



Optional activity worksheet

DEVELOPING YOUR TEACHING

Developing your teaching identity

Exploring your thinking about teaching

Estimated duration: 30 minutes

Pick a teaching practice (such as use of closed-book tests, assigning homework problem sets, requiring class attendance) and list the assumptions about learning that are involved (such as repetition leads to understanding, being in a social context improves learning potential). On reflection, are you comfortable with these assumptions? On the basis of your beliefs, write a short justification or critique of this practice, highlighting the conditions under which it now seems appropriate or not.

I am reflecting on...	
Identify: Name one of your traditional teaching practices (use of closed book tests, assigning homework problem sets, requiring class attendance):	random name-calling on students to answer questions
Examine: List the assumptions about learning that are involved (repetition leads to understanding, being in a social context improves learning potential):	assumes that students will take time to prepare/focus/evaluate their understanding of the material to avoid providing the incorrect answer/embarrassment among classmates; get students in the habit of being prepared
Reflect: Are you comfortable with these assumptions? On the basis of your beliefs, write a short justification or critique of this practice, highlighting the conditions under which it now seems appropriate or not.	critique? people have anxiety issues, people may not care about answering so they won't

Qualities/characteristics of the ideal teacher:

- enthusiasm
- makes an effort to know everyone (names)
- is aware of students' needs
- shows that they care, offers individual guidance/mentoring
- provides clear expectations
- makes everyone participate
- is active in the classroom
- asks for student input/allows for opportunities for feedback
- accessible
- acknowledges student misconceptions exist