

Sample Proposal Submission for Roundtable Discussion (provided with permission)

Session Title:

Weaving Reflective Practice into Graduate Student Academic Career Preparation

Session Description:

What reflective tasks can we provide to aspiring professors to enhance their academic career development and inform their career decision-making? This round-table discussion will focus on ways to achieve systematic and ongoing reflection that leads to meaningful learning about faculty work life. It will explore how aspiring professors perceive the complexities of their future faculty careers, and how they utilize their studies productively to prepare for them. Participants are invited to bring sample reflective activities.

Session Goals and Activities:

This round-table discussion will focus on ways to achieve systematic and ongoing reflection that leads to meaningful learning about faculty work life. Participants are invited to bring sample reflective activities. Participants will be able to:

- define the role of reflection in academic career development
- share and review a range of reflective activities that focus on aspects of academic career development and invite systematic reflection
- expand their questioning and constructive feedback skills
- enrich their repertoire of approaches to engage future faculty in sound reflective practice

The facilitator will provide samples of student work that represent reflection on various aspects of academic careers (e.g., job application process, faculty roles, expectations for teaching effectiveness, institutional citizenship, institutional context). These samples will help identify strengths and weaknesses of student reflection with focus on goals, instructional design, student performance, and nature of feedback. Participants identify what contributed to effective or not so effective reflection and indicate how they might engage students in reflective practice. The facilitator will distribute sample assignments that represent reflective activities ranging from online discussion prompts to reflective journals and self-assessment of teaching portfolio. These as well as the participants' activities will be discussed and suggestions offered for enrichment.

Relevant References:

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.

Ghaye, A., & Ghaye, K. (1998). *Teaching and learning through critical reflective practice*. London: David Fulton Publishers.

Wulff, D., Austin, A., et al. (2004). *Paths to the professoriate*. San Francisco: John Wiley & Sons, Inc.

Zubizarreta, J. (2004). *The learning portfolio*. Bolton, MA: Anker Publishing.