

# Fall Showcase 2019

## Informal Self-Assessment via Deep Reflection

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### Journaling and Revising in Teaching

There's a steep learning curve when one begins teaching, so from my early days at UW-Green Bay, I have maintained a teaching journal. This is an informal self-assessment strategy to help me keep track of day-to-day plans that worked out well in my courses and to make note of places where student lost interest in lecture, where the assignment expectations were unclear, or where I need to spend more time on a concept.

This kind of persistent engagement has proved to be incredibly helpful the following semester when I need to re-configure my planning and course design. For example, in Intro to Creative Writing, I was frustrated by students' lack of deep revision in their portfolios, so I consulted with a colleague who gave me a framework for "revision experiments."

From there I began to develop more activities and assignments that gave students support, space, and assignments to help their development of this crucial skill.

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My own reflective practice led to a deeper understanding that my frustration with students lack of performance was ultimately something missing from my instruction. And this was missing from my instruction, because in my own creative writing practice, I'd long struggled with deep revision.

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Last year's First Year Experience "Community of Practice" helped me develop a sense of clarity on this work I've been persistently engaged in, and I turned it into an essay called "Teaching Myself to Revise," which was published by the creative nonfiction magazine *Hippocampus*: <https://tinyurl.com/DaPraRevise>



### References

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