Enhancing Vitality and Teaching Effectiveness through Reflective Teaching Communities Annotated Bibliography

Brickman, P., Gormally, C., & Martella, A. M. (2016). Making the grade: Using instructional feedback and evaluation to inspire evidence-based teaching. CBE—Life Sciences Education, 15(4), ar75. https://doi.org/10.1187/cbe.15-12-0249

This article identifies a significant unmet need for formative instructional guidance. Typically, faculty receive feedback about teaching via two mechanisms: end-of-semester student evaluations and peer observation.

Program Connection: The RTC program offered alternate feedback strategies to enhance pedagogical decisions and refining teaching practices (i.e., collaborative reflection, self-assessment, and frequent self-reflection).

Boerboom, T. B. B., Jaarsma, D., Dolmans, D. H. J. M., Scherpbier, A. J. J. A., Mastenbroek, N. J. J. M., & Van Beukelen, P. (2011). Peer group reflection helps clinical teachers to critically reflect on their teaching. *Medical Teacher*, *33*(11), e615–e623. https://doi.org/10.3109/0142159X.2011.610840

This study assessed the impact of feedback facilitation strategies on clinical teachers' ability to reflect on their teaching practices. Teachers were assigned strategies that included standard feedback elements such as student evaluations, self-assessment, and reflection reports, with some receiving an additional peer reflection meeting. Results show that while all strategies promoted reflection and the formulation of improvement plans, including a peer reflection meeting significantly enhanced the depth and specificity of reflections and action plans.

Program Connection: We used this resource to develop the structure and objectives of the Peer Learning Question Reflection for the final RTC meeting.

O'Keeffe, M., Crehan, M., Munro, M., Logan, A., Farrell, A. M., Clarke, E., Flood, M., Ward, M., Andreeva, T., Van Egeraat, C., Heaney, F., Curran, D., & Clinton, E. (2021). Exploring the role of peer observation of teaching in facilitating cross-institutional professional conversations about teaching and learning. *International Journal for Academic Development*, *26*(3), 266–278. https://doi.org/10.1080/1360144X.2021.1954524

This paper examines how cross-institutional Peer Observation of Teaching (PoT) facilitated professional conversations for sharing and developing teaching skills and perspectives. The study identifies key factors for successful ongoing dialogues about teaching and learning, emphasizing the benefits of such conversations beyond formal teaching observation evaluations.

Program Connection: The development of a Peer Observation Protocol for the RTC program using concepts from this paper.

For questions related to the Reflective Teaching Communities Program, please contact cta@gonzaga.edu

Owen, S. (2016). Professional learning communities: Building skills, reinvigorating the passion, and nurturing teacher wellbeing and "flourishing" within significantly innovative schooling contexts. Educational Review, 68(4), 403–419. https://doi.org/10.1080/00131911.2015.1119101

This research explores how Professional Learning Communities (PLCs) foster positive relationships, accomplishment, and belonging among teachers, linking these characteristics to positive psychology and teacher wellbeing. It argues that effective PLC processes can reinvigorate a passion for teaching, ultimately enhancing the well-being of both teachers and students.

Program Connection: We embedded reflections on vitality to maintain a focus on instructors flourishing.

Wininger, S. R., & Birkholz, P. M. (2013). Sources of instructional feedback, job satisfaction, and basic psychological needs. Innovative Higher Education, 38(2), 159–170. https://doi.org/10.1007/s10755-012-9229-9

The authors investigate various sources of instructional feedback, highlighting that while teacher-solicited feedback is perceived as the most useful, self-assessment is the most utilized source. Self-assessment's accessibility and the lack of required formal training make it a preferred choice for instructors. The study shows that self-assessment enhances motivation, improves instruction, and increases instructors' confidence as they see the positive impact of their actions on themselves and their students. The research suggests that instructors aiming to improve their teaching are inclined to use easily accessible feedback sources, even if they are not the most valid and reliable, such as student evaluations. The article also points out a need for more training programs on how to effectively solicit and use different types of instructional feedback.

Program Connection: This article informed the program outcome of "use teaching effectiveness feedback tools, including teaching observation protocols, mid-semester feedback forms, self-assessment and goal-setting, and structured student feedback analysis to enhance teaching effectiveness, communicate progress, and develop growth plans."

Yang, T., & Choi, I. (2023). Reflection as a social phenomenon: A conceptual framework toward group reflection research. *Educational Technology Research and Development*, *71*(2), 237–265. https://doi.org/10.1007/s11423-022-10164-2

This article proposes a conceptual framework to explore the characteristics and mechanisms of group reflection in educational settings. Grounded in sociocultural theories, the authors argue that reflection should be considered a social process, not just an individual one. The study highlights the significance of group composition and structured guidance in facilitating effective group reflection. Key features identified include group members' diversity and facilitators' role in guiding reflective practices. The authors suggest that group reflection provides broader perspectives and deeper insights than individual reflection alone.

Program Connection: This informed the RTC structure, where facilitators used structured reflective prompts given to participants ahead of the meeting for self-reflection, knowing that they would collectively reflect on the same topics during the meeting.

For questions related to the Reflective Teaching Communities Program, please contact cta@gonzaga.edu