

TRI (Teach Reflect Innovate) Framework: A Reflective Teaching tool to promote inclusive teaching and student success.

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Reflective Teaching



What is Reflective Teaching

- An **ongoing** self-assessment that enables educators to **continually** refine their approach and improve student outcomes (Bailey, 2012; Zeichner & Liston, 2013).
- Engaging in a **continuous**, dynamic process of **thoughtfully**, deeply, and **critically** reflecting upon all aspects of one's teaching practice (Richards & Lockhart, 1994; Pollard, 2015).
- An “active, persistent, and careful consideration of belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it ends” (Dewey, 1933, p. 9, cited in Walshe & Driver, 2019).

Why Reflective Teaching?

- Why now?
- Change and improve what is not meeting expectations.
- High-quality learning and teaching.
- Inclusive learning.
- Better academic outcome (student success).

Who is a Reflective Lecturer

Three attitudes are necessary for us to become reflective academics: (Zeichner & Liston 2013).

- Open-mindedness.
- Responsibility.
- Wholeheartedness.

What can we use reflective teaching practice to achieve?

- Recognise and continue good practice which can also be shared among colleagues.
- Reflective Teaching TRI Framework.

The Reflective Teaching Program

- ❑ The Reflective Teaching program is designed to provide continuous professional development to academic staff across all six divisions of the University of Kent.

The Reflective Teaching Program

The Reflective Teaching Program invites academic staff to:

- Reflect on how to teach Inclusively.
- How will the information you received today contribute to your teaching practice?
- What have you learned differently today that you can either update or change in your own teaching?
- What will you teach differently in September?

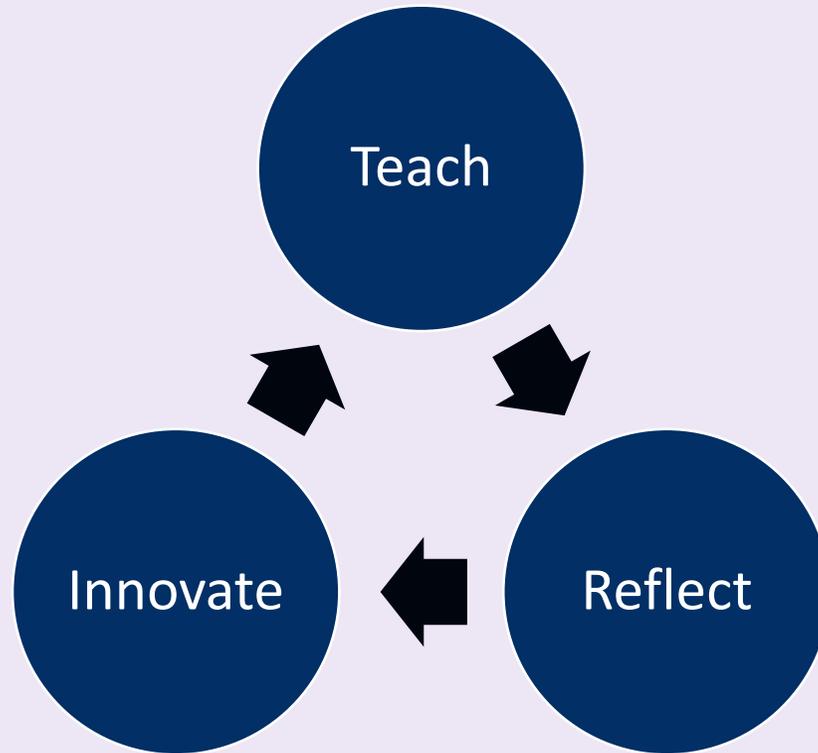
The Reflective Teaching TRI Framework

- Successful program development require educators to be aware of factors that most influence successful outcomes (Hartzler, 2000).
- Inclusive pedagogical approach is an effective way for university educators to respond to increased diversity within the student population (Hockings 2011)
- Inclusive pedagogy is a pedagogical approach that responds to learner diversity in ways that avoid the marginalisation of some learners in the community (Spratt and Florian 2015, Stentiford and Koutsouris, 2021).
- Paucity in research led strategies of integrating inclusive pedagogical practices in curriculum development and delivery in higher education.

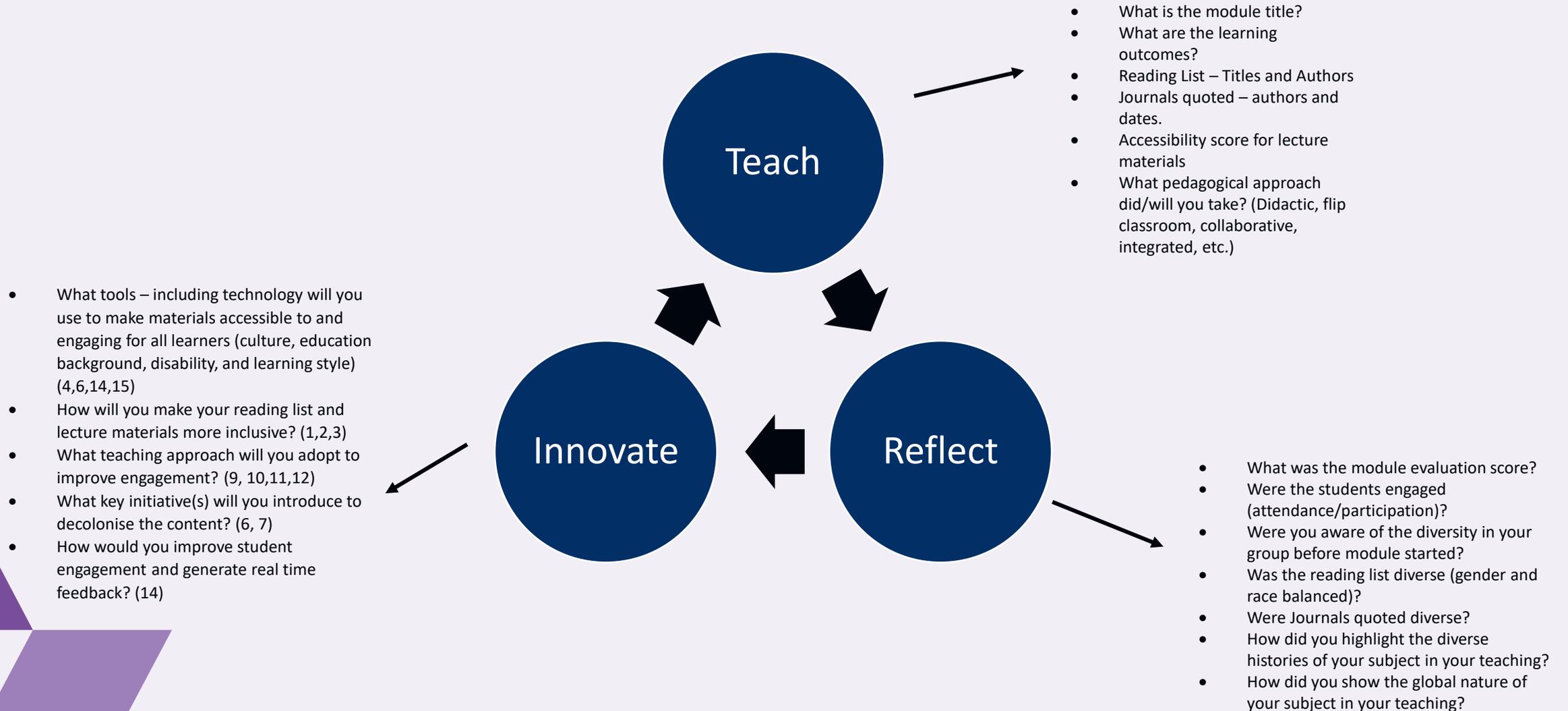
The Reflective Teaching TRI Framework

- TRI framework provides simple steps to developing an inclusive curriculum through reflective teaching methods
- Encourages all academics who **Teach** to **Reflect** on their teaching and **Innovate** to improve outcomes
- Provides simple questions that act as prompts to provoke reflection and innovation.

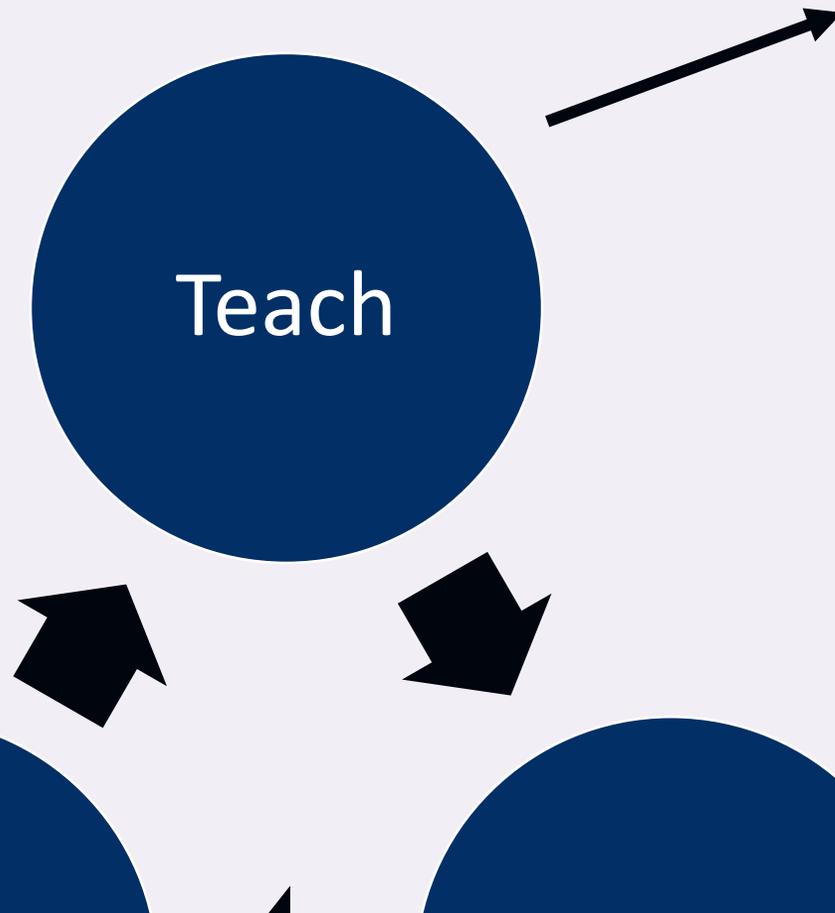
TRI Framework



TRI Framework

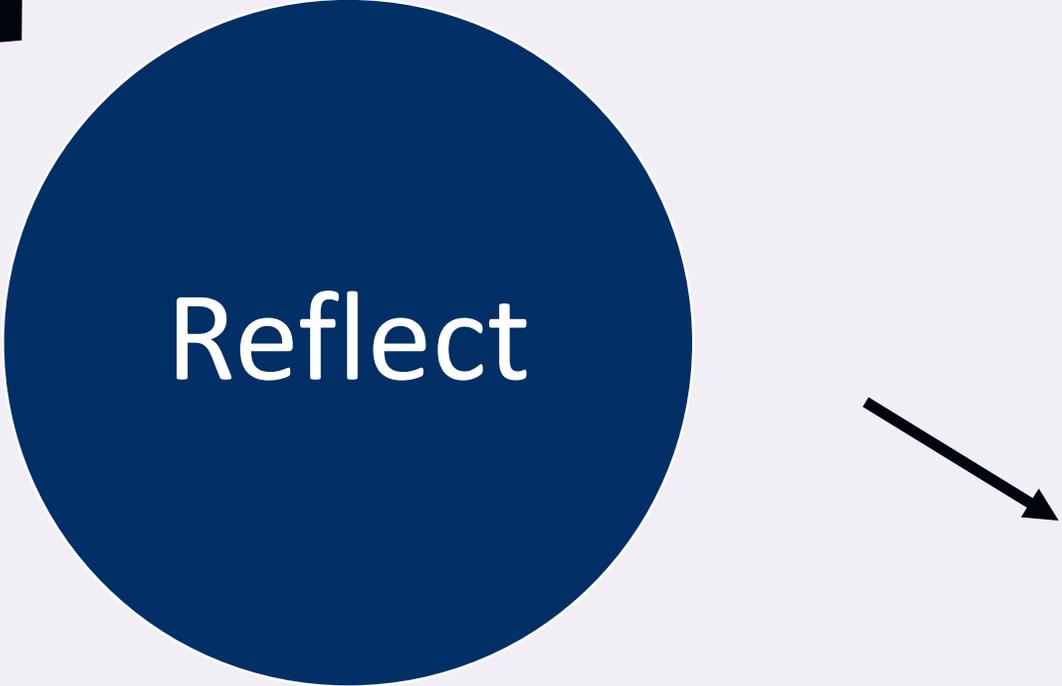


TRI Framework



- What is the module title?
- What are the learning outcomes?
- Reading List – Titles and Authors
- Journals quoted – authors and dates.
- Accessibility score for lecture materials
- What pedagogical approach did/will you take? (Didactic, flip classroom, collaborative, integrated, etc.)

TRI Framework



Reflect

- What was the module evaluation score?
- Were the students engaged (attendance/participation)?
- Were you aware of the diversity in your group before module started?
- Was the reading list and journals used diverse (gender and race balanced)? 1
- How did you highlight the diverse histories of your subject in your teaching? (7)
- How did you show the global nature of your subject in your teaching? (7)
- **What key outcomes can you share in the reflective teaching workshop?**

TRI Framework

- What tools – including technology will you use to make materials accessible to and engaging for all learners (cultural, education background, disability, and learning style) (4,6,14,15)
- How will you make your reading list and lecture materials more inclusive? (1,2,3)
- What teaching approach will you adopt to improve engagement? (9, 10,11,12)
- What key initiative(s) will you introduce to decolonise the content? (6, 7)
- How would you improve student engagement and generate real time feedback? (14)



Innovate

Tips and tools to create inclusive lectures/modules

1. [Diversity Mark Toolkit – Tips to diversify your reading list \(kent.ac.uk\)](#)
2. <https://www.kent.ac.uk/student-success/diversity-mark>
3. [Diversity Landscape of the chemical sciences report \(rsc.org\)](#)
4. [Staff: how to check the accessibility of documents - Help - University of Kent](#)

Tips and tools to create inclusive lectures/modules

5. Decolonising the curriculum aims challenges and opportunities
(A. Berko)
 6. Ask students to research diverse (global) scholars who have had significant impact on the subject or its branch.
 7. Be aware that the choices you make, and actions taken in the organisation of learning, convey messages and values to students beyond the formal focus of the module/lecture.
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Reflective teaching workshop

- An important part of the framework is the reflective teaching workshop
- Allows academics to share good practice across division
- Provides feedback from colleagues to help improve on design
- Foster collaborations across the university

Feedback from NATs Reflective teaching workshop

- 43 people attended the workshop
- 15 people participated in the survey
- Feedback was very positive with most participants saying the workshop will impact their teaching.

Feedback from NATs Reflective teaching workshop

Q. If there are any practices or ideas that you are intending to take forward following on from this event, which are they?

Some thought-provoking reminders and examples about decolonisation of the curriculum.

How to decolonise the curriculum

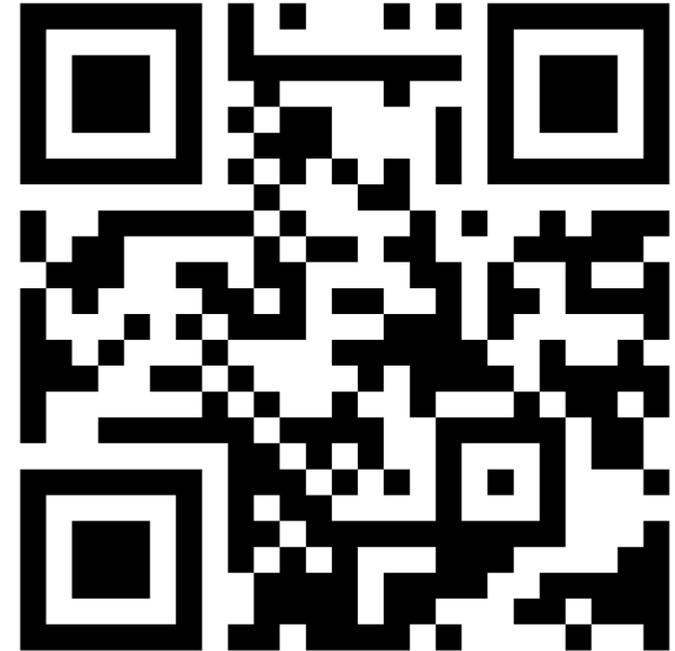
Great ideas on how to involve co creation with students in this work

To be inclusive, include things, decolonisation of the curriculum is impactful.

Conclusions

- Inclusive teaching/pedagogy is an important even critical determinant of institutional quality.
- A reflective teaching approach is a way to embed and continuously enhance inclusive teaching practices in curriculum development and delivery.
- TRI Framework serves as a crucial developmental and assessment tool for lecturers to enhance content delivery to improve student outcomes.
- Reflective Teaching is a continuous process that individual academics must practice within a supportive and enabling environment.

Please scan the QR code to provide us with some feedback to help improve the framework



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**Thank
you.**

