



Engage in Self-Critical Reflection

Instructors should regularly ask themselves about course learning goals and their effectiveness in helping students meet them. Also, think about their own biases and consider their possible impact on the classroom.

Stephen Brookfield reminds us that classrooms are not uniform spaces, but rather “whirlpools containing the contradictory crosscurrents of the struggles for material advantage and ideological legitimacy that exist in the world outside.”ⁱ Because of the wide variety of viewpoints, identities, and other factors present in such a space, it is important to reflect on your own teaching practices consistently to identify underlying factors behind both your successes and challenges.

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When engaging in this sort of reflection, it is important first to examine any assumptions that may influence your teaching practice. Are you constructing your course based on assumptions about how certain groups behave? Are you assuming that students should behave in a certain way, or inferring the results of your actions based on previous experience? Are you part of a privileged group that some students might view negatively?ⁱⁱ By identifying these assumptions and working to create a broader skillset that adapts to your audience, you can work to foster a more inclusive environment that promotes learning for all students.

Faculty Development Resources

[Doing One’s Own Personal Work on Privilege and Oppression](#)

This guide is intended for instructors who are preparing to implement meaningful inclusivity practices in their classrooms. It is intended as a starting place for instructors to think through their own relationship to, and experience of, privilege and oppression as a crucial part of the foundational work of inclusive pedagogy.

This guide offers reflective questions for instructors to explore and provides suggestions for appropriate ways and forums to work through the personal challenge of anti-oppressive work. This work is not intended to be a clear-cut path to a finish line. We must regularly address our relationship to privilege and oppression, identifying how they are made manifest in the different contexts of our lives. Although this guide provides resources and strategies, it is not intended to be the one opportunity for you to engage in your personal work. This guide can be used as a primer to fully engage in self-reflexive and exploratory practices regarding privilege and oppression.

[Becoming a Critically Reflective Teacher](#)

Becoming a Critically Reflective Teacher is the landmark guide to critical reflection, providing expert insight and practical tools to facilitate a journey of constructive self-critique. Stephen Brookfield shows how you can uncover and assess your assumptions about practice by viewing them through the lens of your students' eyes, your colleagues' perceptions, relevant theory and research, and your own personal experience. Practicing critical reflection will help you... Align your teaching with desired student outcomes See your practice from new perspectives Engage learners via multiple teaching formats Understand and manage classroom power dynamics Model critical thinking for your students Manage the complex rhythms of diverse classrooms This fully revised second edition features a wealth of new material, including new chapters on critical reflection in the context of social media, teaching race and racism, leadership in a critically reflective key, and team teaching as critical reflection.

Self-Reflection Tools

Establishing Inclusive Teaching Goals:

Consider writing about your inclusive teaching goals and learning outcomes before the start of the term. Ask yourself:

- Why is inclusion important to you, your course, or your discipline?
- How does intentionally engaging in inclusive pedagogy support disciplinary learning, skills, and habits of mind?
- What are you trying to accomplish in this course in terms of inclusion? For example, do you want to ensure that all students demonstrate a high level of engagement? Do you want to increase students' understanding of the diversity of knowledge produced in your field?
- Who are your students?
- How do you want these students to work with you, their peers, and your discipline? Why?
- Given the potential for a large variety of students in your class, how can you teach to overcome variations in engagement and approaches to learning?
- Are there specific ideas about diversity or difference that students should know? What are they? Why do you want students to learn them?
- How will you learn and introduce values and ideas you have not previously considered in order to make your course content more diverse?

Adapted from Univ. Of Chicago, Inclusive Teaching, [Assessment](#)

[Critical Reflection Worksheet](#)

This worksheet provides a checklist of questions for instructors to reflect on at the close of the course.

Further Readings

Colomer, Serra, L., Cañabate, D., & Serra, T. (2018). Evaluating Knowledge and Assessment-Centered Reflective-Based Learning Approaches. *Sustainability (Basel, Switzerland)*, 10(9), 3122–. <https://doi.org/10.3390/su10093122>

Lee, Amy, Robert Poch, Marta Shaw, and Rhiannon Williams. *Engaging Diversity in Undergraduate Classrooms: A Pedagogy for Developing Intercultural Competence*. ASHE Higher Education Report 38, no. 2. San Francisco: John Wiley & Sons, 2012

Want to talk through these resources? Please contact [Georgia Madway](#), Instructional Designer of Inclusive Pedagogy.

ⁱ Brookfield, Stephen D (2017): *Becoming a Critically Reflective Teacher*. John Wiley and Sons, Inc., p.10

ⁱⁱ Brookfield, Stephen D (2017) pp. 5-7, 15