

### **Reflective Practicum Requirements for Matriculated Temple Graduate Students**

We invite you to design your reflective practicum to fit your own learning objectives. While there is some flexibility, the practicum must include three key components: 1) teaching; 2) ongoing reflection on teaching; and 3) a final written reflection.

**1. Teaching** (e.g. as TA, instructor of record, mentor to undergraduate, Writing Center tutor, lab leader)

**2. Reflection** on teaching experience through ongoing dialogue. You may fulfill the reflective dialogue component through the following options. Please see [Appendix A](#) for additional details on these options:

- a. TA group meetings with disciplinary mentor, bi-weekly
- b. Individual meetings with disciplinary mentor, bi-weekly
- c. Disciplinary teaching course that includes a reflective component
- d. TLC reflective practice teaching circle, bi-weekly
- e. A 1-credit module offered by the College of Education

**3. Final written reflection**, evaluated and approved by the TLC.

Final reflections will primarily address the teaching experience. They may also address such questions as: How did the teaching experience confirm or challenge your initial expectations and your teaching philosophy? How did you manage a specific teaching challenge? How might you re-approach that challenge based on what you've learned in the certificate program?

## Appendix A: Options for Reflection through Dialogue

### *Options a and b: Group or individual meetings with mentor*

We encourage you to choose one of these options if possible since we see them as the most robust forms of mentoring for your teaching. To select the individual option, you need to make arrangements to meet with your disciplinary mentor biweekly for discussion. We ask you and your mentor to fill out the [Reflective Practicum Log](#) providing the dates met and signatures. The goal of this practicum option is for you to reflect on your own experiences and gain additional insight through dialogue with a mentor.

Here are some examples of questions to consider:

- What are your thoughts and feelings about teaching?
- What are some issues regarding classroom management? Thoughts? Observations?
- What are some issues related to grading?
- What can be modified in the class?
- What can be improved?
- What are some successful moments in the classroom? Why were they successful?
- How are you using the knowledge gained in *the Teaching in Higher Education Seminar*?

### *Option c: Disciplinary teaching course including a reflective component*

In most cases, this would be a disciplinary teaching course or workshop series in your department. TLC's approval is needed if you select this option.

### *Option d: TLC Reflective practice teaching circle*

The TLC will schedule bi-weekly teaching circles if there is sufficient need. Please contact A. Baris Gunersel, [bgunersel@temple.edu](mailto:bgunersel@temple.edu) for further information on this option.

### *Option e: a 1-credit module in the Dept of Education*

The College of Education will be offering 1-credit modules on various educational topics, beginning in Fall 2010. Please contact A. Baris Gunersel, [bgunersel@temple.edu](mailto:bgunersel@temple.edu) for further information on this option.