

**Reflection in Co-Curricular Activities
Lewis University
March 20, 2023
2 pm - 4 pm**

**with The Covey Group:
rebecca brown (she/they) and Charles Andrean (he/him)**

Introductions & Reflections

- **Name**
- Pronouns, if you'd like
- Discipline/Role, if you'd like
- **What's one thing you really look forward to in Spring?**

Plan for the Session

- Explore concepts and practices of co-curricular reflection
- Consider what “good” reflection is
- Assess your own experience and practice

NOTE: We'll share these slides!

Community Agreements

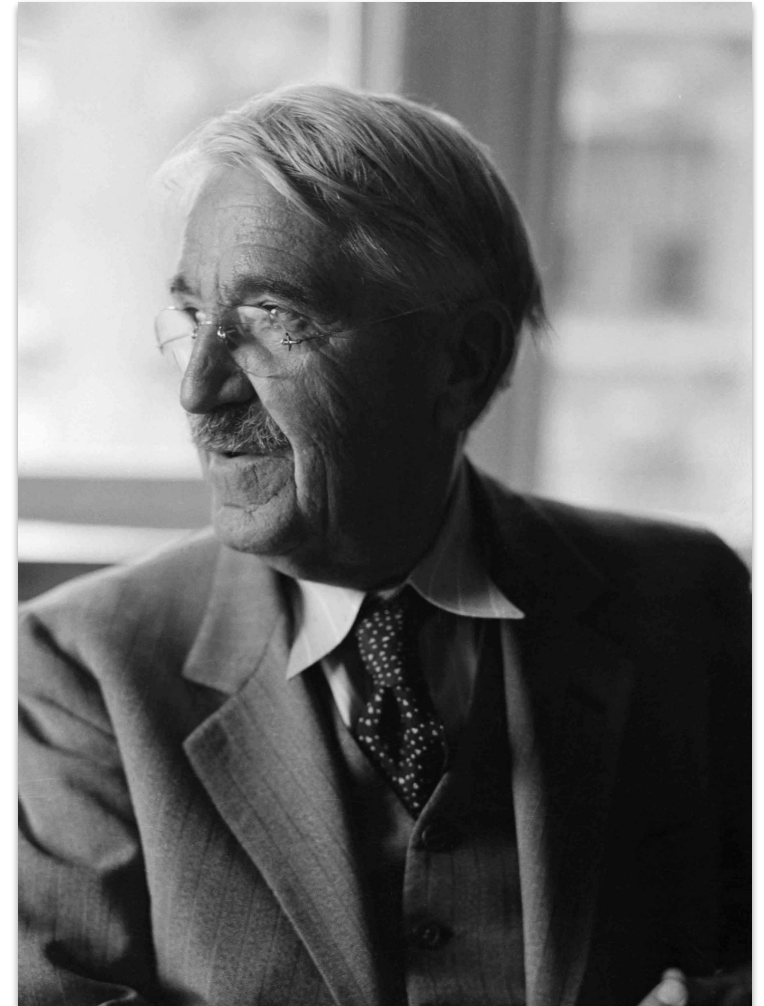


- Be fully present
- Speak your first draft
- Be aware of making and taking space
- Speak from personal experiences

What is Reflection?

“Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends, constitutes reflective thought.”

- John Dewey, education reformer, scholar, philosopher



What is Reflection?



Reflection - a process where students describe their learning, how it changed, and how it might relate to future learning experiences.



Association for Supervision &
Curriculum Development

Why Reflect?



Meaning-making	Question development
Social emotional development	Relationship building
Skill development	Creativity, imagination, and innovative thinking
Holistic development	Multiple ways of knowing

Why Reflect?



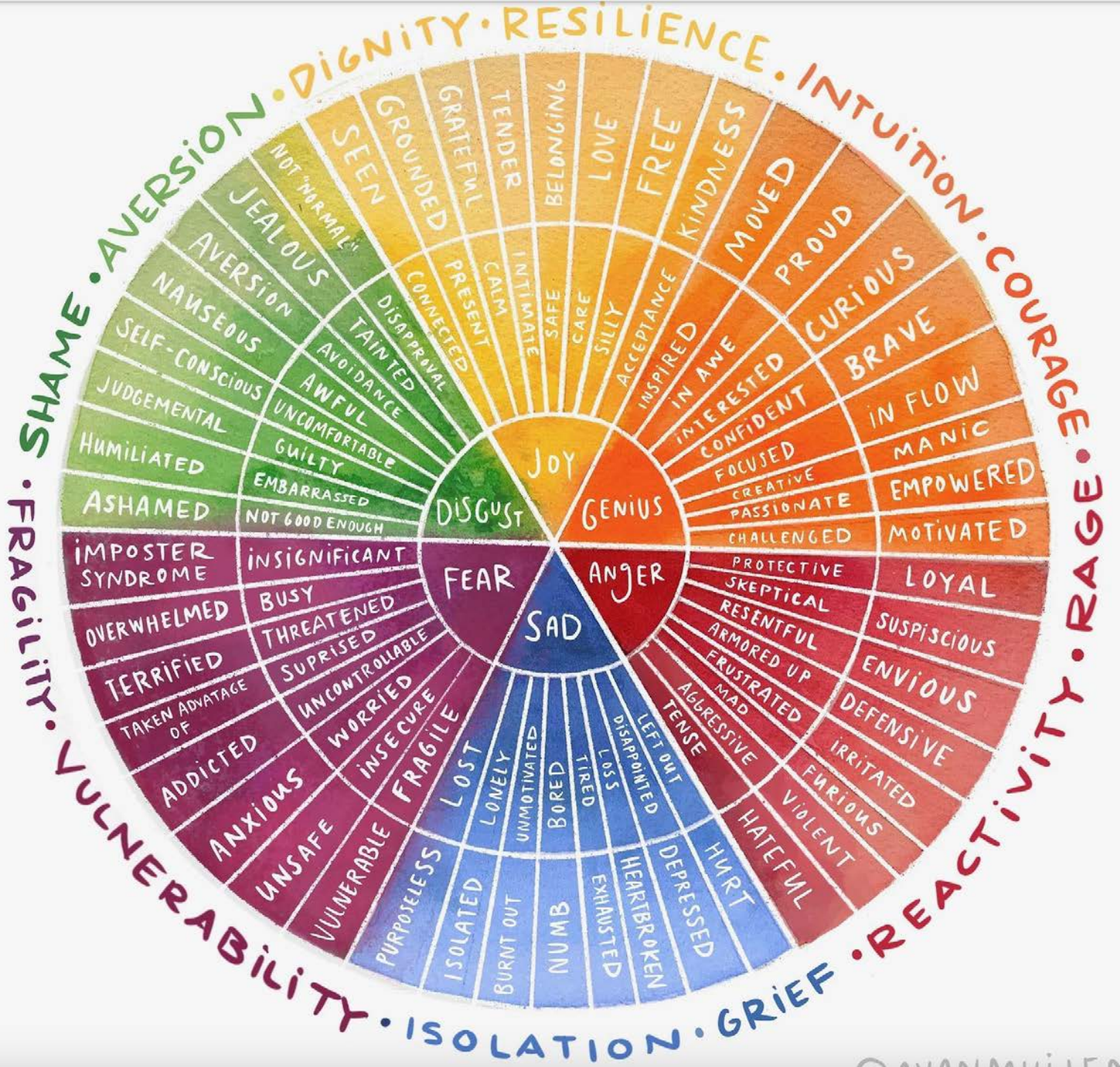
Video Reflection



- What stands out to you in this video?
- How can you relate to it personally?
- What does this suggest about the value of reflection?

“Without understanding how our feelings, thoughts, and behaviors work together, it’s almost impossible to find our way back to ourselves and each other. When we don’t understand how our emotions shape our thoughts and decisions, we become disembodied from our own experiences and disconnected from each other.”

- Brene Brown



Don't forget about feelings!

Challenges to Reflection

Partner Share:

- What makes it difficult to practice reflection in your personal life?
- What makes it difficult to integrate reflection in your work with others?

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?

What Does Good Reflection Look Like?



- Intentionality in overall design
- Integrated before, during, after
- Ongoing and consistent
- Offers variety of methods for learning
- Encourages deeper questioning
- Develops metacognition
- Considers identity and power

Considering Identity & Power



- Familiarity with personal identities and relationship to power
- How does this inform:
 - 1) your relationship with students
 - 2) how you might engage them in reflection

How-to: Creating reflective experiences

Find the right "content"

+

Find the right "container"

How-to: types of reflective prompts & activities

- Go-rounds
- Journaling
- Blog posts, letters to...
- Use a graphic
- Use an image
- Use a quote
- Use a video
- Use music/lyrics
- Feelings Wheel/Include feelings
- 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
- Posted question/prompt in "shared space"
- Reflect on your 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 did that give me?
 - How did my values show up/play out?
 - What were 1 or 2 feelings I had about the activity/event/gathering?

Creativity & Experimentation

“Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun.”

- Mary Lou Cook

Creativity & Experimentation: Small group discussion



What nourishes your creativity in your role as a teacher/leader?

Creativity & Experimentation

Some examples of creative reflective activities:

- Find and share a song that speaks to your experience
- Find and share a piece of visual art that captures your feeling of an experience
- Use Play-Doh
- Create and perform a sketch/scene
- *Exquisite corpse* - collaborative written or drawn reflection
- Set intentions and revisit after the experience (or some time has passed)

Navigating barriers to reflection

- Time
- Inconsistent schedule of—or only occasional—meetings
- (What we experience as) Disengaged students/participants
- Not sure how to include reflection

Considering our orientation toward reflection

- **Disposition toward inquiry, creativity, experimentation and play** - Asking questions become part of the DNA; comfort w/discomfort
- **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

Considering time constraints

- Flexibility/acceptance of working within constraints
- 5-minute reflections; 15-minute reflections; 30-minute reflections
- "Reflection to-go"
- Online engagement
 - Drop-in sessions
 - Email prompts (without requiring response/participation)
- "One-off" reflective gatherings/events
- Design an "arc of reflection" for your academic year (or run of program)

Considering time constraints



Create reflection that fits in the time you have available - EXAMPLE

- **5-minute reflection - What's one thought + one feeling + one question that today's event brought up for you**
 - Introduce prompt + have everyone journal for 5 minutes
- **15-minute reflection**
 - Introduce prompt + have everyone journal for 5 minutes
 - Put folks in small groups (3 people) and share/discuss for 10 minutes
- **30-minute reflection**
 - Introduce prompt + journal for 5 minutes
 - Small group discussion for 10 minutes
 - Large group discussion for 15 minutes (*What came up in your discussion? What was the question you each carried from the event?*)

Considering time constraints



Email prompt - EXAMPLE

When working with a group of Resident Advisors, you may decide to send reflective prompts monthly via email. You could choose to offer RA's the opportunity to send their responses directly to you or not (Google Forms are good for this type of reflection too).

Monthly prompts might look like:

- A brief message from you;
- A meaningful quote, song or poem;
- A reflective question or journaling prompt (e.g., *What is something that's happened this month that you felt really sure of your role in? What's something that's happened where you were unsure of your role or what to do?*)

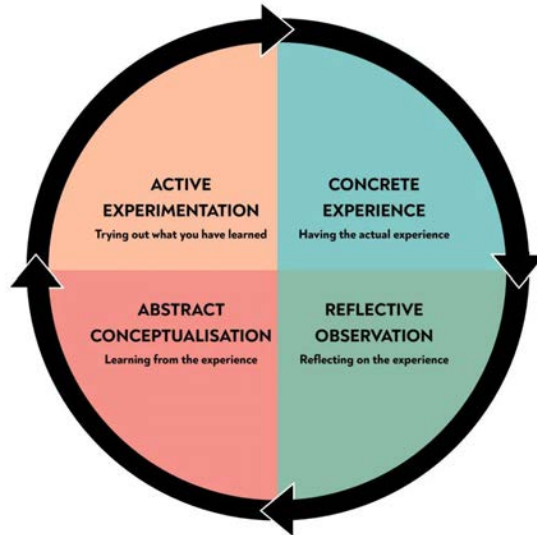
Considering time constraints



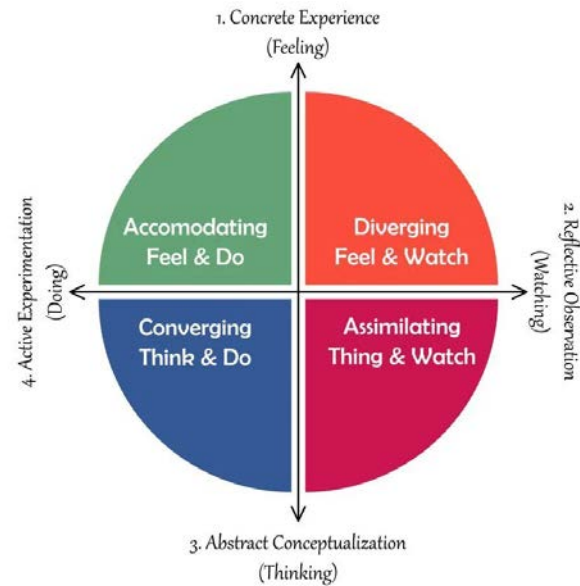
"One-off" reflective event/gathering - EXAMPLE

- You might choose to invite all participants in a Study Abroad program for a standalone event before they travel that includes reflection
- You can invite folks to bring one object to the event that helps them feel at home/comfortable
- Put folks into small groups (4-6 people) and give ample time for folks to tell the story about their object and why it makes them feel at home
- After small groups have discussed, bring everyone to a large group discussion that can include discussion of:
 - What kinds of things make us feel at home or comfortable?
 - What keeps you open to feeling comfortable when you're away from home or familiar objects?

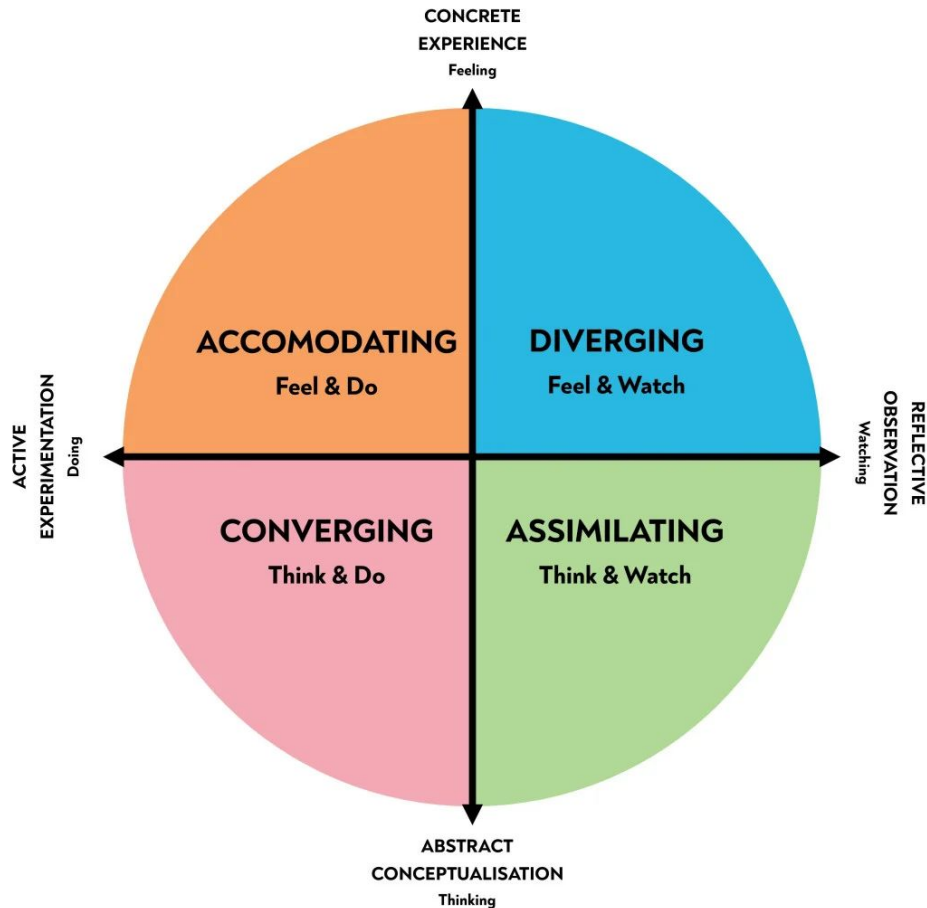
Considering engagement and learning styles



Kolb's Learning Cycle



Considering engagement and learning styles



Diverging (feeling and watching – CE/RO)

These people are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints.

Assimilating (watching and thinking – AC/RO)

The assimilating learning preference involves a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanations rather than a practical opportunity. They excel at understanding wide-ranging information and organizing it in a clear, logical format.

Converging (doing and thinking – AC/AE)

People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects. People with a converging learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems.

Accommodating (doing and feeling – CE/AE)

The Accommodating learning style is “hands-on,” and relies on intuition rather than logic. These people use other people’s analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans.

Individual reflection



- Identify your most prominent learning style (Kolb's learning styles)
- Think for 2 minutes (feel free to jot down thoughts):

When was a time or situation when you learned or experienced something in a particularly meaningful way because it responded to your learning style?

You will have 4 minutes together

- Intro selves - names + your most prominent Kolb's learning style
- Share your responses to the prompt (When was a time or situation when you learned or experienced something in a particularly meaningful way because it responded to your learning style?)

We'll do a bit of sharing/discussion as a full group after pair-and-share conversation

APPLICATION: Building an "arc of reflection"

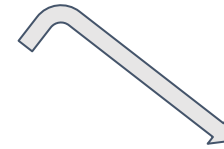
- Think about your co-curricular program - brainstorm what themes/topics/concepts are important or impactful about it
- Choose 3+ themes/topics/concepts to build an "Arc of reflective engagement" around
- Order the themes/topics/concepts (which first, next, etc.)
- Choose what types of reflective activities you would like to include in your reflective arc
- Match activities with themes
- Decide schedule/dates (Likely done outside of this workshop)
= Arc of reflection

APPLICATION: Building an "arc of reflection"

Example:

Themes/Topics/Concepts to focus on:

- Collaboration/cooperation
- Trust
- Joy
- Secondary/tertiary trauma



Order to explore themes:

1. Joy
2. Collaboration/cooperation
3. Trust
4. Secondary/tertiary trauma
5. Joy (Pt. 2)

APPLICATION: Building an "arc of reflection"

Example cont'd:

Activities:

- Use music
- Use a poem
- Use go-rounds
- Use pair-and-share
- Drawing
- Posted question and responses
- Feelings wheel
- Journaling



Matched themes + activities (in order):

1. Joy (**August**)
 - Poem; go-rounds; journaling
2. Collaboration/cooperation (**November**)
 - Posted question + responses
3. Trust (**December**)
 - Feelings wheel; journaling; Drawing
4. Secondary/tertiary trauma (**February**)
 - Poem; pair-and-share; breathwork
5. Joy (Pt. 2) (**April**)
 - Feelings wheel; music; go-rounds

Reminder of some reflective activities/prompts

- 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!