Reflection in Practice: Evaluating Ourselves and Our Teaching Moments in the Classroom

We ask our students to reflect on their reading, their writing, and their work in progress in order to enhance student learning. Reflective writing is a place where metacognition takes place as the writer recalls their thinking processes. We have known the importance of reflection in the composition classroom for a number of years, but do we apply these concepts to our own practice? Reflection in teacher-practice offers the instructor a way to evaluate their teaching through moment by moment accounts. This presentation will discuss different reflective practices that can help instructors recognize good teaching moments which builds self-esteem and the need for areas of improvement and, as a result, can instigate change in teaching practice or indicate a need for research. Our reflection in the classroom can lead to changes to our own practice but can also lead to changes through teacher-research in our disciplinary field.

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