

### Jefferson Educator: Domain of Critical Self-Reflection

*The Jefferson Educator engages in critical analysis of one's self and one's teaching practices to continuously improve learning experiences.*

Faculty engaged in critical self-reflection ask themselves how their behaviors, strategies, and practices inside and outside the learning environment contribute to all learners' growth and achievement.

Critical self-reflection requires taking ownership and responsibility for your teaching practice through sustained and systematic evaluation of your own conscious and unconscious beliefs and assumptions. These beliefs and assumptions address phenomena big and small both in and out of the learning environment, including but not limited to beliefs about the purpose and nature of learning and learners, the role of assessment and evaluation, and personal conduct.

### When might I use Critical Self-Reflection?

- To gain insight into how your actions potentially impact learning for all community members.
- To help with the design, initiation or conclusion of a learning experience.
- To formally or informally review a learning experience or activity.
- To identify areas of professional strength and professional growth.

### Key Principles of Learner-Centered Teaching

Educators can review and select from several models used for critical self-reflection. Essentially, critically self-reflective educators attempt to answer the following questions:

- What am I doing in this learning experience?
- Why am I doing this?
- What is the impact on learning?
- What, if anything, do I need to change based on this information?

It's common for educators to engage in critical self-reflection with novel or challenging teaching experiences, and these experiences are often the beginning of a lifelong journey. Practitioners who excel at self-reflection use the practice to avoid rote teaching and to revitalize and innovate their teaching and learning toolbox to benefit future teaching.

This dynamic and ongoing process provides time and space for practitioners to think carefully about how their teaching practice enhances or hinders learning. Critically self-reflective practitioners approach their practice with self-awareness and celebrate the ups and downs of teaching as growth experiences.

It may seem as if critical reflection is a solitary endeavor; however, critically self-reflective practitioners think, write, and discuss their teaching practice in dialogue with a larger community.

The reflective practitioner gathers information and data from various perspectives or lenses, including:

- an autobiographical lens
- the learners' perspectives
- their peers' lenses
- the perspective offered by relevant literature

### How can I get started?

- Attend a Talking Teaching session or suggest a relevant teaching topic for discussion.
- Complete a self-assessment or a teaching practices inventory. [Links—Yale U CTL links to articles/not instruments] to help uncover your approach toward teaching.
- Consider using the critical incident questionnaire (CIQ) to understand when and how learners were most engaged.
- Request a confidential teaching observation.
- Review learner feedback and teaching evaluations for themes or patterns.

### Selected Resources

Brookfield, S. (2017). [\*Becoming a critically reflective teacher\*](#) (Second edition.). Jossey-Bass.

Hernandez, F., & Endo, R. (Eds.). (2017). [\*Developing and supporting critically reflective teachers : diverse perspectives in the twenty-first century\*](#) (1st ed. 2017.). Sense Publishers. <https://doi.org/10.1007/978-94-6300-986-7>

Farrell, T. S. C. (Thomas S. C., & Miller, T. E. (2004). [\*Reflective practice in action : 80 reflection breaks for busy teachers\*](#) (F. Zucker, Ed.; 1st ed.). Corwin Press.

Kuit, J. A., Reay, G., & Freeman, R. (2001). [\*Experiences of Reflective Teaching\*](#). *Active Learning in Higher Education*, 2(2), 128-142. <https://doi.org/10.1177/1469787401002002004>

Porter, J. (2017, March 21). *Why you should make time for self-reflection (even if you hate doing it)*. Harvard Business Review. <https://hbr.org/2017/03/why-you-should-make-time-for-self-reflection-even-if-you-hate-doing-it>

*Resources have been linked to University Library holdings or the original source. You may be prompted to enter your Thomas Jefferson University credentials for access.*

[Center for Faculty Development and Nexus Learning](#)