



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



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# The reflective narrative

## Reflection on context

### Guiding questions:

What is your teaching context and environment? What are the macro, meso and micro issues that you take into account in your teaching? How do your curriculum decisions and teaching approaches reflect the geographical, historical and social context of your classroom? In what ways does your context enable or constrain how you teach and assess? How do you integrate pertinent local and topical issues into your curriculum? What are the institutional, student body, professional, national and international contextual issues that affect your teaching and learning context? How does your curriculum address concerns affecting the planet? What changes have you made to the curriculum to ensure it addresses your context? How does your teaching promote a consciousness/awareness of the global context? How have you adapted teaching, learning and assessments to challenging contexts such as COVID-19 and student protests? How have multimodal/blended/flexible teaching methods influenced your practices?

## Reflection on students

### Guiding questions:

Who are your students? How does your teaching ensure that all students feel included and are engaged actively in their own learning? How do you get to know what your students bring with them to your classroom? How do you teach in ways that encourage students to participate in knowledge production processes? How do you address problems of student under-preparedness in your curriculum? How does your curriculum structure provide sufficient support for students? How do you develop your students' capacities and prepare them to be the critical citizens of the future? How do your curriculum and teaching strategies enrich students who have exceptional abilities? How have you supported students with emergency remote learning during COVID-19? How have you pursued student-centred teaching during remote/blended/flexible learning?



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## Reflection on knowledge

### Guiding questions:

What is your discipline / profession and what are its key features? What aspects of the course or programme do your students struggle with and how have you addressed this through your teaching approach? How do your teaching and assessment approaches ensure that the practices of the discipline and/or profession become accessible to all? In what ways does your teaching allow students to have access to the discipline? What do you do to make sure your students can contribute to knowledge production and not just to knowledge consumption? How do you ensure that you maintain disciplinary depth? How does being an active scholar affect your teaching? How do your contributions to your discipline improve your teaching? How do you draw on the Scholarship of Teaching and Learning literature to remain current with teaching, learning and assessment theories to support student learning within your particular context?

## Reflection on growth

### Guiding questions:

What innovative approaches enhance your teaching? How has technology been used to improve the student experience and enable better understanding of core concepts? How do you use alternative teaching and learning techniques to improve student engagement? How do you critically evaluate your own teaching? How do you actively solicit peer evaluation and critique to enhance your teaching? How do you think you have developed as an excellent teacher over time? How have you contributed to curriculum development? How does your approach to assessment enhance learning? How has your scholarship contributed to institutional development (and beyond)?