



學能提升研究中心

Centre for Learning Enhancement And Research

# Impact of Reflective Teaching for Inclusive Education in Higher Education

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# Objectives

- In the next 90 minutes,
  - To discuss about reflective teaching
  - To consider some of the areas in reflective teaching
  - To discuss about the impact of reflective teaching for inclusive education in Higher Education

# What is reflective teaching from your perspectives?

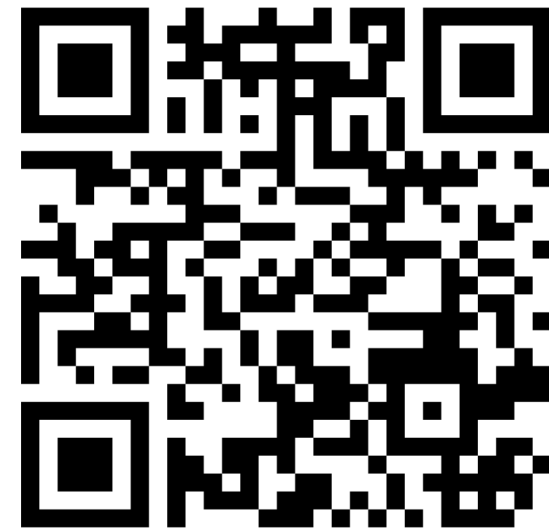
Voting Link:

<https://www.menti.com/al6f7n4e9p8k>

Or

Go to [www.menti.com](http://www.menti.com) and use the code

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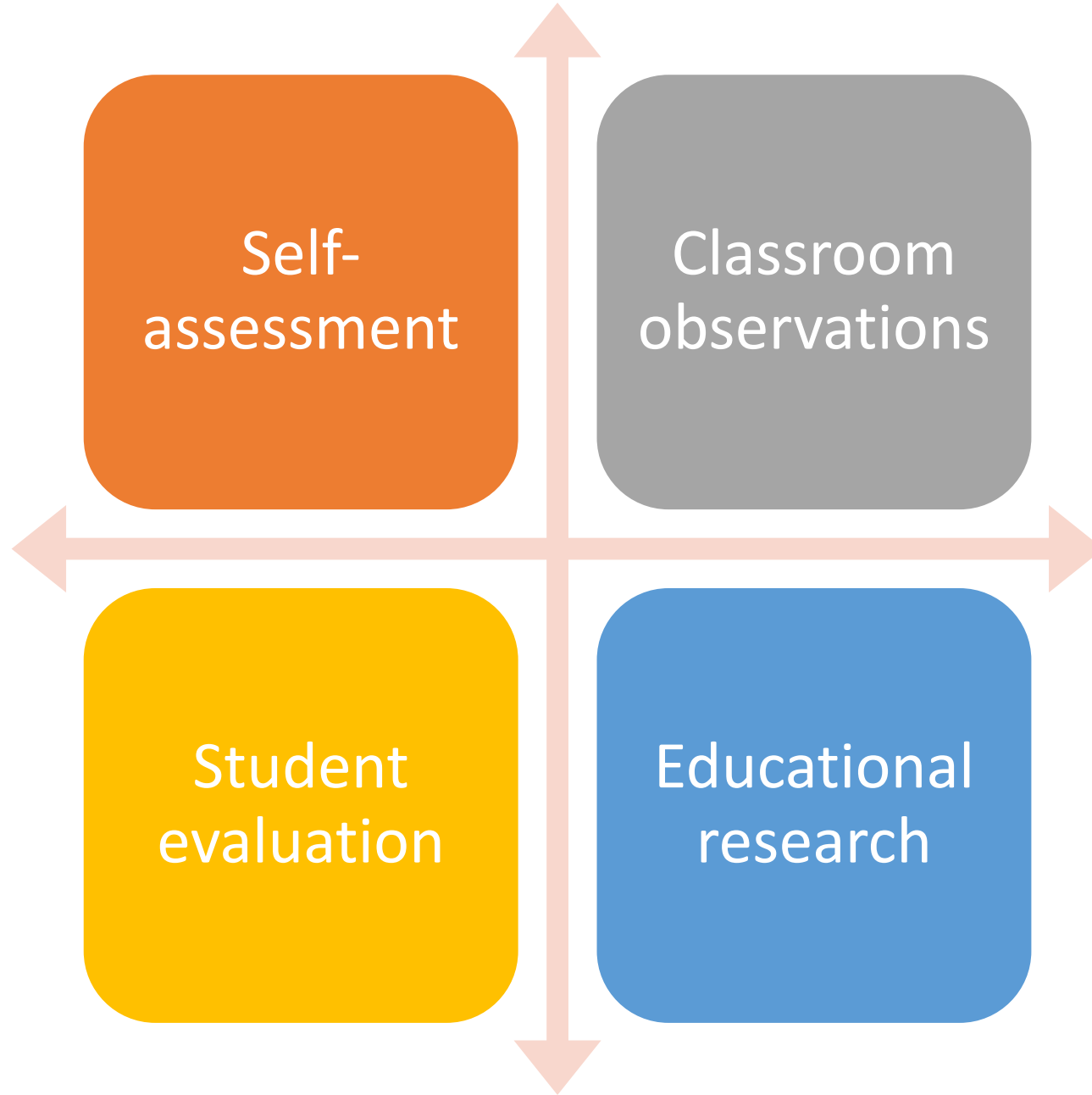


# What is reflective teaching from your perspective?

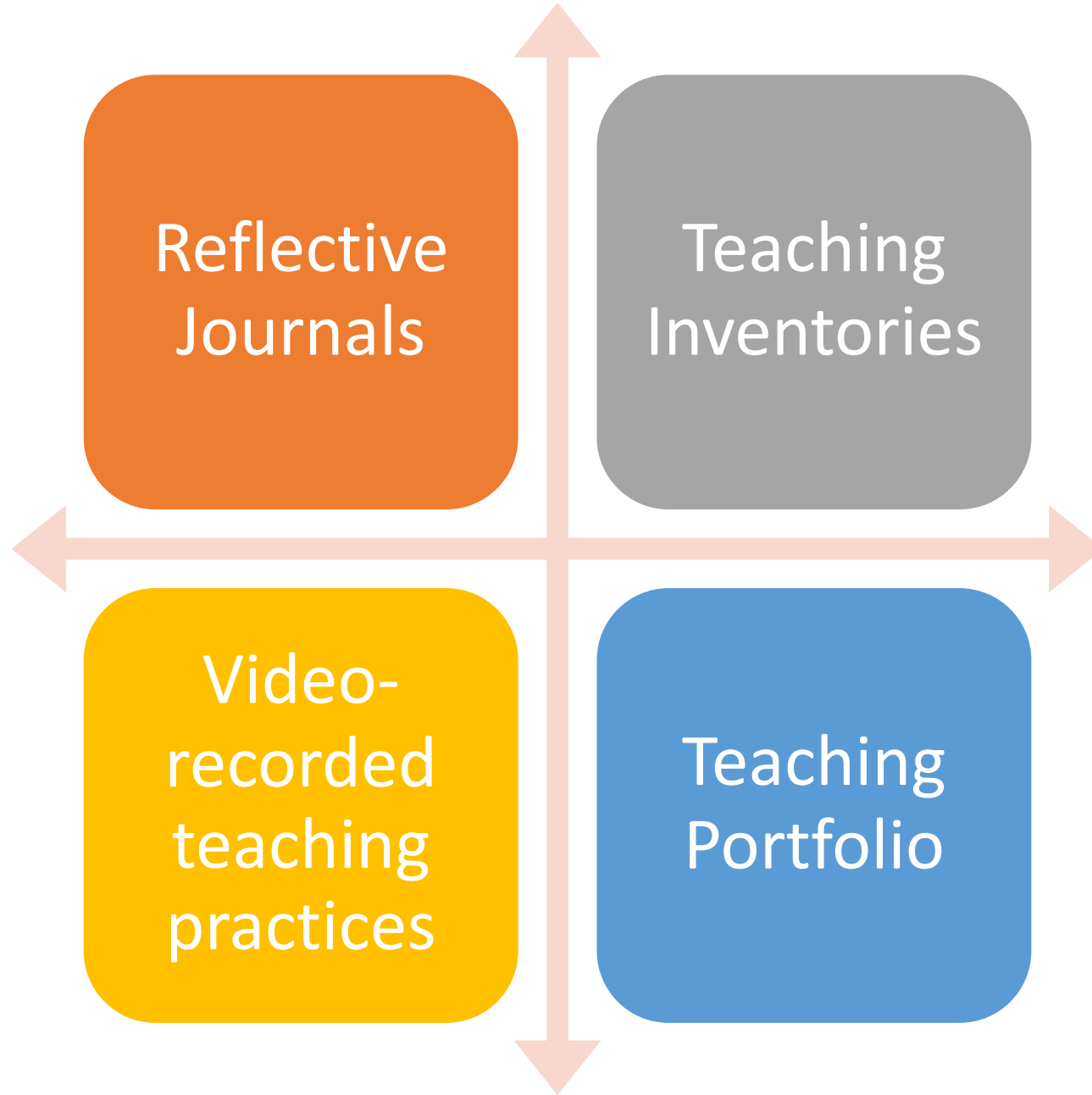
59 responses



# Types of Reflective Teaching



# Self-assessment (Internal)



# Reflective Journals

- Summarize a few details of their teaching in a journal
- Have a scheduled time for your own reflection (5-10 mins after your class)
- Ideally to do it right after each teaching engagement
- Sample questions
  - What happened in the lecture today?
  - What went well?
  - What were the potential areas of improvement for the future?
  - What could have been done?

# Teaching Inventories

Course  
information/outlines

In-class features and  
activities

Assignments

Feedback & testing

Training guide for  
teaching assistants

Supporting materials  
provided

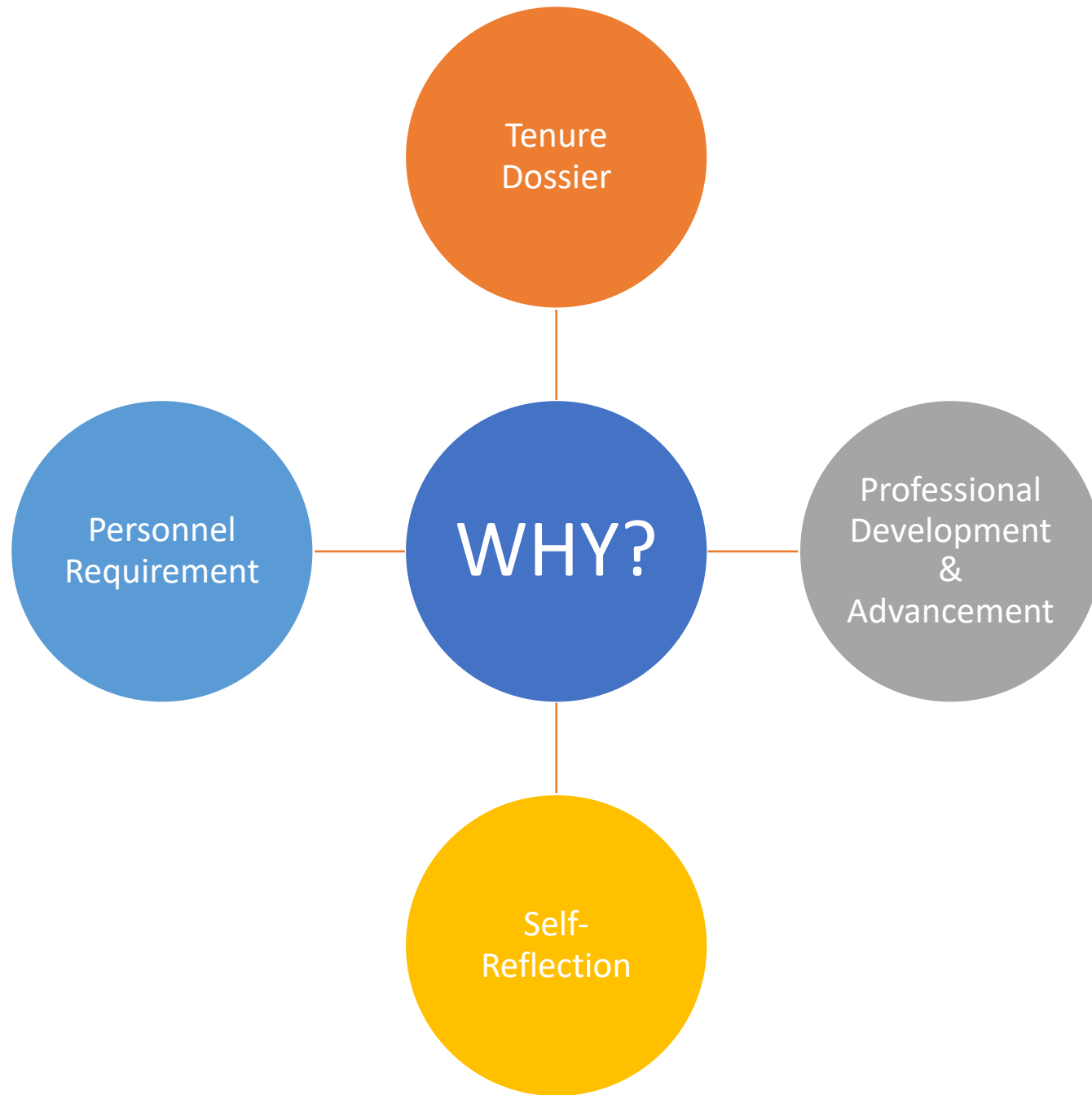
Evaluation Tools  
(pre-post class  
survey, etc)

Collaboration or  
sharing in teaching

Exam/Test/Quiz



# Teaching Portfolio



# Teaching Portfolio



# Teaching Portfolio



# How to Prepare a Teaching (Philosophy) Statement?

1-2 pages in length

Be specific rather than abstract

It is discipline-based

Avoid jargon and technical terms

It should be from a first-person approach

Be sincere and humble

# Contents

Your  
Keyword/definition  
on teaching

Teaching Methods  
– how you  
implement

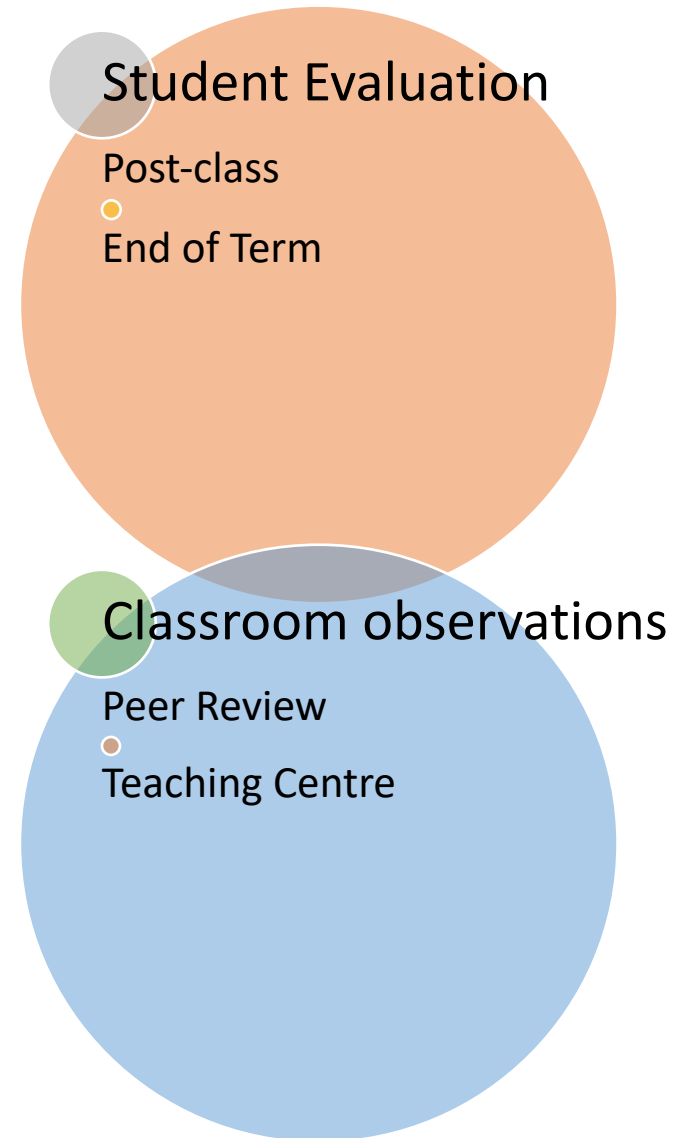
Evaluation or  
Assessment  
methods

Use of Educational  
Technology

What are you  
teaching goals for  
yourself and your  
students?

Your teaching  
innovations

# External assessment



# Classroom Observation

## Before

- Identify a faculty member as mentor
- Meet with the mentor
- Discuss about the planning of the course
- Identify the chosen sessions
- If the course has more than one instructional mode, you may want to consider inviting the mentor one of each sessions (such as lecture, tutorial, lab, field trips etc)
- Identify the date and time for the observation
- Discuss about the areas of focus
- Brief your own teaching assistants (if any)

## During

- Stay calm and be natural
- Be vigilant about the time
- Remember the areas of focus of the session
- Prepare a contingency plan that you may foresee
- Make note of learners' behaviour and engagement as well as questions raised in the activities
- Remember to take breaks for long sessions

## After

- Schedule a time to meet with the mentor
- Conduct post-classroom observation discussion and feedback
- Prepare a short reflection report based on the comments of the mentors
- Highlight the way forward and future changes to address the comments
- If the changes could be done quickly, highlight the outcomes of those changes in the report.

# Classroom Observation

Organisation of the Class

Content – coverage, use of examples, course design, alignment with intended learning outcomes

Areas of Focus

Design & Use of learning Activities – relevancy to learning outcomes, level of engagement, addressing learner's needs, opportunities to apply knowledge and skills

Assessment & Feedback – feedback on learner's achievements of learning outcomes, quality of feedback



# Classroom Observation

Teaching & learning materials –  
clarity, use of language and  
presentation, compatibility with  
lesson design/task design

Interaction with students/Student  
engagement

Areas of Focus

Use of technology

Attitudes/teaching style

# Good Practices in Hong Kong on Student Engagement



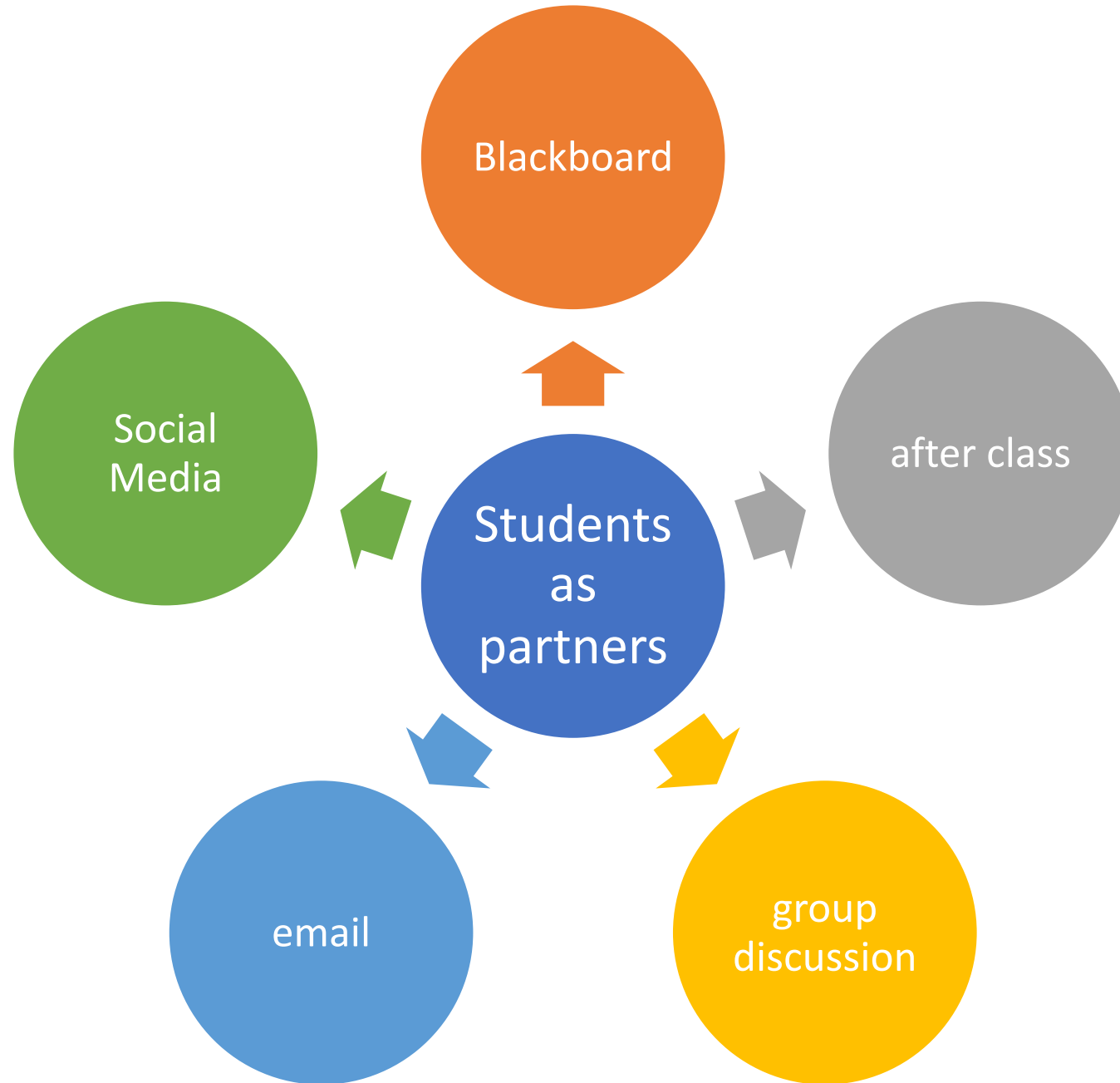
Post-Class student  
evaluation



# Good Practices in Hong Kong on Student Engagement



Kolb's learning Cycle - Reflection



# Classroom observation



# Small Group Discussion



Padlet QR Code

- Please break into 10 groups (each group should have 6 – 7 colleagues)
- Each group will need to complete the pre-assigned guided questions in different categories
- Please focus on the first 5 mins of the video
- Please complete the task with the padlet link.
- Discussion time: 25 mins
- Feedback and debriefing: 15 mins



Google Form QR Code

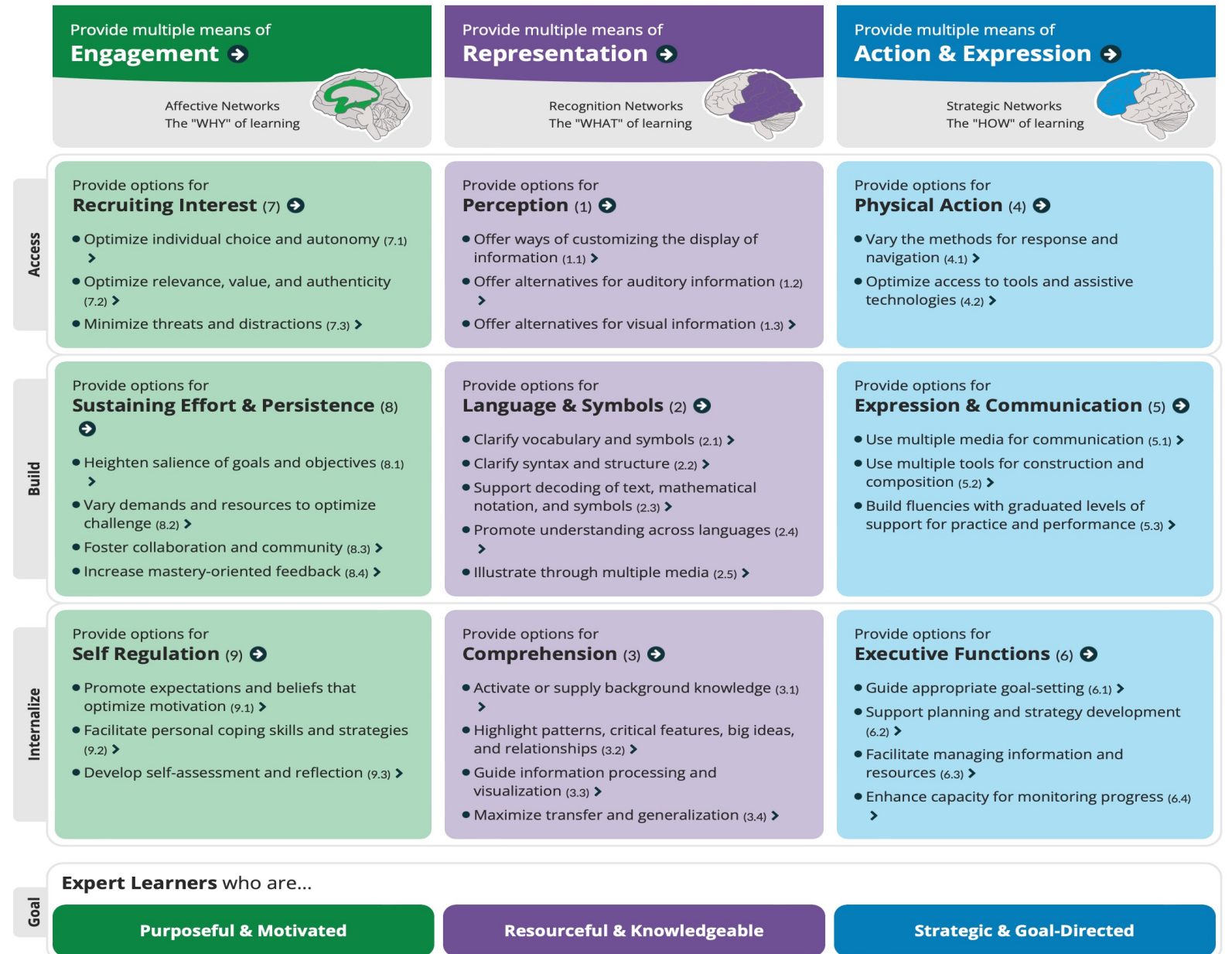


Google Doc QR Code

|           |                                                                                                                                                                                                                                                                                                                      |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Table No. | 1a. Learning atmosphere: Strengths<br>11 Ywsh<br>9 Many opportunities for students to participate, and some pair work<br>5 harvard class elite students<br>3 vid 1: energetic, enthusiastic Vid 2: intimate<br>4 students are actively engaging the class                                                            |
| Table No. | 1b. Learning atmosphere: Areas for improvement<br>11 Shhstsh<br>9 An amazing group of students<br>5 first teacher very energetic<br>3 Vid 2: visual aid, not energetic, proximity<br>4 not everyone has a chance speak                                                                                               |
| Table No. | 2a. Classroom setting : Strengths<br>11 Jsjjsj<br>9 The arrangement of furniture is good for work but maybe not so good for group work<br>5 namecards; Large group vs small group;<br>3 vid 1: names; upscale vid: everyone can see each other<br>4 video 2: it's small discussion group and informal, more relaxing |
| Table No. | 2b. Classroom setting : Areas for improvement<br>11<br>9 A little more space or places for group work to take place would be nice<br>5<br>3 vid 2: look like undergraduate classroom, lighting<br>4 video 1, can divide into smaller groups so we have more chance for everyone to be involved I discussion          |
| Table No. | 3a. Presentation styles: Strengths<br>11<br>9 Great use of chalkboard<br>5 Engergetic discussion; Video vs PPT;<br>3 vid 1: interactive, try to get responses<br>4 very engaging with students                                                                                                                       |
| Table No. | 3b. Presentation styles: Areas for improvement<br>11<br>9 Might use a PowerPoint, and e-form to communicate instructions or collect responses<br>5<br>3 vid 2: cannot walk due to space<br>4 can integrate technology for efficiency for students feedback                                                           |
| Table No. | 4a. Communication skills: Strengths<br>11<br>9 Brilliant<br>5 Good English;<br>3 vid 1: lively<br>4 video 1 effective                                                                                                                                                                                                |
| Table No. | 4b. Communication skills: Areas for improvement<br>11<br>9<br>5<br>3 vid 2: students are not vocal<br>4 video 2 teacher little intimidating                                                                                                                                                                          |
| Table No. | 5a. Student engagement: Strengths<br>11<br>9 What an amazing bunch of students engagement.<br>5 Good engagement<br>3 vid 1: very engage, talk<br>4 small class, more chance to engage                                                                                                                                |
| Table No. | 5b. Student engagement: Areas for improvement<br>11<br>9<br>5<br>3 vid 2: not lively<br>4 video 1 less engaged because too many students                                                                                                                                                                             |
| Table No. | 6a. Attitudes: Strengths<br>11<br>9<br>5 Good<br>3<br>4 positive in both videos                                                                                                                                                                                                                                      |
| Table No. | 6b. Attitudes: Areas for improvement<br>11<br>9<br>5<br>3<br>4                                                                                                                                                                                                                                                       |
| Table No. | 7a. Others: Strengths<br>11<br>9<br>5<br>3 quality and number of students matter<br>4                                                                                                                                                                                                                                |
| Table No. | 7b. Others: Areas for improvement<br>11<br>9<br>5<br>3 need to choose another example close to Harvard to compare<br>4                                                                                                                                                                                               |

# Reflective Teaching for Inclusive Education

## Universal Design for Learning Guidelines





# Universal Design for Learning – Higher Education





# Summary

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- Reflective teaching is important to ensure quality of teaching & learning
- Internal vs. External reflection
- Areas of Focus in classroom observation have been discussed
- There is no best teaching strategies only better strategies
- Reflective teaching impacts on inclusive education

Questions?



A Big  
THANK  
YOU!

A graphic featuring the text "A Big THANK YOU!" in a white, bubbly, hand-drawn font with thick black outlines. The word "THANK" is the largest and most prominent. To the left of the text is a large, hand-drawn red heart outline. The entire graphic is set against a light gray, circular glow.

Stay Healthy  
and Well!

