An example of good reflective writing

Through these observations I realised that the **strength of my teaching is the structure and quality of information / content**, as these were commented on by both observers and students. One of the issues I had been concerned about was the pace of the lecture, as this had been flagged in student feedback from my undergraduate teaching last year. However, this did not appear to be an issue at all in this session or the module generally, indicating my increased attention to this problem, or perhaps that my pace is more suited to the Masters level.

Both my observers and a couple of students noted my nervousness, which was due to my relative lack of familiarity with the literature of this module, and the anxieties of ‘being observed’; problems that would be resolved through the experience of having now completed a full cycle of teaching the module. One of the disadvantages of first-timer anxiety is that the ‘corridor of tolerance’ (McAlpine et al, 1999, cited in Hussey & Smith, 2003: 359-60) is narrower, i.e. I am less comfortable shifting the locus of control to students (despite commitment to do it ideologically).

The need for a more visual approach to the PowerPoint presentation was another point raised by the **mentors** and the **students**. Overall the deep learning for me through the feedback process is internalisation of the understanding that I need to consider how the learning outcomes are constructively aligned (Biggs, 1999) with the activities / methods and the assessments (both formative and summative) **in a holistic manner**. At the outset of the module, the two new objectives were “add-ons”, rather than integrated with an analysis of how they might contribute to the five levels of learner performance (ibid: 351-2); and how these levels of understanding would be drawn out by the related formative assessments. This is, admittedly, a difficult balance to negotiate in practice, but the insight has proved invaluable to my plan for future practice.

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