

**Reflective Practice**  
**Institute for Teaching & Learning/UCONN**  
***Reflections on Your Course for Purposes of Making It Even Better!***

The following questions are intended to prompt your reflections about recently completed courses. Your answers to them will guide your decisions about the next offering of the course. Keep ITL in mind; we are here to assist you in teaching!

1. What were your expectations going into the most recent offering of this course?
  - How did they change during the semester?
  - Should these changed expectations be built into your next offering of the course?
  - Should these changed expectations be considered in designing your other courses?
  
2. Did any of your students surpass your expectations?
  - In what ways was this apparent?
  - In what ways might you prepare to extend the learning of advanced learners in planning for the next offering of this course?
  - How might you capitalize on this by involving advanced learners more deeply in the course concepts?
  
3. Did any of your students fall short of your expectations?
  - In what ways was this apparent?
  - In what ways might you prepare for this situation in planning your next offering of this course?
  - If a particular concept seemed difficult to master for some students, how might you design scaffolding activities that support them in mastering the essential concepts and skills of the course?
  
4. Which parts of the course were most enjoyable for you?
  - Which parts of the course seemed most enjoyable for your students?
  - What factors made these enjoyable?
  - How might you capitalize on these factors in the next offering of the course?
  - How might you capitalize on these factors in your other courses?

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5. What new instructional strategies did you implement in the course?
  - How well did they work in the places you used them?
  - How else might these be used next time 'round?
  
6. Have you identified new instructional strategies you'd like to try...or have tried and would like to tweak?
  
7. In what ways did you use technology?
  - By your own standards, were these successful?
  - What might you change?
  - What will you keep?

*A special consideration for general education courses:*

8. What are the discipline-specific problems that drive inquiry in this discipline? (For example, areas of inquiry in genetics may include both scientific inquiry and ethics inquiry.) Grappling with these problems and questions at the appropriate level/depth is a sure-fire way of engaging even non-majors. *How might you make the questions and problems of this discipline part of the learning of non-majors?*