

Introduction to Academic Reflection
Lewis University
FEBRUARY 2, 2022
2 pm - 4 pm

Introductions & Reflections

- **Name**, Pronouns, if you'd like + Discipline/Role, if you'd like to share
- Given all the challenges we face these days, what is **one question you've been reflecting on in your own work/life?**

Plan for the Session

- **Explore concepts and practices of academic reflection**—a key practice/mode of experiential learning—and how to integrate it into your work.
- **Consider what “good” reflection** looks like in action, and some of the qualities and characteristics that make it effective.
- **Experiential/interactive** - a chance to *participate and assess your own experience* of some reflective activities that you can easily incorporate into your class.
- **NOTE:** We’ll share these slides!

Community Agreements



- ***Listen to hear and understand vs. rebut*** - listen to others in order to understand their perspective - even if you don't agree.
- ***Be aware of making space - for yourself and others to share.*** Keep an eye to time and ensure that you not only share but also hear all of your fellow community members.
- ***Speak from personal experiences.*** We encourage you to use "I statements" and share from your own stories and insights.

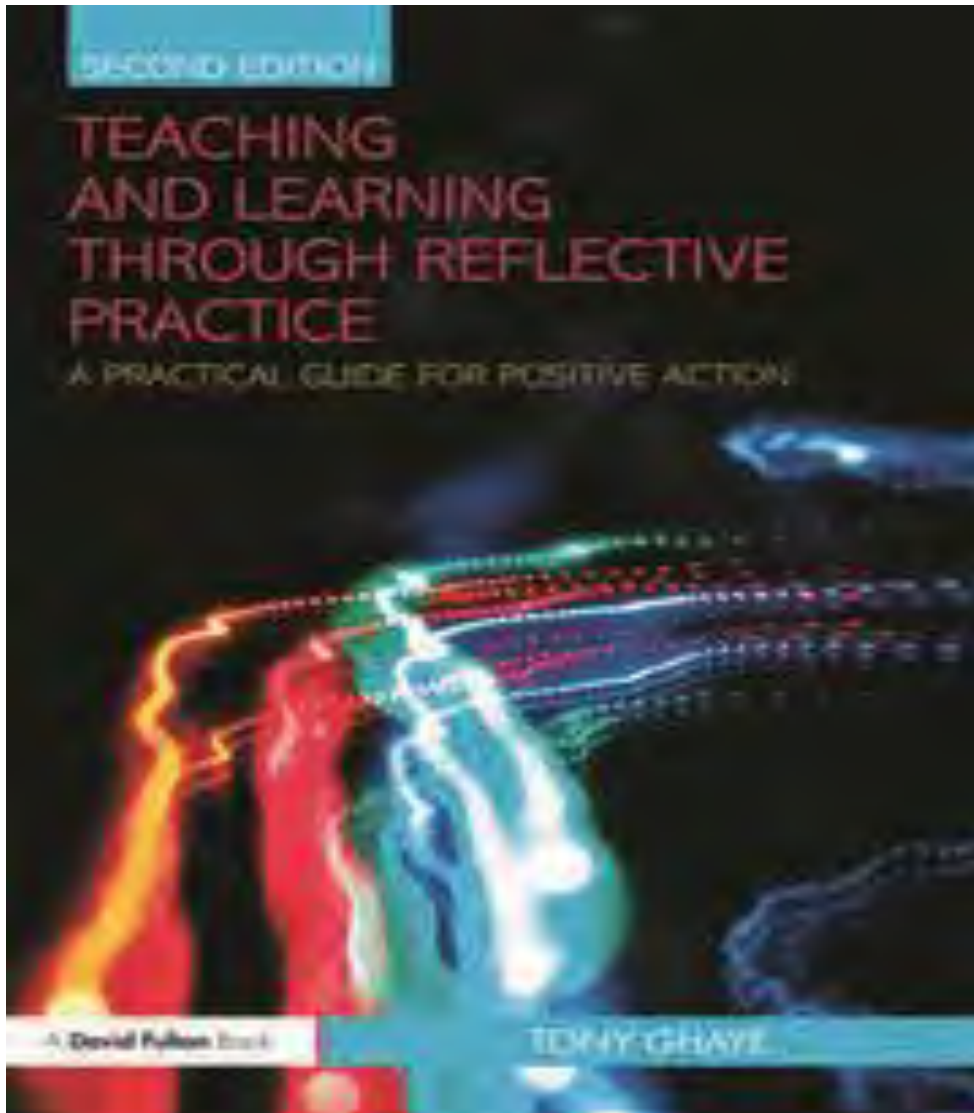
What is Reflection?



John Dewey (born 1859), education reformer, scholar, philosopher and great advocate for progressive and experiential education defines reflection as:

“a meaning-making process of experiences related to other experiences translated into knowledge that can be practiced.”

What is Reflection?



Teaching & Learning through Reflective Practice: A Practical Guide for Positive Action
by Tony Ghaye

At its heart is the exploration and illustration of **four reflective questions**: What's working well? What needs changing? What are we learning?. Where do we go from here?.

Why Reflection?



- **Meaning-making of all kinds** - to make sense of our experience --by connecting it to previous learning and experiences--is at the heart of transformational learning
- **Social emotional development** - self-awareness, empathy, capacity to listen and understand differing perspectives and experiences
- **Engages the whole person** - intellectual development, social identity development, racial identity moral development, and civic development.

Why Reflection?



- **Skill development** - critical thinking, analytical skills, communication, dialogue, active listening
- **Supports question development** - capacity for inquiry and exploration of critical questions.
- **Supports relationship building and connection** with and awareness of self, others and the larger world.
- **Develops creativity, imagination and innovative** thinking
- **Ways of knowing** - supports and develops multiple ways of knowing/understanding

Considering Challenges to Reflection



"It's about doing *differently* – not doing *more*"
–Laura Wilmarth Tyna

What Does Good Reflection Look Like?



Think of a “good” experience you’ve had of reflection...formal or informal

What qualities and characteristics come to mind
What made it effective?

Name 1 or 2 that come to mind

What Does Good Reflection Look Like?

Reflection *in* action (during)

Reflection *on* Action (after/before)

Good reflection includes both.

What Does Good Reflection Look Like?



- **Fresh (not stale)** - includes a variety of activities - not just journals or end of year debriefs/reflective paper
- **Integrated** - before, during, after
- **Ongoing and consistent** - creating a habit, “building in the pause”
- **Intentionally connects** - to previous learning and experience. *“How does this challenge or support what you knew about this before?”*

What Does Good Reflection Look Like?



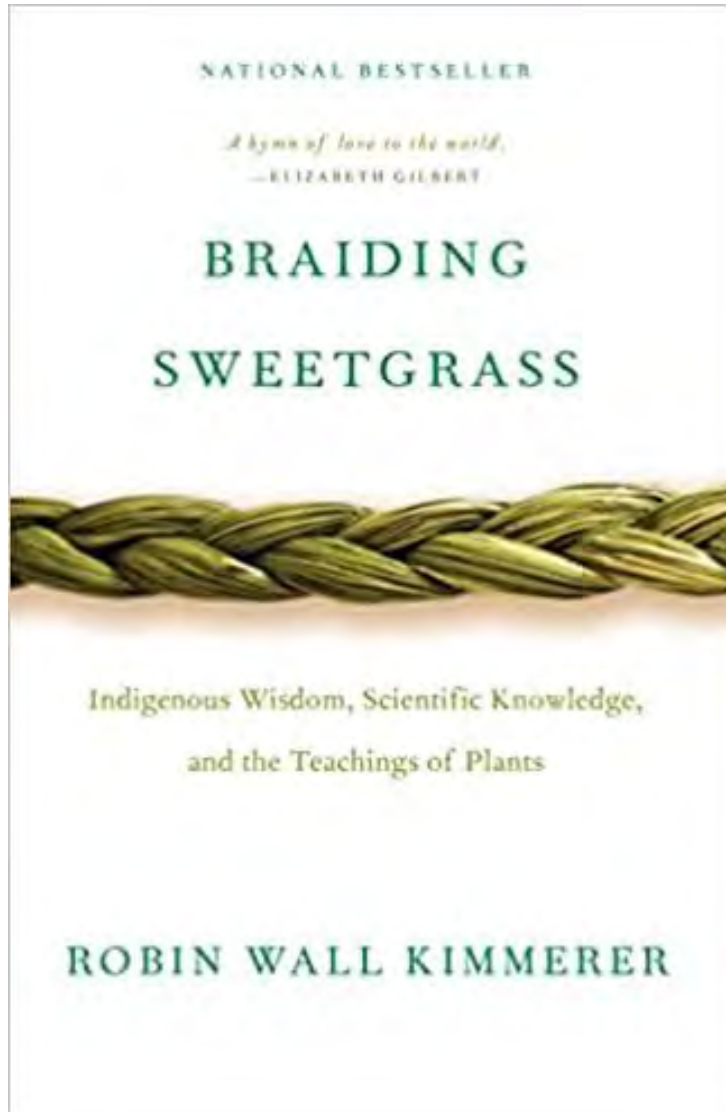
- **Goes "deeper, gets underneath"**
 - Engages the personal AND the academic
 - Engages thoughts AND feelings
 - Builds on previous knowledge and experience
 - Makes connections - to self/identity, to others, to issues, to values, etc.
- **Mix It up - Keeping it fresh**
 - oral & written & visual/creative
 - individual & group
 - structured & unstructured
 - discussion - pairs, triads, whole groups

What Does Good Reflection Look Like?



- **Metacognition** - develops self awareness of one's own thought processes and learning style

Reflection Best Practice: Explore Different Ways of Knowing



“One thing I’ve learned in the woods is that there is no such thing as random. Everything is steeped in meaning, colored by relationships, one thing with another.”

In the absence of reflection...



Reflection on Video

(00:12:25-00:17:09)



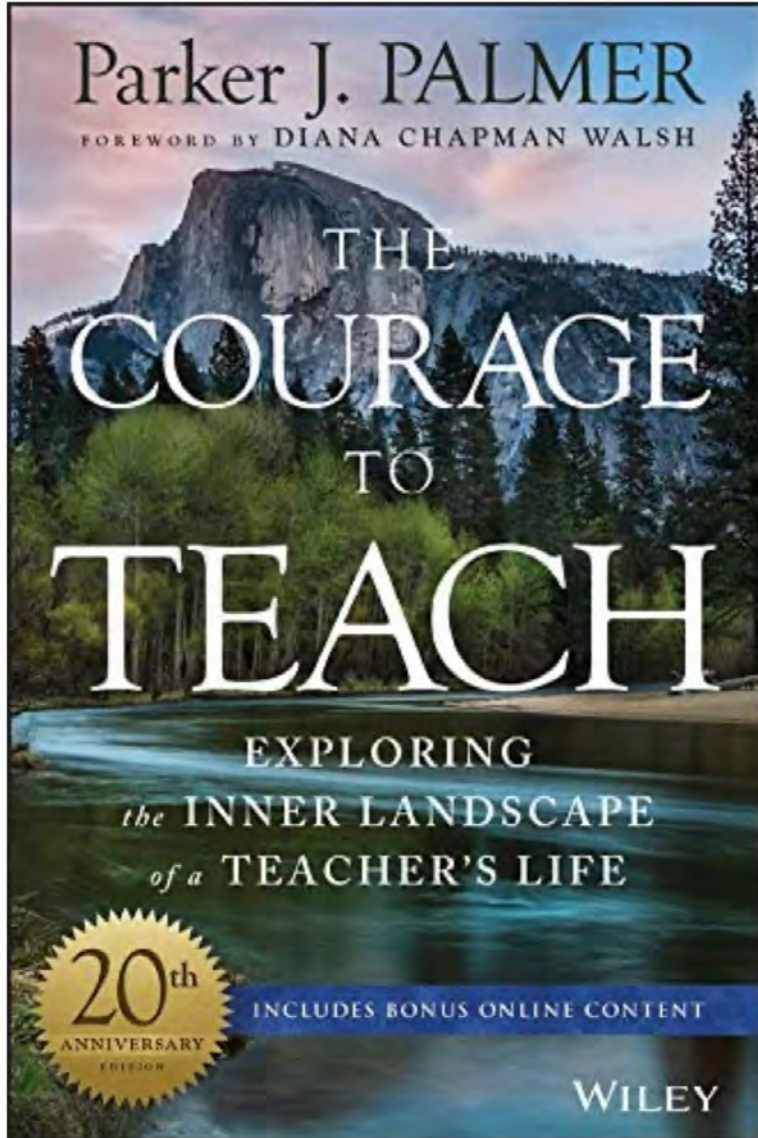
Individual Reflection (pause the video at 15:29):

1 thought, 1 feeling, and 1 question that comes to mind.

Group Reflection:

- What's **one thing** that stands out to you in this piece?
- How would you **describe** what's happening in this exchange between this student and her teacher?
- How could an **orientation toward reflection** on the part of the professor have made a difference in her learning experience?

Starts with You/Us



If I am willing to look in that mirror and not run from what I see, I have a chance to gain self-knowledge—and knowing myself is as crucial to good teaching as knowing my students and my subject.”

Parker Palmer, *The Courage to Teach*

Starts with You/Us

- **“Disposition toward inquiry”** - Asking questions become part of the DNA
- **“Reflective Turn”** - build in the **PAUSE**.
- **Goals and values** - always be reflecting on these
- **Making meaning of things** - *At the heart of making meaning is making connections* - to self, to others, to society and the larger world,
 - to the past, to the present, to the future
 - to personal experiences, identity, worldview
 - to past learning and present learning in other contexts

STRATEGY & EXAMPLE



Individual reflection and pair and share:

- *What kind of educator are you? What are 2 specific values that guide/define your own approach to teaching and learning?*
 - i) 3 minutes to write some notes/reflect on your own
 - ii) Talk in pairs for 6 minutes
 - iii) Share back - 5 minutes

Reflecting on Your Own Teaching/Work

Educator Practice: Weekly Reflection Questions

Tips

- **Pick one**
- **Take no more than 10-15 minutes to consider**
- **Build it in, create a habit**

Questions

- What is **one thing that went well**? What is one thing I'd do differently next time?
- What was **unexpected or surprising**? What insight did that give me?
- **How did my values** show up/play out?
- **What were 1 or 2 feelings I had about the class/session?**

Reflection on Action: Start With You



- *What that is one thing that went well? What is one thing i could improve upon next time?*
 - *Small group discussion, led by students themselves, was much more effective than me leading it all the time. Students said they liked the chance to facilitate and there was more open and lively discussion.*

TIP: Do and try this with your students too!

Reflection on Action: Starts With You CoveyGroup

- What is one thing that **was unexpected or surprising?**

Kelsey is often very quiet in class discussions and it's hard for me to tell what she is learning or taking in. Today she made a deeply insightful comment that connected today's class to a concept we learned in the first week.

Note to self: watch my assumptions. What other ways can i assess engagement that's not just how much/how often someone talks.

TIP: Do this and try it with your students too!

How-to: types of reflective prompts & activities

- Go-rounds
- Journaling
- Blog posts, letters to...
- Reflective writing paper
- Drawing - “visual display how it felt to learn”
- Making/building (clay, Lego, etc.)
- Pair-and-share (triads) - discussion
- Movement (use your body to “answer” a reflective question)
- Posted question/prompt in “shared space” - collect responses and post following week
- Ask a question that has more than one answer

EXAMPLE: Human-Centered Design Course

- **Weekly reflections** - submitted on Sunday nights
- 10% of their overall grade
- **Goal:** focus on metacognition and visually demonstrating emotions
- **Prompt:** What does it feel like to learn this material?

ACTIVITY: Visual Communication of Emotions

HOW DOES IT FEEL TO LEARN?



“This whole week/year feels a bit like cliff diving. Terrifying but so so exciting.”

Instructor notes:

- Simple drawing but emotionally powerful
- Visually demonstrated those emotions

DRAWING ACTIVITY: How does it feel to learn this material?

Weekly Reflection #1

SOCIOLOGY + HUMAN-CENTERED DESIGN = ♡

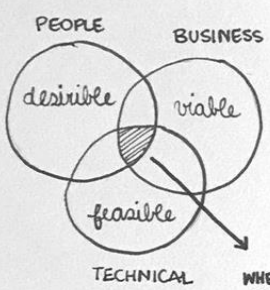
↳ Creative approach to problem solving that involves the human perspective

The study of human relations, institutions, behavior and its origins.



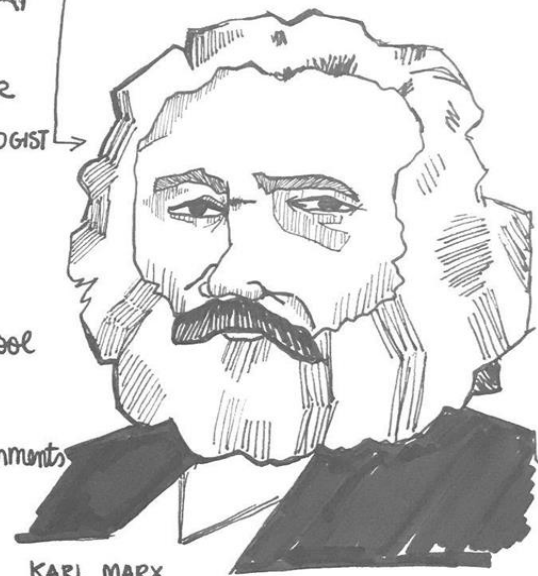
This week, I came to the conclusion that...

A GREAT DESIGNER IS A GOOD SOCIOLOGIST



WHY?

Sociology is a great tool to help us learn + understand people, cultures, and environments

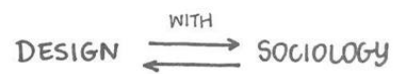


KARL MARX
SOCIOLOGIST

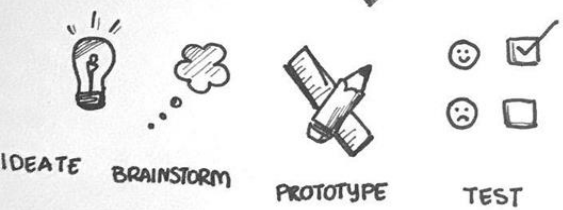
"Nothing can have value without being an object of utility."

Through sociology, we can understand context and culture using direct observation and qualitative data. And that is basically:

DESIGN thinking



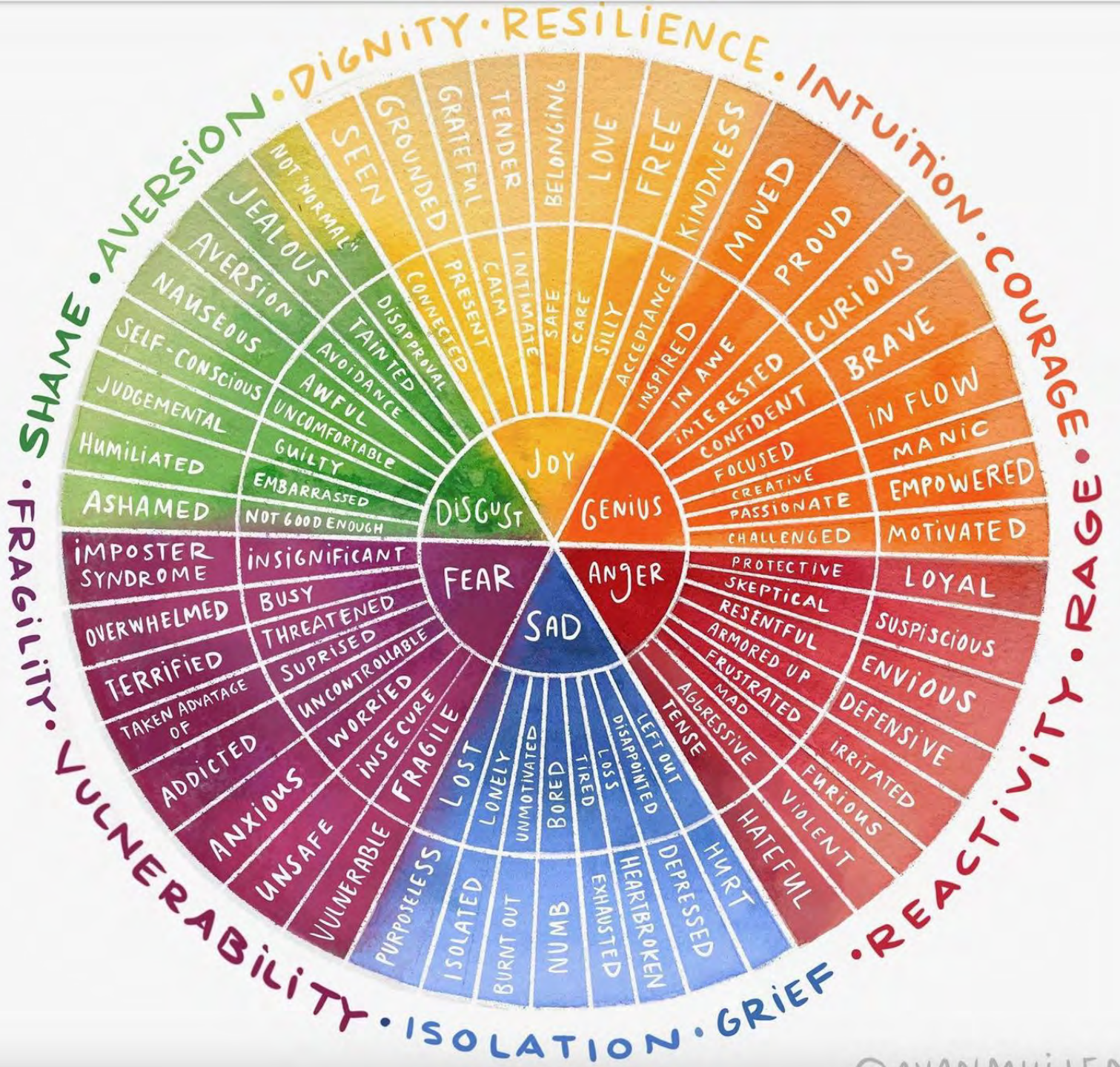
Combining these fields can help us with insights to better develop products + comprehend people's relationships to these



Instructor Notes:

- Class is on human-centered design
- Focus is on **visually demonstrating emotion** -
- Focus on **metacognition** - noting *how* they learn/think
- Drawing helps them think with different parts of their brain -- good skill to practice as a designer
- **No RECAPS. Show me how it FEELS.**
- **Take no more than 15 minutes**

"Building in weekly reflection actually saves me a lot of time -- they learn better, it reduces anxiety, and I get A LOT LESS DUMB QUESTIONS."



Don't forget about feelings!

Reflective Discussion: Use An Object



- Poems, readings, literature, quotes
- Data, graphics, charts
- Music, song lyrics
- Images, drawings, cartoons, memes
- Video and other media (make your own zine!)

USE A GRAPHIC

Reflection on patient care,
with nursing students

*Which zone do you find
yourself in most often?*

*Which zone do you most
often encounter your
patients?*

*What helps to move
people from the “fear
zone” to a “learning or
growth zone?”*



USE A QUOTE

Reflection on identity and boundaries with Social Work students or student affairs group on campus

- What does it mean to be a "bridge to... my true self"?
- In your life, what groups or individuals do you serve as a "bridge" between?
- What's the impact on you of being that bridge?
- Which "bridges" do you WANT to be in your future work or current activities on campus?
- Rushin says being a bridge to her true self means she will be useful – what are you (other or in addition to useful), when you are your full, true self?

*"I MUST BE
THE BRIDGE
TO NOWHERE
BUT MY TRUE
SELF AND
THEN
I WILL BE
USEFUL..."*

DONNA KATE RUSHIN



Use an Image

[Class on ethics and democracy](#)

What's a thought, a feeling, and a question that comes to mind?

What do you notice first? Second?

Consider "social cohesion" and "bridging divides" - do you see those concepts showing in this image? In what way?



NOTE

When using an image that may be "provocative" - be thoughtful and intentional.

- Content/trigger warning
- Giving folks a couple minutes individually before engaging in dialogue/shared activity
- Consider who is in your classroom (their and your identities), current events, and how folks may be impacted



Application: One Strategy You Could Apply in Covey Group Your Classroom

What's one strategy or example you've seen today that you could imagine incorporating into your class?

Reminder of some strategies for reflection



What's one strategy or example you've seen today that you could imagine incorporating into your class? (Your strategy may combine more than one activity/approach - which is great!)

- Use a graphic
- Use an image
- Use a quote
- Use a video
- Use music/lyrics
- Feelings Wheel/Include feelings
- Go-rounds
- Journaling
- Blog posts, letters to...
- Drawing - “visual display how it felt to learn”
- Making/building (clay, Lego, yarn, toothpicks, etc.)
- Reflective writing paper
- Discussion (pair-and-share, triads...)
- Movement (use your body to respond to a reflective question)
- Questions with more than one answer or no "right" answer
- Reflect on my own teaching/work:
 - What is one thing that went well? What is one thing I'd do differently next time?
 - What was unexpected or surprising? What insight give that give me?
 - How did my values show up/play out?
 - What were 1 or 2 feelings I had about the class/session?

Closing

Please take 2 minutes - follow the link in the chat to a simple online evaluation of this session.

You can fill out the eval now and then sign off of this Zoom meeting, if you'd like.

THANK YOU!