

## CRITICAL REFLECTION

The following questions specific to each of the areas of excellence are designed to assist you with your written 'critical' reflective statements. It is by no means necessary for you to answer or use all the questions—your statement should be tailored to your own needs and you should use relevant questions.

**TEACHING** (Teaching, defined here as didactic instruction, entails the effective communication of knowledge to foster student learning via any appropriate method including but not limited to: lecture, seminar, laboratory, workshop, hybrid or on-line courses, one-to-one tutorials, and continuing education programs. Good teaching also requires continuous improvement of teaching via the development of innovative educational methods and resources.)

**Ask yourself the following questions.**

1. How did you become a Dental Educator?
2. Were you planning on becoming an educator (or not)?
3. Was your path a direct one from student to educator, or was it an indirect path?
4. What people or situations influenced you to become a dental educator?
5. What drew you, or now draws you to teaching?
6. What about teaching sparks your passion?
7. What is your overarching goal in teaching?
8. What does it mean to be a dental educator today?
9. How have changes in education and accreditation standards influenced, or might influence, your understanding and practice of teaching and learning?
10. How did you learn to teach?
11. Are there differences between how you learned (as a student) and how you now teach?
12. Or do you teach on how you learned as a student?
13. Who were your favorite and least favorite instructors in your dental school program?
14. Why were they your favorites and your least favorites?
15. What do you consider to be the key components of a good course?
16. How do you manage the content load of your course?
17. What do you consider to be the key components in the effective delivery of course material?
18. What are the characteristics of a good student in one of your learning situations, didactic or clinical?
19. How have you used student/resident and/or peer-to peer feedback of your teaching to change or alter your courses.

**EDUCATIONAL LEADERSHIP** (Educational Leadership, which may be internal or external, emphasizes broader efforts to improve curriculum, pedagogy, training and mentoring practices, or the delivery of quality patient care. Educational leadership roles and accomplishments may be evaluated as evidence of achievement in both Educational Leadership and in Service, Citizenship, and Professionalism.)

**Ask yourself the following questions:**

1. What was your path towards becoming an educational leader?
2. Were you planning on becoming a leader in education (or not)?
3. What aspects of your career do you consider as being relevant to you being an educational leader?
4. What people or situations influenced or inspired you to become an educational leader?
5. What committees and/or leadership roles at the School have you held and what experience did you gain from your participation?
6. In your role as an educational leader, did you guide participants through a process or School/University/Nationwide initiative that was successfully implemented. What did you learn from the process?
7. What University and National/International committees have you served on or were elected too, and what skills did you bring to the committee? Why were you picked to serve on the committee?
8. Were you part of any leadership training activities? And what did you gain from your participation?
9. How do you plan to apply your new leadership skills in future educational settings?

**CLINICAL INSTRUCTION** (Clinical instruction, expertise, and innovation encompasses high quality student supervision and mentorship, delivery of exemplary clinical patient care as well as innovative approaches leading to improved oral health promotion and patient quality of care, including disease diagnosis, treatment and/or prevention. ; the development or application of technology for clinical care; and/or the development of novel models of care delivery that influence care at a regional, and often national, level.)

**Ask yourself the following questions:**

1. What skills do you have to teach clinically?
2. How and why did you become a clinical instructor?
3. Were you planning on becoming a clinical instructor (or not)?
4. Was your path a direct one from student to clinical educator, or was it an indirect path?
5. What people or situations influenced your decision to become a clinical dental educator?
6. What drew you, or now draws you, to clinical teaching?
7. What about clinical teaching sparks your passion?
8. What is your overarching goal in clinical teaching?
9. Do you try to incorporate technology or contemporary clinical approaches in you clinical teaching and why?
10. How have changes in clinical education and accreditation standards influenced, or might influence, your understanding and practice of teaching and learning?
11. Did you take any formal courses to help you to teach in the clinic?
12. Are there differences between how you were taught in the clinic (as a student) and how you now teach? Or do you teach clinically how you learned as a student?
13. Who were your favorite and least favorite clinical instructors in your dental school program that may have motivated you? Why were they your favorites and your least favorites?
14. What do you consider to be the key components of good clinical instruction?
15. Tufts has large clinics. How do you manage your student load in the clinic to ensure that each student has a quality experience?
16. What are the characteristics of a clinically competent student in one of your clinical learning situations?
17. How have you used student/resident and/or peer-to peer feedback of your clinical teaching to change or alter your instruction.

**SCHOLARSHIP, INVESTIGATION, AND DISCOVERY** (Scholarship, Investigation, and Discovery is as an active, diligent, and systematic process of inquiry that leads to the discovery, advancement, and dissemination of knowledge.)

**Ask yourself the following questions:**

1. What do you consider to be your area(s) of research scholarship?
2. For each area, can you describe the importance/impact of your research on society? Give example of published manuscripts (This section may be written similar to an NIH Biosketch).
3. How did you finally decide on your areas of research focus?
4. Who were your mentors and how did these individuals help to motivate your research and support you? How did the School/University support your research efforts? How do you measure your success as a researcher?
5. Have you gained received internal/external funding for your research?
6. Have you engaged in collaborative research? How did you forge these collaborations? How successful were your collaborations?
7. Do you currently mentor the research of students/residents and/or faculty? What strategies do you use to motivate these individuals? For faculty that you mentor, how do you measure their progress?