



BRIDGES

A **toolkit** for **diversifying knowledge** and **tackling discrimination** through **civil society participation** in universities.

Toolkit Workshop

Worksheets for

critical reflection on

teaching experience

ACTIVITY

WORKSHEETS FOR CRITICAL REFLECTION ON TEACHING EXPERIENCE



APPROACH

The exercise consists in a set of worksheets with guiding questions to critically reflect on teaching practices. Five areas of reflection and proposal generation are offered: (1) teaching programs (2) learning spaces (3) pedagogical practices and interactions (4) relationship with the local context and (5) forms of assessment. Two sets of exercises are proposed: (A) some directed to the teaching teams and (B) others to work with the students.

OBJECTIVES

- To provide teachers and students of tools to reflect on the ethnocentric nature of the teaching practice.
- To promote the use of non-hegemonic knowledge and methodologies in the didactic task.

PART 1 - CRITICAL REFLECTION ON TEACHING EXPERIENCE: TEACHER SELF-EVALUATION (60 MIN)

Needed materials

Good space for debate, self-evaluation sheets, blackboard or flip chart to share reflections, as well as a document containing the concluding proposals.

STEP 1 (5 MIN)

Introduce the activity explaining that the objective is to analyze the ethnocentric elements of the teaching practice itself through 5 areas of reflection: teaching programs, learning spaces, pedagogical practices and interactions, relationship with the local context, and forms of evaluation. Also explain that the different points of view will be discussed in order to subsequently generate proposals applicable to the subject under analysis.

STEP 2 (15 MIN)

Distribute the worksheets among the teaching team and make each member answer the questions proposed individually (printing the worksheets or setting up a virtual working space).

CRITICAL REFLECTION SHEETS ON TEACHING PRACTICE (TEACHERS)

The Program or Teaching Guide

- To what extent do you consider that the teaching program of your subject is constrained by the regulations of the institution where you work (for example, the contents are pre-established and you cannot change them)?
- Do you think that the teaching program of your subject meets the expectations and needs of the students?
- Are the theoretical and bibliographical references you use mostly from the Global North (Europe / USA)?
- How does the Teaching Programme account for the diversity (of origin, gender, class, etc.) of global academic developments in your area of work?
- Do you think that any of the contents of your course may be offensive to some of the students because of their gender, class, national or ethnic origin, skin color, etc.? What would you do if that was the case?

The configuration of the learning space

- How is the physical space in which you teach configured? Do you consider it a pleasant space in terms of light, temperature, accessibility, etc.?
- What kind of relationships does the teaching space promote (for example, a vertical relationship with the presence of a podium for teachers)?
- Do you think that space responds to the different needs of students? Why?
- To what extent do you have the necessary tools to carry out a participatory teaching practice in this space?
- How do you think you can intervene in the space to favor spaces of dialogue between teachers and students?

Classroom teaching practice and interactions

- How do you think the power relationship between teachers and students influences your teaching practice?
- What relationships are established between people based on their different national, ethnic, religious origins, etc?

- Have you identified processes of exclusion and/or discrimination towards people on the basis of skin color or origin, and how do you think these people have felt in such situations?
- Do you encourage students to use references (bibliography, videos, websites, etc.) from different parts of the world and in different languages?
- To what extent do you create situations for students to express their concerns in your teaching practice, what constraints do you face in developing more participatory teaching?

The local context

- How does your teaching practice relate to the characteristics of the local context of your university?
- Do you use references or examples related to the local context in your teaching?
- Do you think that the composition of the student body reflects the different social, ethnic, or religious groups present in the society in which you live?
- What social groups do you think are not represented in the classrooms? What do you think are the barriers these people encounter in order not to access university studies? Have you taken structural racism into account in your reflections?
- Do you think that the subjects you work with can be useful to work on problems or needs present in the social context where you are located?

Evaluation principles and practices

- What premises guide the design of assessments in your subject?
- Do you consider that the evaluations you make are culturally situated and therefore favor certain types of expression (e.g. written versus oral)?
- Do you think that the assessments take into account the diversity present in the classroom (for example, whether they meet the needs of those who are not fully fluent in the majority language or have impaired vision)?
- Have you noticed if there is any remarkable difference in student performance on the basis of gender, class, national or ethnic origin? If so, to what do you attribute these differences? Have you considered the influence of factors such as structural racism or sexism on these results? Have you ever promoted participatory spaces to discuss alternative forms of evaluation (for example, by discussing them with students)? If yes, how do you value that experience?

STEP 3 (25 MIN)

Now start sharing individual answers to the worksheets. Allow approximately 5 minutes for each of the areas worked on. Write down on a blackboard, flip chart, or shared document the main conclusions of each area and make a general summary of the contributions.

STEP 4 (10 MIN)

Brainstorm with all participants to generate proposals to transform different aspects of the subject analyzed. Write down the ideas that arise on the blackboard or shared document that you were using.

STEP 5 (5 MIN)

Close the activity with a follow-up proposal for the implementation of the ideas generated.

PART 2 – CRITICAL REFLECTION ON TEACHING PRACTICE:

DYNAMICS TO BE CARRIED OUT IN THE CLASSROOM (60 MIN)

Needed materials

Good space for debate, self-evaluation sheets, blackboard or flip chart to share reflections, as well as a document containing the concluding proposals.

STEP 1 (5 MIN)

Introduce the activity explaining that the objective is to analyze the ethnocentric elements of the teaching practice itself through 5 areas of reflection: teaching programs, learning spaces, pedagogical practices, relationship with the local context and forms of evaluation. Also explain that the different points of view will be discussed in order to generate proposals applicable to the subject under analysis.

STEP 2 (10 MIN)

Divide the class group into subgroups and assign a worksheet to each of them, making sure that each area is discussed by at least one group. Ask the participants to answer the questions on the worksheet.

CRITICAL REFLECTION SHEETS ON TEACHING PRACTICE (STUDENTS)

The Program or Teaching Guide

- Do you consider the Curriculum adapts to your learning needs? If not, how do you think it could be adapted to them?
- Are the bibliographical references used mostly from the Global North (Europe / USA)?
- How does the Curriculum account for the diversity (of origin, gender, class, etc.) of global academic developments in the subject area?
- Do you think that any of the contents of your course may be offensive to some of the students because of their gender, class, national or ethnic origin, skin color, etc.? In what way?

The configuration of the learning space

- How is the physical space in which you attend classes configured? Do you consider it a pleasant space in terms of light, temperature, accessibility, etc.?
- What kind of relationships does the teaching space promote (for example, a vertical relationship with a podium for teachers)?
- Do you think that this space facilitates your active participation in learning, in what way?
- How do you think it is possible to intervene in the space in order to favor spaces of dialogue between teachers and students as well as amongst students?

Classroom teaching practice and interactions

- How do you think the power relationship between teachers and students influences the monitoring of the subject?
- What relationships are established between people on the basis of their different national, ethnic, religious origins, etc. Have you identified processes of exclusion and/or discrimination towards people on the basis of skin color, origin or gender?
- Have you experienced any kind of discrimination due to your skin color, origin or gender? Do you think you have participated in dynamics of exclusion and/or discrimination towards certain groups of people and if so, how did that make you feel?
- What do you think are the barriers and facilities for your participation in the learning process?
- Do you think that the course is open to the use of references (bibliography, videos, web pages, etc.) from different parts of the world, and in different languages, in what way could the spectrum of references and materials be extended in this sense?

The local context

- How does the course content relate to the local context of your university?
- Are contents or activities related to the local context proposed in the lessons?
- To what extent do you consider that the subjects provided can be useful to work on problems or needs present in the social context where you are located?
- Do you think that the composition of the student body reflects the different social, ethnic, or religious groups present in the society in which you live?
- What social groups do you think are not represented or under-represented in the classrooms? What do you think are the barriers that people encounter in accessing university studies? Have you taken into account structural racism in your reflection?

Evaluation principles and practices

- Do you find the assessments culturally situated and therefore favoring certain types of expression (e.g. oral versus written)?
- Do you think that the assessments take into account the diversity present in the classroom (for example, whether they are suited to the needs of those who are not fully fluent in the majority language or who are visually impaired)?
- Are there any participatory practices for planning alternative forms of evaluation (e.g. by discussing these with the student body)?

STEP 3 (15 MIN)

Start sharing the answers to the worksheets. Allow approximately 3 minutes for each of the areas discussed on the worksheets. Write on a blackboard, flip chart, or shared document the main conclusions for each area and summarise the contributions.

STEP 4 (10 MIN)

Brainstorm with all participants in order to generate proposals to transform various aspects of the subject analyzed. Write down the ideas that arise on the blackboard or shared document. Reflect with the participants on the viability of the proposals presented.

STEP 5 (5 MIN)

Close the activity with a summary of the ideas and their feasibility of implementation.



This document is part of the BRIDGES Toolkit, a set of tools and strategies for addressing and dismantling structures of exclusion in Higher Education curricula. The Toolkit has been developed in the context of the Erasmus+ project **BRIDGES: Building Inclusive Societies: Diversifying Knowledge and Tackling Discrimination through Civil Society Participation in Universities**, whose working team consists of the following entities:

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