

# TDP Sample Reflection

---

*This reflection is being shared with permission of the TDP participant who posted it after attending a workshop that qualified as a Pedagogy Workshop. The reflection is followed by a rubric we use when assessing Pedagogy Workshop reflections in the TDP, indicating why we judge this reflection to be excellent in a number of categories.*

*A sample Application and Practice reflection is also available on the TDP website, at <https://tdpctl.columbia.edu/progress/reflectionguidelines/>.*

---

## Pedagogy Workshop reflection

In this morning's workshop, the group discussed creating inclusive learning environments by reflecting on the different aspects of student identity and how they might impact learning, using case studies to think about and strategize for different kinds of inclusivity challenges we may face as instructors, and reflecting on our own commitments to inclusive practices. These activities, along with the terminology and visualizations provided in the packet, helped me to discover some of my own assumptions about identity in the classroom, which I am glad to have acknowledged before serving as an instructor of record.

The most valuable tool that I acquired from this session was the checklist of inclusive teaching practices alongside an understanding of the myth of the neutral classroom. Although I intellectually understood that classrooms are inherently unequally accessible because of the various identities in the room, the practices on the checklist made me realize that I have still been operating under the assumption that a classroom could nonetheless function equitably as long as identity differences went unacknowledged and there was no explicit marginalization. This, I believe, stems from my own anxieties about "prying" into people's personal lives and rendering the environment unprofessional. So, practices like asking students about their interests outside of class during office hours struck me as potentially crossing some kind of line.

However, over the course of the session, and through discussion with my group of mostly more experienced instructors, I was able to re-conceptualize these practices not as violating personal boundaries, but as making space for productive self-expression and acknowledgment of a student's relationship to the course material, both intellectually and socially. This, I hope, will enable me to better serve each of my students' individual needs and to create a learning

environment in which everyone feels acknowledged and has ample brain space to think critically about the course material.

## CTL Assessment of this reflection

Assessment dimension	Level of Engagement	Notes
Evidence of change in perspectives or approach to teaching	Excellent	This person uncovered and probed an assumption they held prior to attending this event. Their participation in this workshop resulted in a change in perspective which they explicitly describe.
Focus on student learning	Excellent	This assumption and new realization are tied to student learning in terms of conceptualization and practice.
Length of reflection	Excellent	Sufficient length (307 words).