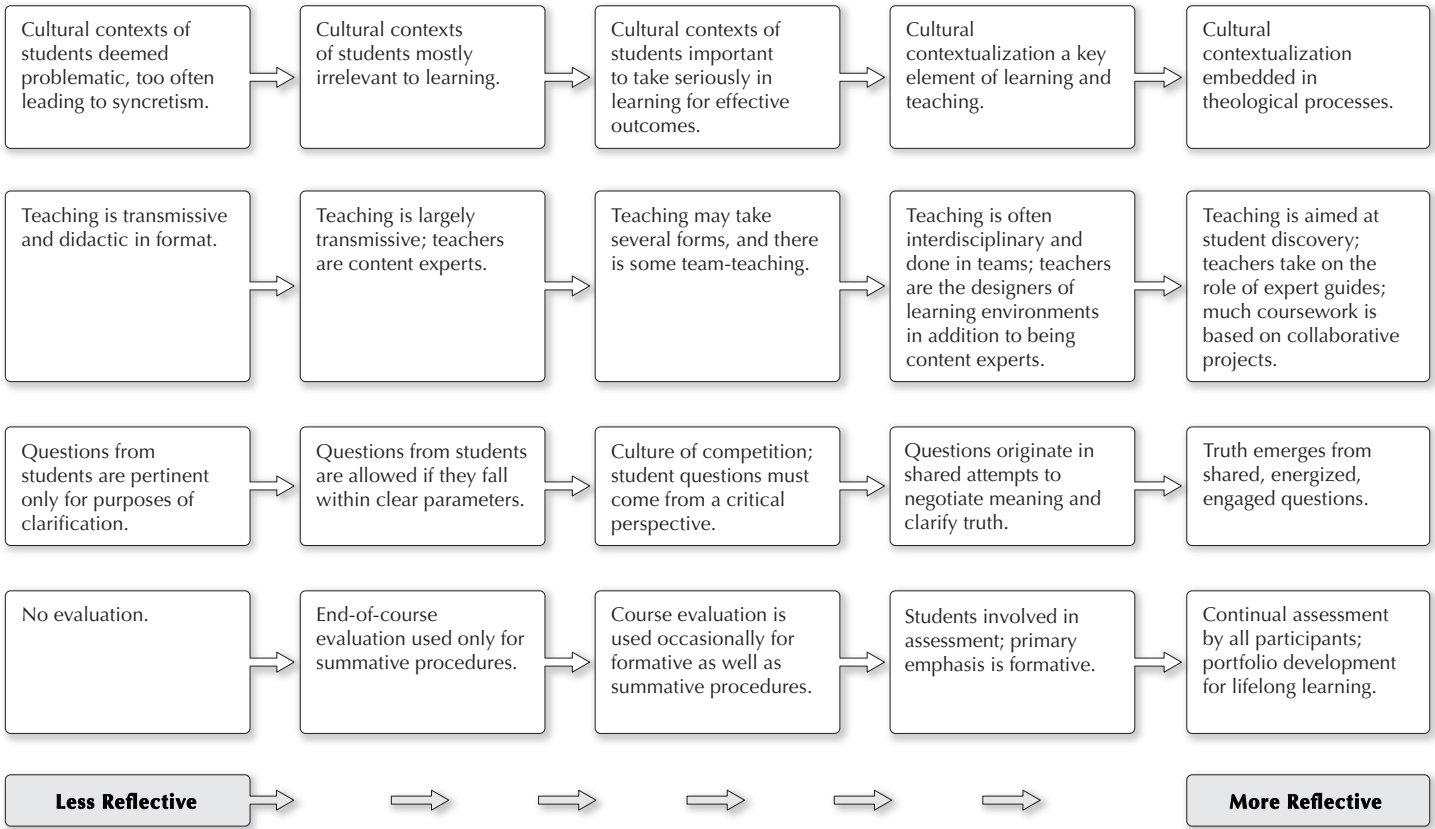
**Figure 3.2: Reflective Matrix: Spectrum of Reflective Practice in Seminary Teaching.**

| 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