**Teaching Reflection – Tips and Tricks for Instructors**

1. Reflection can be a vulnerable exercise – be patient and constructive with developing students.
2. Provide students with low-risk opportunities to reflect so that they may practice and exercise this new way of thinking.
3. Quality over quantity: encourage students to focus on one event and unpack it thoroughly rather than shallow summary/analyses of multiple events.
4. Support students in examining what did happen and what did not happen during this one event so that they may identify expectations they had going into the experience in relation to relevant topics/issues under study.
5. Facilitate a reflective discussion: talking events through with students may help them focus on what was truly important or meaningful rather than them getting fixated on less-relevant details. Ask “why” often.
6. Ensure that students are strongly tying their reflections to the course content and intended learning outcomes.
7. Have students reference disciplinary knowledge to justify their thinking and reasoning related to the experience.
8. Ask students to think about how they planned before engaging in this experience, and how they might plan to engage in a similar experience in the future.
9. Coach students in thinking how the experience may have played out differently in different circumstances.
10. Integrate reflection into the course as an assignment with weighting that is comparable to other assignments that students would be expected to complete whole-heartedly.
11. Use a rubric to set clear expectations for how you want students to engage in reflection.
12. Consider students’ connection to reflection; Share the value of reflections with students through discussions around how it can help them with course assignments and with their future career.
13. Provide a description of the reflection activity and include amble scaffolding and examples from other classes.
14. Through frequent feedback, provide students with the opportunity to redo their reflection assignments until they become proficient reflectors.
15. Address students’ possible hesitation about writing by offering alternative methods of reflection such as a video, an audio portfolio or artwork.
16. Recognize that a written reflection may be the best way of capturing student learning and make the assignments short and include concise instructions.
17. Consider embedding a video of yourself or a TA talking through the reflection assignment and the rubric.