Reflecting on practice with colleagues

Appendix 3: Sample questions to prompt dialogue/reflection

|  |  |  |
| --- | --- | --- |
| **Initial conversations**Purpose: set the scene, focus the facilitator and discuss practicalities | **Activity (observation / exploring an aspect of practice)**Purpose: focus the facilitator, guide the activity, encourage a student-focussed approach | **Teaching conversations**Purpose: reflecting on practice (also see [Reflective Practice Models](https://www.ucd.ie/teaching/t4media/reflective_practice_models.pdf) from University College Dublin) |
| What are the aims for this session/module? How does this relate to the rest of the module/programme? | Is it clear to the students how this session/activity relates to previous and future work? | How successful was the session/activity/materials in relation to student learning?  |
| Why do students take this module? | Are there clear aims and learning outcomes for the session/activity/materials? And are these aligned with overall learning outcomes and aims for the module/programme? | What was effective and why? |
| What do you want students to achieve? What are the learning outcomes? | Are there opportunities for students to actively participate and engage with the session/activity/materials? | What was less effective and why?  |
| How many students are taking the module? | What is the pedagogic rationale for the use of a particular approach and is it appropriate? | What would you do differently next time? |
| Who are your students? | What evidence is there that formative assessment is used to enhance student learning? |  |
| Have you taught this session/module before? Are you trying anything new? Is there anything that has been problematic in the past?  | What opportunities are there for students to internalise the assessment criteria?  |  |
| Why are you doing things this way, on what educational basis or previous experience is your practice based? | What evidence is there that individual learners and diverse learning communities are catered for?  |  |
| Is there anything in particular you would like feedback on? | Are there opportunities for the students to think, clarify their understanding and provide feed-back? How is this handled? |  |
| If the session is in a traditional classroom setting, where will the facilitator sit? Is it appropriate to wander around and speak to students? |  |  |
| Will the facilitator participate in the session? |  |  |
| How will the observation be explained to students? |  |  |
| How will the student voice be incorporated into the process? |  |  |
| How will the facilitator record information? Will the facilitator use the optional pro-formas?  |  |  |
| Are there any existing guidance/frameworks to help identify and agree potential prompts for dialogue? |  |  |
| When will you meet to reflect after the observation /exploration of learning materials? |  |  |