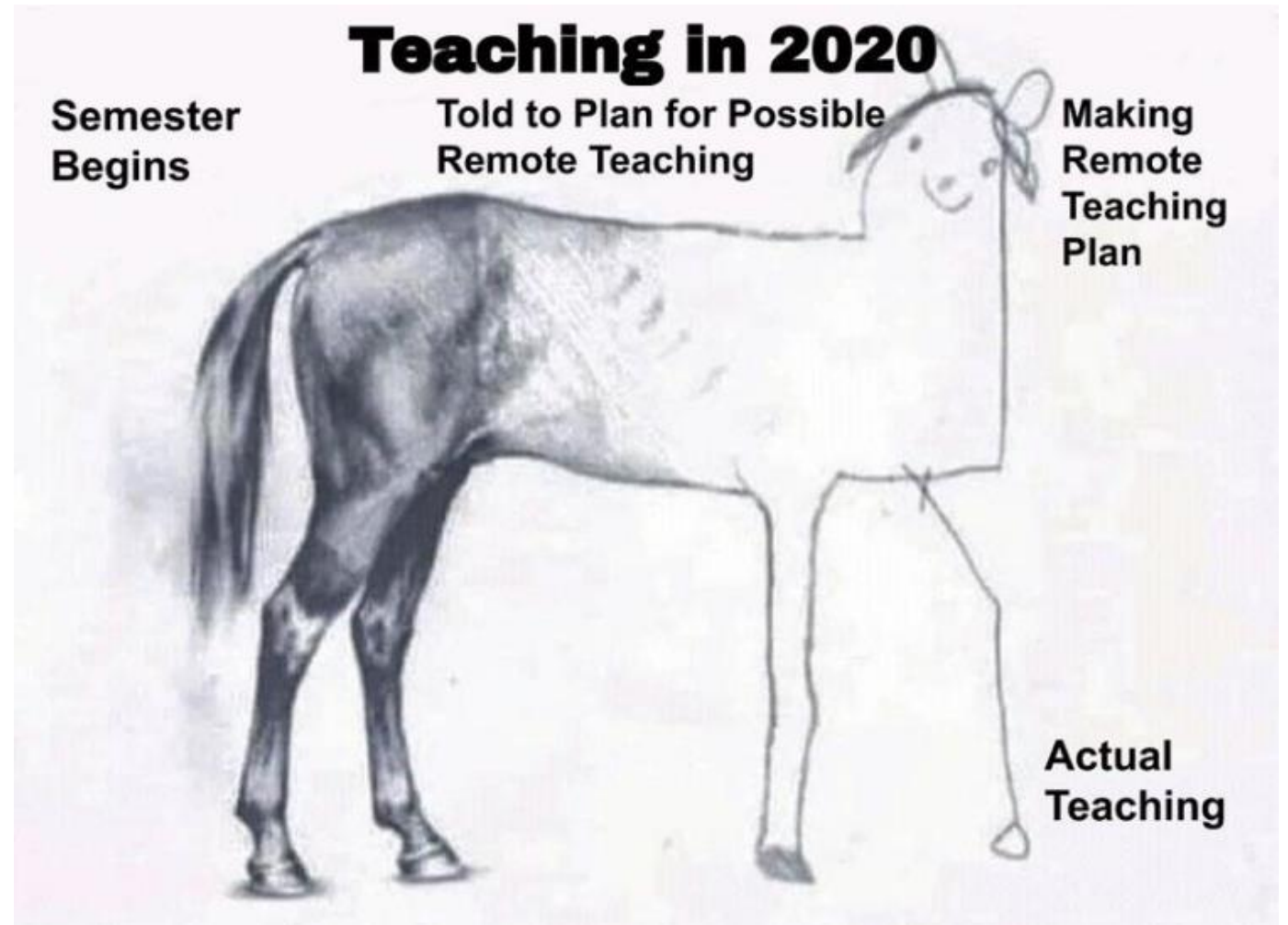
Revising

Reworking

Reassessing

6 Principles of Reflective Practice

A Perfectly Valid Reflection



Winter 2020 Reflections

In small groups, you will have a chance to discuss your Winter 2020 experiences. Consider:

- What challenges did you encounter?
- What worked well? What solutions or innovations did you use that you would recommend to others?
- What lessons or ideas will you bring forward into your future teaching as a result?



Topic Ideas for Small Groups

We have brainstormed some topics about W20 for small group discussions. Please feel free to deviate from this list.



Delivering lectures in a virtual environment



Final exams



Student engagement in a remote environment



Troubleshooting on the fly



Asynchronous course delivery

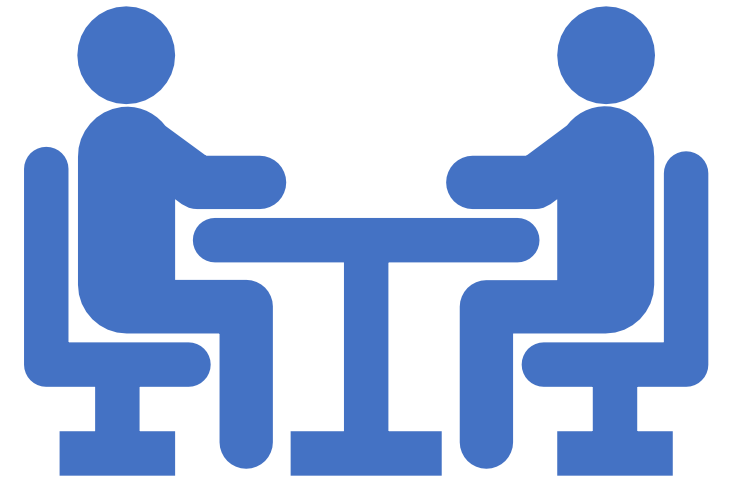


Synchronous course delivery

Welcome back!

What are some of the lessons, ideas, or takeaways you will bring forward in your future teaching?

Please share using the Chat feature at the bottom of the screen.



Questions?

Thank you for your time and for engaging with us!
Email us anytime with future questions:

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Jackie Hamilton jhamil06@uoguelph.ca

Register for our next webinar focused on Open Educational Resources (OER) on May 27, from 1:30 to 3:00 pm.

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References

- Cambridge International Education (2020). Getting Started with Reflective Practice. Retrieved from <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>
- Finlay, L. (2008). Reflecting on Reflective Practice. *Practice Based Professional Learning Centre, The Open University, 52, 1-27.*
- Hora, M., & Smolarek, B. (2018). Examining Faculty Reflective Practice: A Call for Critical Awareness and Institutional Support. *Journal of Higher Education, 89(4), 553–581.*
- Tarrant, P. (2017). *Reflective practice and professional development* (First edition.). Thousand Oaks, CA: SAGE Publications.