

Reflection Paper on the Outcomes of the Teaching Innovation

Instructions

The approximately 2,400-word reflection paper that describes the nature of your teaching innovation and evaluates its impact on student learning is the culmination of the activities you completed during the online segment of the program so far. This scholarly research paper should follow a set of criteria described below.

Content:

The reflection paper must contain the elements listed below. These elements should be familiar to you as you have thought about them while working on your innovation proposal and research design.

We would like to caution against simply copying and pasting old material as this may result in a low-quality paper for various reasons. First, those earlier documents might have become outdated. Second, the level of detail and depth of argumentation in the reflection paper should exceed those in the earlier documents. Third, it is difficult to craft texts coming from different documents into one coherent and logical paper.

Your paper should be broken into three major unit: introduction, body, and conclusion.

1. **Introduction.** Briefly cover the following points in your introduction (about 300-400 words).
 - a. **Summary of the aim of your paper.** Explaining the teaching challenge that you addressed with the innovation, and the goal(s) that you wanted to achieve with your innovation.
 - b. **Content of your innovation.** Describe the nature of your innovation and how this was to remedy the teaching problem.
 - c. **Summary of major findings.** Briefly sum up the most important findings of this research paper as related to the goal(s) of your innovation.

2. **Body.** This is the longest and most important part of your paper.
 - a. **Context analysis.** Discuss the environment in which your teaching practice took place and in which your innovation was realized. This section should provide detailed information about the class (number and type of students; lecture, lab, or seminar; sections, if relevant; etc.) and course you have taught (title, degree program), and the characteristics of teaching and learning practiced in your institutional unit (department/faculty/university) that are relevant to your paper.

This latter should also include a discussion of institutional issues that have influenced the scope of your innovation. In this, touch upon factors that have limited and facilitated the realization of your innovation (e.g. control over teaching content, number of students in your course, the type of general approach of the

department/faculty to teaching and learning, attention to quality teaching and learning, presence and extent of student-centeredness).

- b. Theoretically informed description of the innovation. In your own words, explain the pedagogic theory or concept that you used to define the teaching challenge addressed by your project. Continue with describing what solution(s) this pedagogic concept or theory has suggested in order to overcome the teaching challenge and why. Be clear on the expected impact of your innovation (i.e. hypotheses). This section is likely to require significantly more thought and detail than how it appeared in your proposal.
 - c. Research design, data collection methods, and your data. Explain how you set up your design to measure the results of your teaching and student learning. Describe how you collected your data including any limitations or anomalies, number of students that the data is available/missing (and if important, possible reasons), and the nature of your data (in case of quantitative analysis, describe your variables). Note the kind of analysis you have collected data for (qualitative, quantitative or mixed) and the exact type of analysis you have used to examine your data.
 - d. Results. Present and interpret your results and, where relevant, supplement them with tables and figures. You also need to discuss if and how these results meet the theoretical expectation(s) and the objective(s) of the innovation (i.e. test your hypotheses described in section 3). Analyze what worked and what did not (make sure you discuss both positive outcomes of your innovation as well as weaknesses) and why. It is recommended that you clearly state the limitations of your data and the conclusions that is possible to draw from them.
3. **Conclusion.** Reiterate the most important points in your paper and reflect on what you take away from this study.
- a. Summary of your findings and their importance. Briefly summarize your most important findings and explain why this finding is significant from the perspective of your theory/concept, teaching practice in your institutions, your own development as a teacher, etc.
 - b. Takeaway for the future. If you have not done this above, reflect on what you would do differently/similarly in this innovation next time, what improvements you would make if you taught this course again in the future, etc.

Formatting:

Font: size 12, Times New Roman

Spacing: Double-spaced

Margin: 1 inch (2.54 cm) on each side

Tables and figures: Present tables and figures in appendices. If you have one or more tables or figures in your paper, use an empty row in your text where the table should appear, and mark the table's place by writing: [table 1 here]. Then place table 1 as an appendix at the end of the

paper. This way you can avoid tables and graphs breaking oddly over pages or large blank places in the paper.

Writing Instructions:

- **Have a title.** The title gives a good idea of the content of the article. We recommend to refrain from puns, jokes, and references whose meaning is likely to be lost on (at least some of) the potential readers. Ideally, it should be in the range of 4 and 10 words.
- **Start writing early.** This is not an assignment that can be completed over a weekend, so we recommend you start at least three weeks before the deadline. Beginning the analytical and writing processes even earlier helps identifying and resolving unexpected issues in time.
- **Draft (and redraft).** While we only ask you to submit a first draft and a final version, it is a good idea to read and, where necessary, correct your own writing before submitting the paper. Please use the spell-check function of your software. Be also open to language-related suggestions from your coach.
- **Organization.** Use sub-sections in the body of your text in order to differentiate the various content elements covered therein. Each sub-section should have its own title.
- **Paragraphs.** Break your text into paragraphs. New ideas, new arguments, or new points should start in a new paragraph. Paragraphs may vary in length, but 1- or 2-sentence paragraphs are usually too short and a paragraph exceeding 8-10 lines are too long.
- **Write for the correct audience.** You are writing for academics who are familiar with some aspects of teaching and learning but not with every theory, concept or methodological (analytical) approaches and who have not been involved with your innovation at all. Therefore, avoid (1) referring to concepts, theories, or methods without explaining them; (2) explaining concepts, theories and methods in a jargon that are unintelligible to people who are not experts; and (3) omitting information vital for the comprehension of the paper.
- **Write in first person singular.** Take ownership for your work and write “I argue”, “My students” etc. Writing in first person plural is outdated (unless, of course, if you have a co-author) while referring to yourself as “this author”, “the instructor”, “the author of this article” is rather odd and archaic. Also avoid excessive usage of the passive voice.
- **Use a professional language.** As part of this, avoid (1) slang and trendy words and (2) contractions (use “do not” instead of “don’t”, “they are” instead of “they’re”, etc.).
- **Clarity should be your guide.** Convoluting, muddled and imprecise sentences will not get you through to your audience and may even suggest you have something to hide. Short, simple, and to the point sentences are often more effective than long ones.
- **Follow standard referencing practice.** Cite your source and avoid at all cost to present, accidentally or purposefully, someone else’s words as your own. You may use any style of referencing.
- **Use page numbers.** Page numbers are beneficial to the reader and facilitates communication about your paper in your coach’s feedback (and your revision report).

- **No bullet-pointing.** Write in full English sentences and avoid presenting your arguments as lists. If you find a list unavoidable, consider presenting it in a table.
- **Explain results presented in tables and figures.** It is not enough to insert a table/figure to the table and refer the reader to the table. Information represented in tables/figures needs to be described and explained (interpreted) for your readers so that it is comprehensible without looking at the tables/figures.