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# Reflective Practice

In our busy lives, it is important to pause and reflect on what we're doing, and more importantly, why we are doing it. Schön (1983) offers two approaches to reflective practice for professionals. Having a consistent and detailed record of your experiences, insights, and successes will make it easier to tell stories about your teaching.

1. **Reflection-in-action** is private, quick, and internal. This takes place in the moment, when we self-correct an activity when it isn't working as planned. Keep a handy journal nearby to jot down a reminder to yourself when you notice these self-corrections. Immediately after class, write a short summary of the class and then reflect on and evaluate how the class went. Jot down spur of the moment ideas there, too.
2. **Reflection-on-action** is systematic, on-going, and intentional with a focus on improvement. This process helps your reflective practice lead to progressive problem-solving. Observing your own practice objectively requires honesty and awareness of your blind spots, but this effort increases the integrity of your daily work. Find 1-2 trusted colleagues to help you process patterns you notice or challenges you're not sure how to overcome. You may decide to publish your reflection-on-action insights in [journals showcasing the work on the Scholarship of Teaching and Learning](#).

A simple way to start is to ask yourself these 3 questions each day:

- What went really well today and why?
- What could have been better and how?
- What do I want to change in my teaching?

Try to target different aspects of your teaching to study in detail. One way to think about getting started is to think about the materials you select/create for your students and the activities you ask students to do. Make mental notes about how well they work or don't work. Plus, the notes you leave behind for yourself will help you make changes in the course the next time you teach it. In Canvas, I have a hidden content page where I keep a link to my own teaching journal for each class. Having it right there with my course materials helps remind me about what to fix the next time around!

Telling the story of your teaching requires an on-going commitment to reflective practice to provide an often-absent perspective on your work with students.

## Resources

[What the Best College Teachers Do](#) (Don't have time to read it? [Summary Outline](#) available here)

[Assessing Your Teaching Effectiveness](#)

[Characteristics of Effective Teachers](#)

## Reference

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.



## Sharing Files with Students in Canvas: Files or Modules?

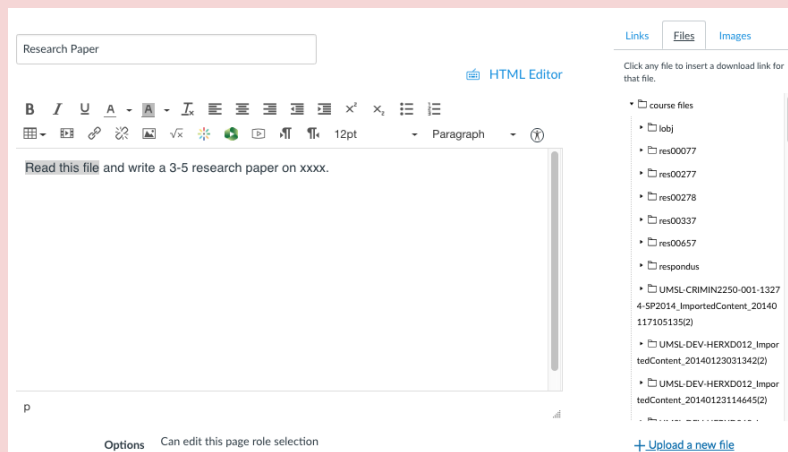
What's the best way to share materials with your students? It turns out that the Files tool in Canvas was not designed to be a primary method for sharing materials with students. Think of "Files" as that closet containing all of your raw materials (PDFs, photos, Word docs, etc) that you'd use when sharing these resources with students as part of assignments or activities.

If you want to share files with your students, consider one of these methods:

1. In a Canvas Module, you can add files to any module in the order you want students to review them. Add a module (or go to the module) where you want to share your materials. Then, click the + button and choose "File" from the pull-down menu. From there, choose "Choose an existing file or choose "New File", then browse and find the file you want to add to the module."

A screenshot of the Canvas LMS interface. At the top, there is a blue button labeled "Modules". Below it, a grey header bar shows "Chapter 1 Module, Your Topic Here" with a plus sign and a menu icon. A white box titled "Add Item to Chapter 1 Module, Your Topic Here" is open. Inside, a dropdown menu is visible with options: Assignment, Quiz, File (highlighted), Content Page, Discussion, Text Header, External URL, and External Tool. Below the menu, a "File" selection dialog is open, showing a list of files under the folder "course files". The files include "51yE7-1wj1L\_SY344\_BO1.204.203.200\_.jpg", "Case Studies - Teaching Excellence &amp; Educational Innovation - Carnegie Mellon University.pdf", "Ch 1.swf", "Ch 3(1).swf", "Ch 5(1).swf", and "Ch1 - Intro and Overview of DCDT.ppt". At the bottom of the dialog, there are fields for "File:" (Choose File), "Folder:" (course files), and "Indentation:" (Don't Indent). "Cancel" and "Add Item" buttons are at the bottom right.

2. Students appreciate the efficiency of seeing the file they need within the learning activity in Canvas itself (assignment, discussion, etc.) Here's how you can add a file within a Page, Assignment or Discussion forum. Go to the page, assignment, or discussion and put the item in editing mode so you see the editing toolbar. Then, place your cursor or highlight the text where you want students to click to access the file you're sharing. Then on the right, choose, the "Files" tab to find your file in your course. If your file isn't in Canvas yet, choose "+ Upload a New File" to browse your computer and upload it into Canvas and link it directly there. Don't forget to Save your work!



## Upcoming Workshops and Colloquia

### Workshop: Kaltura: Easy Ways to Make Videos Interactive

Friday, March 2

Lucas Hall 589

Noon - 1:30 PM

[Register](#)

It's easy to accomplish this to-do list together: screen recording with audio & video; handle audio files besides video; create quizzes from videos you create; create quizzes from YouTube videos; quizzes feed into the Canvas Grade book; create closed captions & transcripts. Join us to learn these great skills to give students meaningful, interactive options to improve learning.

### Peer Academic Leaders (PALs) Training

Monday, March 5

Lucas Hall 589

2:00 PM - 4:00 PM

[Register](#)

PALS is a Campus Rules & Regulations Orientation. Any student employed as a peer tutor, advisor, undergraduate tutor, SI Leader, lab tutor or assistant, peer academic leader or mentor at UMSL needs this important training. Note: If you have taken the PALS training within the last two years, you do not need to take PALS again.

### Developing an Effective Faculty Evaluation System

Wednesday, March 7

Online Webinar by Magna Publication (not led by UMSL CTL)

[Register for Free Online](#): With your free online registration, this seminar can be viewed anytime on March 7, 2018 starting at 8:00 AM (CST) and ending at 8:00 PM (CST).

Register today for the FREE Magna Online Seminar, *Developing an Effective Faculty Evaluation System*, presented by Ken Ryalls, PhD, president of The IDEA Center. You'll learn how to create a transparent evaluation process that enables fair, balanced, and important decisions about faculty job performance. Topics covered include 1) components of a balanced faculty evaluation, 2) student feedback, 3) peer feedback, and 4) self-evaluation.

### Open Educational Resources Workshop

Your Choice:

**Option 1: Wednesday, March 7 (10:00 - 11:00AM)**

**Option 2: Friday, March 9 (1:00 - 2:00 PM)**

**TJ Library, Room 315**

[Register](#)

Interested in the [UM A&OER grant](#) (see below for more info about the grant)? Find out more this Open Educational Resources Week at the library! Are you wondering what constitutes an Open Educational Resource, or what defines affordable? We'll explore that and how you can use these vetted peer reviewed resources to enhance your teaching and learning. You'll leave understanding how to find, adopt, adapt and create your own OER materials to supplant expensive textbooks. More than free textbooks, OER is an ecosystem of information at your fingertips. Light refreshments provided.

## **Preparing the Factual Record**

**Wednesday, March 21**

**Lucas Hall 589**

**Noon - 1:00 PM**

[Register](#)

You plan to submit your papers for review, but what goes into the all-important Factual Record? How do you work with your ad personam committee? What's a dossier? Whether you will be reviewed for promotion or promotion with tenure, bring your questions and ideas to this informal session. Guidance and coffee will be served.

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# Course Sharing

## [Intercampus Course Sharing](#)

The Intercampus Course Sharing Initiative from University of Missouri-System allows faculty from any of the UM campuses to teach an online course that can be taken by students at other UM campuses. Faculty or departments interested in the Course Sharing process will need to complete a proposal for the course(s) they intend to share to other campuses. Stipends are available for applicable development and coordination costs associated with building the course and/or transitioning it online.

## **Spring 2018 RFP**

### **Forms**

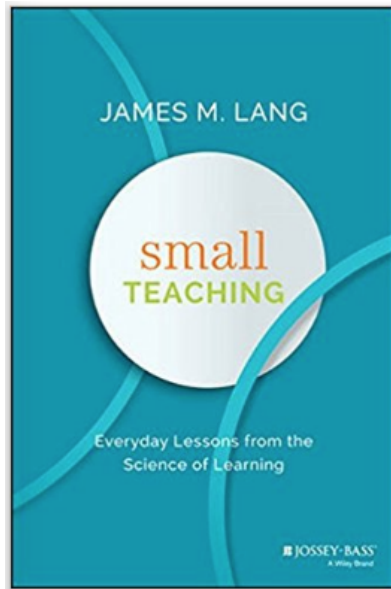
Use the guidelines and forms below to develop and submit your proposal; discussions, feedback, and agreed upon implementation with the Instructional Design team are **required** before your proposal can be submitted to the Academic Affairs Office.

- [Proposal guidelines and additional information](#)
- [Proposal template in Word](#)
- [Proposal template in PDF](#)
- [Faculty checklist](#) (for use each semester)

### **Submission schedule**

- March 2: Proposal due date.
- March 2 - 16: Faculty will have a two-week period to work with Instructional Designers and develop a final version of their proposal.
- On or before the end of the two-week review period, a member of the Instructional Design staff will submit the completed proposal to the Provost Office for review.

- The Provost Office will have one week in which to recommend proposals for final committee approval.
- Final committee approval and award notification will occur toward the later part of the semester.



### **The Last Five Minutes of Class**

How do you spend the last five minutes of your class? James Lang, author of *Small Teaching: Everyday Lessons from the Science of Learning* shares these excellent learning activities that make best use of those remaining minutes of class.

1. Ask students to write a 1-minute paper on what the most important thing they learned today was or what question still remains for them.
2. Ask students to identify 5 ways that the day's material appears in contexts outside of the classroom. They could do this as a class, in groups, or individually.
3. Use the last 5 minutes to help students know how best to prepare for an upcoming assignment. Suggest they write an outline, rewrite their notes, or test themselves. Read more about the most effective study techniques (and why re-reading or highlighting isn't as effective as students think!) (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013)\*
4. If you begin class with questions, put them back on the screen and have students use what they learned that day to formulate their own answers. Ask students to explain how today's class confirmed, enhanced, or contradicted what they knew before.

\*Dunlosky, Rawson, Marsh, Nathan, & Willingham. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Association for Psychological Science*, 14(1), 4-58.

Retrieved

from <http://journals.sagepub.com/doi/full/10.1177/1529100612453266#articleCitationDownloadContainer>

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# Affordable & Open Educational Resources

The [UM System Affordable & Open Educational Resources \(A&OER\) initiative](#) works to enhance the use of affordable and open educational resources at the university. A&OER provide students immediate and unlimited access to course materials, enhance learning by providing up-to-date and interactive resources, and lead to greater retention and graduation. Additionally, they help to lower the cost of education.

A&OER also benefit faculty as they can easily tailor course materials to keep content relevant and up-to-date. To support faculty in transitioning to more affordable and open educational resources, the A&OER Taskforce, formed in 2017, has created a faculty-first grant funding programs for all UM System faculty who wish to adopt or develop new A&OER course materials. Information on A&OER, the taskforce, and the grant program is below.

## About the Grant

The A&OER Grant Program encourages faculty experimentation and innovation in finding new, better, and less costly ways to deliver learning materials to their students than traditional textbooks and other educational resources. Specifically, the grant program recognizes and encourages faculty and instructors who commit to the *creation, adaptation, adoption, and review* of A&OER. The definitions of these terms are provided below.

**Reviewing an existing OER in the Open Textbook Library.** Faculty reviews of textbooks in the Open Textbook Network represent an important contribution to furthering Affordable and Open Education both in the UM System and within the larger Open Education Community.

**Adopting existing OER or affordable resources.** Using available resources lower barriers for faculty course redesign. In many situations, existing OERs can be used to meet course student learning objectives.

**Adapting existing OER or affordable resources.** Revising and/or re-mixing requires more faculty effort and time in the course re-design, but allows greater tailoring of course materials to meet unique course student learning objectives.

**Creating and licensing a new OER.** Creating a new OER resource is an option where there are currently no sufficient OER available to meet learning objectives or subject matter. This typically requires previous experience with OER and/or textbook development.

As described below, two types of grants will be awarded:

- Adopting, adapting, or creating affordable or open educational resources
- Associated activities
  - Reviewing Open Education Resources textbook
  - Recognizing early adopters of A&OER

**Grant Categories:****Adopting, Adapting, Creating**

Faculty can achieve any of these grant levels by adapting, adopting, or creating resources (see definitions above).

*Level I – Open Educational Resources (OER) (\$0):* Proposal must replace an existing textbook or course material with a no-cost alternative.

*Level II – Low-Cost Resources (<\$40):* Proposal must replace an existing textbook or course materials with a low-cost alternative (defined as less than \$40).

*Level III – Major Cost Reduction: (50%-90% cost reduction):* Proposal must replace an existing textbook or course material such that student costs are reduced by 50%-90% over the previous course adoption.

*Level IV – Moderate Cost Reduction (up to 50% cost reduction):* Proposal must replace an existing textbook or course material such that student costs are reduced by up to 50% over the previous course adoption.

*Alternative Proposals:* Proposal does not fit in the levels above but would impact the affordability of educational resources for students. Examples may include departmental proposals, proposals that would cost more than \$10,000 to implement but have a significant impact on students, etc.

*Award Amounts:*

Maximum award amount listed below.

<b>Total cost of educational resources for a course/section per student, per semester</b>	<b>Mostly Adopt</b>	<b>Mostly Adapt</b>	<b>Mostly Create</b>
Level I: \$0	\$2,500	\$6,250	\$10,000
Level II: <\$40	\$2,000	\$5,000	\$8,000
Level III: 50%-90% cost reduction	\$1,500	\$3,750	\$6,000
Level IV: up to a 50% cost savings	\$1,000	\$2,500	\$4,000
<b>Total Maximum Award Amount</b>	<b>Award Amount + Student Impact + Diversity and Inclusion (see below)</b>		

- *Student Impact:* In addition to providing the above grant amounts based on whether the faculty adopted, adapted or created resources, additional funds will be provided to recognize the number of students impacted by the lower cost resources. Outlined below are the additional amounts awarded by campus based on the projected enrollment of the course/section.
  - **For MU:**
    - >250 = \$1,000
    - 100 – 249 = \$500
    - 0 – 99 = \$250
  - **For UMSL, UMKC & S&T**
    - >75 = \$1,000
    - 41–75 = \$500
    - 0–40 = \$250

- *Diversity and Inclusion:* In addition to providing grants based on whether the faculty, adopted, adapted or created resources, additional funds will be provided to those who incorporate inclusive teaching practices into their courses. To learn more about inclusive teaching practices and resources, contact us at the CTL.

Learn more about the grant process, selection criteria and how to apply here: <https://www.umssystem.edu/ums/aa/oer>

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## Readings from the Web



### [10 Tips for Successful Grant Writing](#)

This article from the Chronicle of Higher Education reminds us about what goes into a successful grant proposal. Epidemiologist Lisa Chasan-Tabar shares strategies she has gleaned from teaching grant writing for the past 20 years and from being continually funded by NIH as a principal investigator.

Here's one of the great suggestions she includes, "Use the grant-review criteria as subheadings in your proposal, making it easier for the panelists to fill out their review forms."