

Instructor Planning and Reflecting Tool for Curricular Design

This tool was developed to support instructors' engagement in iterative cycles of planning, action and reflection in relation to their teaching practice as they participated in EaSEIL Community of Practice (CoP) meetings. The tool provides space and guiding questions for users to keep a record of how they are informing curricular development efforts with discussions and knowledge gained in professional development sessions/through theoretical frameworks. Keeping a teaching context in mind, users can establish goals, plans, observations, interpretations and reflections to mobilize new ideas to their teaching practice. Regular/ongoing engagement with this tool allows the user to 'see' their learning journey, as well as their intentions, actions and reflections overtime.

How was this tool produced?

Dr. Silvia Mazabel adapted this tool for the [Earth Science Experiential and Indigenous Learning](#) (EaSEIL) initiative in 2022, drawing on a previously adapted version from original templates developed by Sharon Jeroski in the context of a project titled [Changing Results for Young Readers](#) (Mazabel Ortega, 2022). The tool is informed by self-regulated learning theoretical frameworks and seeks to foster contextualized, meaningful and adaptive engagement in learning settings (e.g., workshops).

How to use this tool?

Instructors

Follow the directions on the worksheet (p.2) if using this tool on your own.

Faculty Developers

Use this tool to support individual instructors as they participate in professional development sessions (e.g., workshops, communities of practice) in person or in online settings, by inviting instructors to engage with the worksheet (p.2) at the beginning, during or the end of a session. The worksheet is dynamic and can be completed in full or with a focus on specific quadrants, depending on the session's goals and time allocated for individual reflection.

Sample workshop or facilitated community of practice meeting agenda:

1. Welcome and community guidelines
2. Individual Reflection Activity (5 min.): Complete focus/goal and top quadrants in Action and Reflections Template
3. Small or whole group discussion:
 - a. What are Community engaged learning principles?
 - b. Exploring the uses of critical reflection
4. Small group activity: How have you used critical reflection in your practice? How do you envision using critical reflection in your practice?
5. Individual activity (3. min): Complete bottom right quadrant
6. Wrap-up: Whole group discussion about next steps (suggest to participants to use ideas recorded in Step 6)

References

Mazabel Ortega, S. (2022). Collaborating with university instructors to foster self-regulated learning in science undergraduate courses (T). University of British Columbia. Retrieved from <https://open.library.ubc.ca/collections/ubctheses/24/items/1.0406620>

The work leading to this tool was done on the traditional, contemporary, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) at the University of British Columbia Point Grey campus in what today is called Vancouver, Canada

Iterative Design Reflection Tool for Teaching

This tool was designed to support you in keeping a record of curricular goals, plans, interpretations and reflections to mobilize new ideas to your teaching practice

Directions:

1. Bring this tool to professional development activities
2. Prior to the session complete the first two rows and quadrants 1, 2, 3 to ground your learning for the session
3. Take notes on relevant quadrants as informed by the session
4. At the end of the session, complete quadrant 4
5. Keep all your records of actions and reflections together and revisit when necessary

Record of Actions and Reflections

Name:		Date:	
Focus/Goal (Include the teaching context and what you want to accomplish overall or in relation to the topic of the session)			
1 What are you doing/What have you done towards your goal? (If you used or are planning on using specific resources, please list them)		2 Why are your plans/actions helpful? If you've taken action, what has worked? What hasn't worked? why?	
3 How are your efforts at re-imagining field-based learning making a difference (in your teaching, in your students' learning; in your approach to field-related work/research)? List and describe briefly any "evidence" you consider relevant.		4 To be completed at the end of today's meeting What is something you learned or heard today that can lead to action? What else would you like to learn about to accomplish your goals? What supports could you use?	

