

Structured Teaching Reflection Tool

Description	What happened? Provide a clear description of the teaching activity(ies) that you led. At this stage resist the temptation to make judgements or to try to draw conclusions: simply describe.
Thoughts And Feelings	What were your initial thoughts and feelings about the experience of teaching? Again don't try to analyse what went on yet
Evaluation	What went well and what could be improved? At this stage you start to make value judgements. It's also useful at this stage to draw on evidence other than your own thoughts and feelings. What did the students think of the session? If you were observed by a peer or mentor, what were their views?
Analysis	What sense can you make of what happened? How does your experience relate to that of others? At this stage it is useful to draw on the literature and research relating to learning and teaching.
Conclusions (General)	What can be concluded (if anything) in a general sense from your experiences of teaching and the analysis you have just undertaken?
Conclusions (Specific)	What can be concluded about your own specific, unique and personal way of teaching? How might you change your future practice?

Reference:

Gibbs, Graham (1988) *Learning by Doing: A guide to teaching and learning methods*. London: Further Education Unit.