**Figure 3.2: Reflective Matrix: Spectrum of Reflective Practice in Seminary Teaching.**

| Less Reflective | | | | More Reflective |
|---|---|---|---|---|
| Faculty talk of teaching only in disparaging ways. | Teaching talk is generally nervous, critical, and for summative purposes. | Teaching talk is tentative and informal, but there is faculty interest in it. | Teaching talk moves across boundaries and is formative. | Teaching talk is generative, shared, and energizing. |
| Theology is key arbiter; closed canon forms basis of truth. | Theological commitments are voiced only in terms of guild expertise. | Theological frames are one among many but allowed into conversation. | Theological commitments form center of curriculum and invite conversation. | Theological commitments support openness in learning and seeking transformation. |
| Faculty are all powerful in the institution; students are perceived as a necessary evil. | Faculty and students act independently and in isolation. | Faculty and students collaborate informally, with faculty taking the lead. | Faculty and students work in teams with each other and other constituencies. | Structural roles blur as the same person inhabits different roles in different projects. |
| Student role is strictly defined as novice. | Student role is subordinate to faculty, a learner who consumes information. | Students may inhabit multiple roles—novice, skilled practitioner, researcher. | Students have multiple roles, may be learning partners with faculty. | Students are co-learners with faculty and other constituencies, may be pursuing degrees, continuing education, or simply learning for its own sake. |
| Cultural contexts of students deemed problematic, too often leading to syncretism. | Cultural contexts of students mostly irrelevant to learning. | Cultural contexts of students important to take seriously in learning for effective outcomes. | Cultural contextualization a key element of learning and teaching. | Cultural contextualization embedded in theological processes. |
| Teaching is transmissive and didactic in format. | Teaching is largely transmissive; teachers are content experts. | Teaching may take several forms, and there is some team-teaching. | Teaching is often interdisciplinary and done in teams; teachers are the designers of learning environments in addition to being content experts. | Teaching is aimed at student discovery; teachers take on the role of expert guides; much coursework is based on collaborative projects. |
| Questions from students are pertinent only for purposes of clarification. | Questions from students are allowed if they fall within clear parameters. | Culture of competition; student questions must come from a critical perspective. | Questions originate in shared attempts to negotiate meaning and clarify truth. | Truth emerges from shared, energized, engaged questions. |
| No evaluation. | End-of-course evaluation used only for summative procedures. | Course evaluation is used occasionally for formative as well as summative procedures. | Students involved in assessment; primary emphasis is formative. | Continual assessment by all participants; portfolio development for lifelong learning. |
| Less Reflective | | | | More Reflective |