FORM A

INSTRUCTOR SELF-REVIEW OF GEL TEACHING

Name: Date:

Course and section: ENGL:1200:

Semester:

General Instructions:

1) Please write a paragraph in which you reflect on your semester of teaching. See the following page for questions and concerns which you might want to address. Please

e-mail a copy as an attached Microsoft Word file to BOTH bluford-adams@uiowa.edu and andrea-cramer@uiowa.edu. Please use the subject line: **FORM A from [your name].**

**2) Please return the electronic copies of your completed review *during finals week or shortly thereafter.***

3) If you are teaching more than one course or two sections of the same course, you do NOT

need to “answer” twice, but please comment on both sections/courses in your review.

Purpose and Audience:

We have designed this form to serve as both an individual and a program-wide review of GEL. Since we believe that reflection on teaching is valuable for intrinsic insights as well as for planning future courses, we invite you to respond as specifically and fully as possible.

The initial audience for the form will be yourself and those with whom you choose to discuss it, which might include a colleague, program associate, or faculty advisor.

The second, more public audience, will be the program committee. For the GEL program as a whole, your detailed responses can serve several additional purposes. We

will read the forms in order to derive a sense of program-wide approaches to teaching, relationships between instructors and students, and instructors’ opinions about such pedagogical matters as grading, readings, classroom environments, and student preparation. We will use this material in the following ways: passing on teaching ideas to new GEL instructors, distributing information to the entire general education community regarding our sense of the issues emerging from the reviews, and planning Colloquium sessions on the key issues which arise.

In these ways, we hope the self-review form will initiate many levels of dialogue, among both individual and larger groups. **Any references to ideas brought up on individual forms will, of course, be used anonymously.**

 (Over)

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In writing your self-review, please consider as many of these questions as seem relevant, and keep in mind what you learned by reading your students’ portfolios and reflections. Whether you choose to write a narrative or to address some or all of these questions category by category, we encourage you to be as thorough as possible. Remember: If you are teaching more than one course or two sections of the same course, please comment on *both* courses in your review.

1) Overview:

 --What, most immediately, would you like to say to yourself or others about your teaching

 experience this semester?

2) Readings and Assignments:

 --Reflect on the *range of assignments* (written, oral, other) that you gave your students.

 Which assignment(s) proved most fruitful? Why?

 --Which *readings* proved most successful and in what ways (e.g., they might have been

 popular, provocative, complementary to other texts, etc.)?

--Which *approaches to discussion* of the readings worked best for you? Which were least

 successful?

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 --Describe the *system of evaluation* that you used in your course and remark on the ways

 that system shaped your particular class.

3) Instructor/Students:

 --What *assumptions about your students* did you have when you began teaching the class?

 In what ways were these assumptions modified by your experience in the course?

 --Describe your *most rewarding experience* with a student and/or your most successful

 class. Why was this rewarding or successful?

 --Describe the *most difficult or frustrating experience* with a student and/or with the class

 as a whole. Would you handle the situation differently were it to arise again?

4) Instructor Self-Review:

 --How would you characterize the place teaching a GEL course has in *your graduate*

 *studies?* How do you connect the study or writing of literature with the teaching of it?

 --Think for a moment about the amount of time you spent preparing for class. Was this a

 reasonable amount of time? Did your *preparation for class* change over the course of the

 semester either in kind or in the amount of time it took?

 --How has your *teaching changed* over the semester?

 --What have you learned about *your expectations* and *your abilities* that has been

 particularly important to you? How do you think it will inform your next teaching

 experience?

 --What *surprised* you most about your teaching this semester?

 --Finally is there *any advice* you could offer to other graduate instructors that you haven’t

 had the opportunity to express elsewhere on this form?

5. Portfolio Reflection:

 --Based on your students’ portfolios, what did you learn about your teaching this semester?

 --Considering your portfolio responses, what might you change about your course next semester? What might you keep the same?

If you wish to *speak to a member of the program committee* regarding your teaching experience this semester, please indicate \_\_\_\_\_ yes \_\_\_\_\_ no. If you want a particular member of the program committee to contact you, please indicate their name: