How has reflection helped you in the development of your digital teaching practices? You could provide a specific example or talk about how you reflect on your digital teaching practices more generally.

Reflection is part of praxis, or that never-ending iterative loop of translating theory into practice and pedagogy. It never ends. It iterates on each and every teaching encounter, each learning opportunity, each instance of mentoring and supervision. It is research-informed at all turns, an attempt to translate that research into tangible teaching practice. Reflection is the only means we have to translate both success and failure into practice. Without it, we are merely responding to circumstance or working from a script.

I have taught in some way or another for the last 25 years both online and off. Even with that experience, I don't have all the answers. I know there are many things that I still don't know. Teaching is very humbling this way, as is reflection. But what I do know, I have tried to work into a few categories, two of which I will share here.

Time: the pace is different online. Time is arranged and moves differently online. We still ascribe to the contours of the semester, we still respond to deadlines, exam boards, welcome weeks. They are little beacons on our asynchronous view of the world. But time moves differently, almost patiently, online. It takes some getting used to for teachers and students. I reflect on how experience taught me to slow down, breathe, and not take student silence as a negative but rather possible evidence of thinking, reading, reflecting. I reflect on how I need to trust my students and myself with time. This is slow teaching. A considered, deliberate, and gradual embrace of the subject, the questions being asked, and the significance of what is learned.

My course isn't running Tuesday at 3:00PM, for example. It runs Monday-Friday, all day. It runs with or without my explicit presence. I am there in my presence at select times during the week, I am there in my design of the course. I am there in my weekly announcements setting the tone for the week. I am there on the discussion boards, on Miro, or in the live sessions. But I am always there. I often reflect on when and where this is most optimal. Where my presence would make the most significant impact. But I don't rush. It is all deliberate. And reflection is the means to gauge whether this is correct.

Design
I reflect on my design of the course. Online, design runs hand in hand with teaching. They are not separate. My reflection on theory, on research, on design frameworks, criticality, creativity, all of this goes into the design. I don't throw it together on the fly. I deliberate on it. I have it ready, the entire thing, ahead of the semester. I reflect each and every running of the course as to whether that was the correct design. I make notes during the semester on what to change when the semester is over. I cringe at past choices and try to do better.

Relating back to time, less is more online. A deeper dive on less, rather than a skim of a wider breadth of readings and activities that promote a performativity. Reflection helps me whittle this down to the core of each block of activity. What is the essence of what I am teaching? Everything else is optional, if included at all. A search for critical depth is part of my teaching practice.

I try to differentiate between what is the course and the teaching vs. what surrounds or measures the course and the teaching. Teaching vs assurance. Teaching vs. navigating the administrative demands on my time. I am protective of the time I have set aside for actual instruction, knowing it is finite. It is, in essence, a zero-sum game. I engage with as much of it as I can, I prioritise those bits

that speak directly to the teaching, and I reflect on how to ignore distractions in this regard. That is reflection to me in design.

So not a perfect summation of how reflection works with teaching, but nor was it intended to be. It is extrapolating a few points to consider, time and design, from the multitudes that exist.

It is like this image, a montage of a fuller perspective taking shape over many individual teaching instances, a composite of experience being translated into practice through a persistent reflection.