

INTEGRATING REFLECTION INTO TEACHING AND LEARNING

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THIS WEBINAR WILL ANSWER QUESTIONS LIKE:

- Where does reflection fit into your and your students' plans?
- What should students reflect on?
- How can you get started designing reflective activities for your course?
- What are some approaches you can take to assessing reflection?



WHY REFLECT?

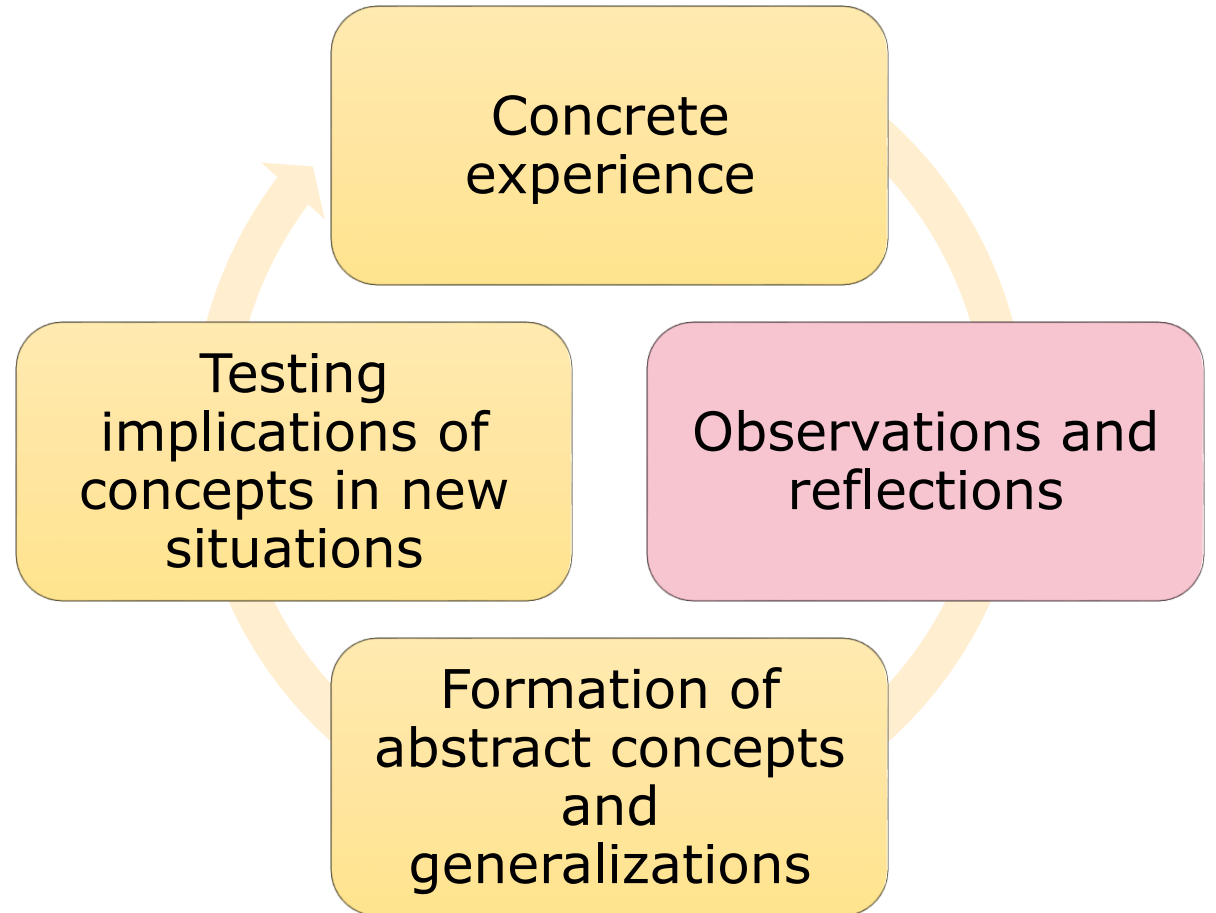
Where does reflection fit into your and your students' plans?

“We had the experience,
but missed the meaning.”

- T.S. Eliot, *Four Quartets*

KOLB'S LEARNING CYCLE

- Kolb's learning cycle explicitly references the need for reflection in order to make sense of our experiences.



WHY IS REFLECTION CRITICAL TO LEARNING?

- An experience without reflection is just an experience.
- Experience alone might cause us to “reinforce stereotypes... offer simplistic solutions to complex problems and generalize inaccurately based on limited data” (Ash & Clayton, 2009, p. 26).

MAKING SENSE OF OUR EXPERIENCES

- According to Ash & Clayton (2009, p. 27), engaging in critical reflection helps us
 - articulate questions,
 - confront bias,
 - examine causality,
 - contrast theory with practice, and
 - identify systemic issues—
- all of which help foster critical evaluation and knowledge transfer.

WHAT IS REFLECTION?

Let's see what the experts say.

“We don’t learn from experience... we learn by reflecting on the experience.”

- John Dewey

ACCORDING TO DEWEY, REFLECTION

- is a learned skill. It must be practiced and informed by feedback.
- is a complex, rigorous, intellectual exercise.
- is also an *emotional* exercise.
- is a meaning-making process
 - Reflection helps us set goals, use what we've learned in the past to inform future action and consider the real-life implications of our thinking.
- the link between thinking and doing.
- *takes time to do well.*

Dewey, 1916/1944; Schön, 1983; Rodgers, 2002

ALSO, ACCORDING TO DEWEY

*yearning
for balance*



Perplexity /
Disequilibrium

Reflection

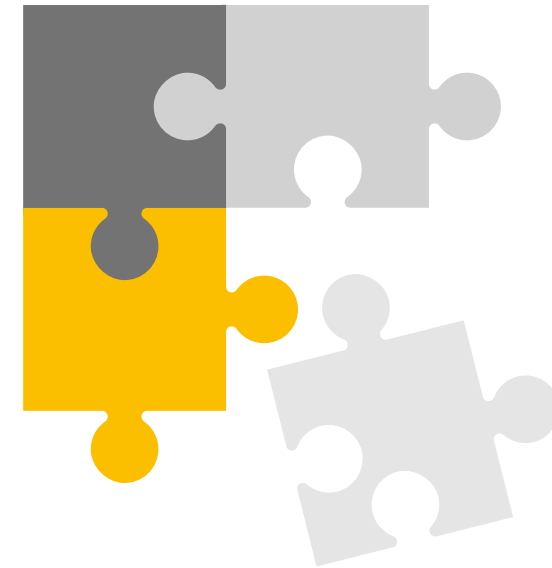


Harmony /
Equilibrium

ACCORDING TO RODGERS' FOUR CRITERIA FOR REFLECTIONS

1. Reflection is a meaning-making process.
2. Reflection is systematic, rigorous and disciplined; with roots in scientific inquiry.
3. Reflection needs to happen in community.
4. Reflection requires attitudes that value personal and intellectual growth.

Rodgers, 2002, p. 845



FOUR CRITERIA FOR REFLECTIONS - RESPONSIBILITY

3. Reflection needs to happen in community.

- Reflection is a *socio-cognitive* process.
- *We must take responsibility for our learning.*
 - What are the real-life implications of my thinking? *Our meaning making might mean that the way we participate in the world must change.*
- Reflecting in community e.g., in groups, can engender the feeling of disequilibrium.

Rodgers, 2002, p. 845

FOUR CRITERIA FOR REFLECTIONS - ATTITUDES

4. Reflection requires attitudes that value personal and intellectual growth.

Rodgers, 2002, p. 845

- *Curiosity* motivates reflection.
- Learners need to be curious and enthusiastic about their learning/experiences.
- This is what Dewey called “whole-heartedness”.

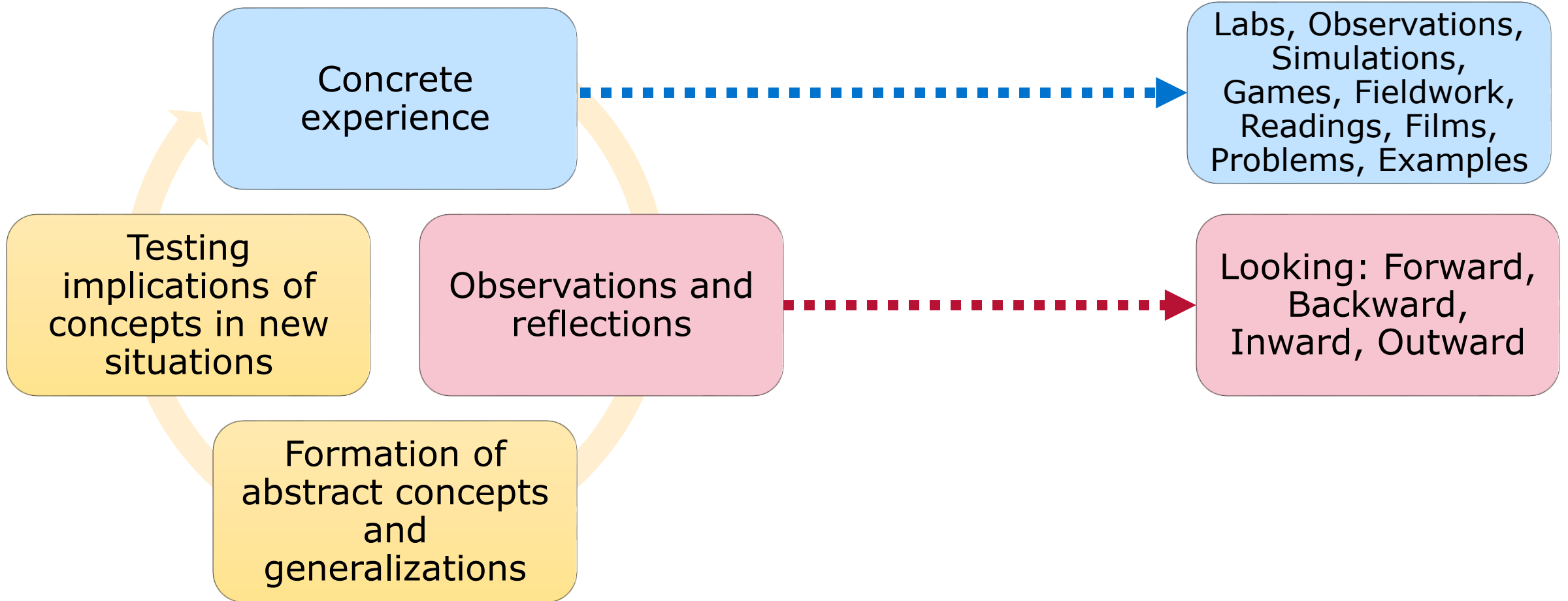
National Commission on Teaching and America’s Future, 1996



WHAT SHOULD STUDENTS REFLECT ON?

Concrete experience

LET'S REVISIT KOLB'S LEARNING CYCLE



CONTENT / ACTIVITIES / EXPERIENCE

Content / Activities	Concepts, theories, frameworks covered in a course through: <ul style="list-style-type: none">• readings• lectures• discussions• activities Learning outcomes
Experience	Feelings, reactions, transferable skills associated with an experience: <ul style="list-style-type: none">• Co-op• Work• Volunteer• Extracurricular / Cocurricular• Service learning, etc.

PROCESS

Process	Example Questions
Research	How do I approach a research topic/assignment?
Completing an assignment	What do I need to complete this assignment?
Working in groups	How do I make this group work together?
Studying for exams	How did I study for this exam? (<u>Exam wrappers</u>)
Writing and editing	What steps are involved in the writing process?
Reading	In a journal article, in what sections do I look for different pieces of information?

REFLECTING FROM DIFFERENT PERSPECTIVES

Forward-Looking



www.flickr.com

Backward-Looking



https://pixabay.com/static/uploads/photo/2015/02/10/14/10/photo-album-631084_640.jpg

Inward-Looking



<http://www.jeremiealtman.com/who-do-you-see-in-the-mirror/>

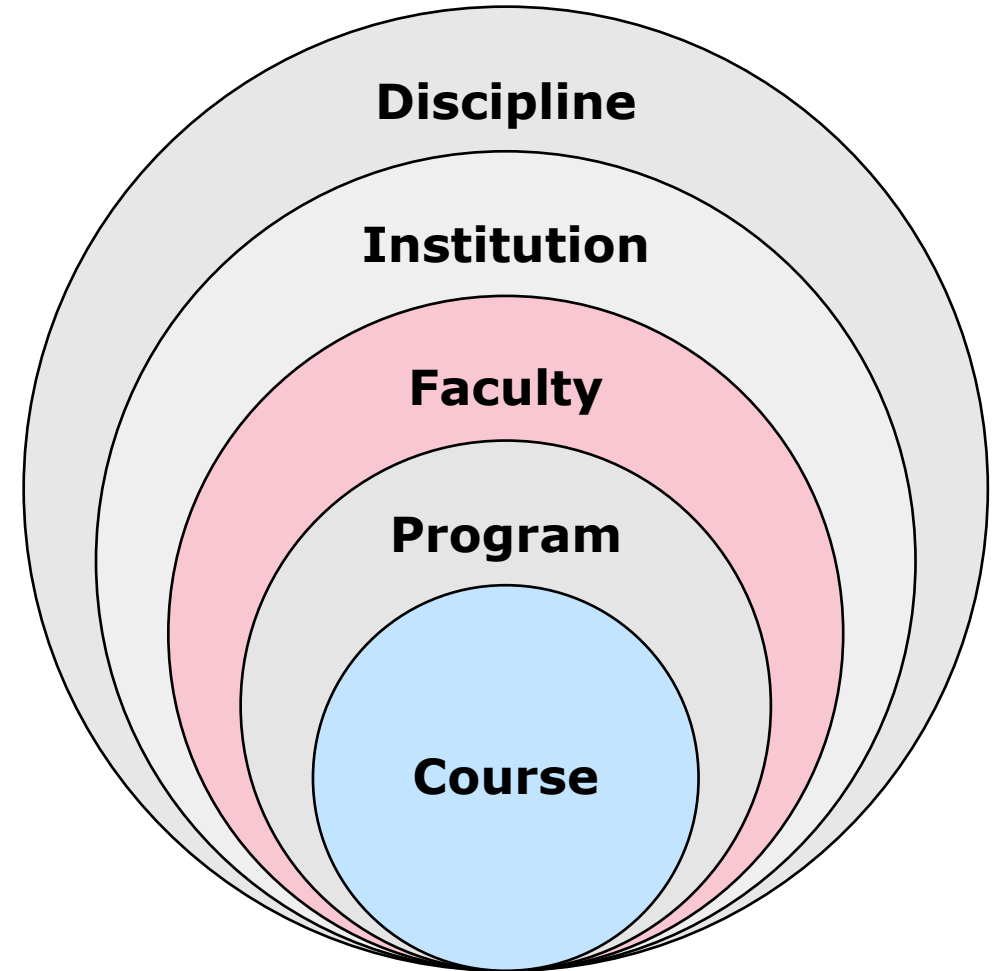
Outward-Looking



<https://www.laserfiche.com/content/uploads/2014/01/skyscraper-window.jpg>

WHEN SHOULD REFLECTION OCCUR?

- In a course → ideally more than once
- Some evidence suggests students need *at least three opportunities* in a course.
- Ideally, reflection is *integrated* and *scaffolded* beyond!



STUDENTS MAY HAVE COMPETING PRIORITIES

- We need to put forth *our* best effort to create the conditions for students to reflect, because students decide how much of *their* effort to put forth based on
 - how interested they are in the assignment,
 - how well they understand the task,
 - how many other assignments they have,
 - how much time they have available,
 - how much the task is worth to their overall grade,
 - what they know about the marker, and so on.

Ryan, 2015, pgs. 14 and 233

STUDENTS: “WHY ARE WE ENGAGING IN REFLECTION?”

- Design should be:
 - **Intentional** – *meaningful* time on task
 - **Transparent** – goals and components need to be understood by students—enhances motivation
 - **Interactive** – between students and faculty, peers and community, and more
 - **Structured** – throughout, not just at the end

<http://blogs.elon.edu/cel/high-quality-high-impact-practices/>

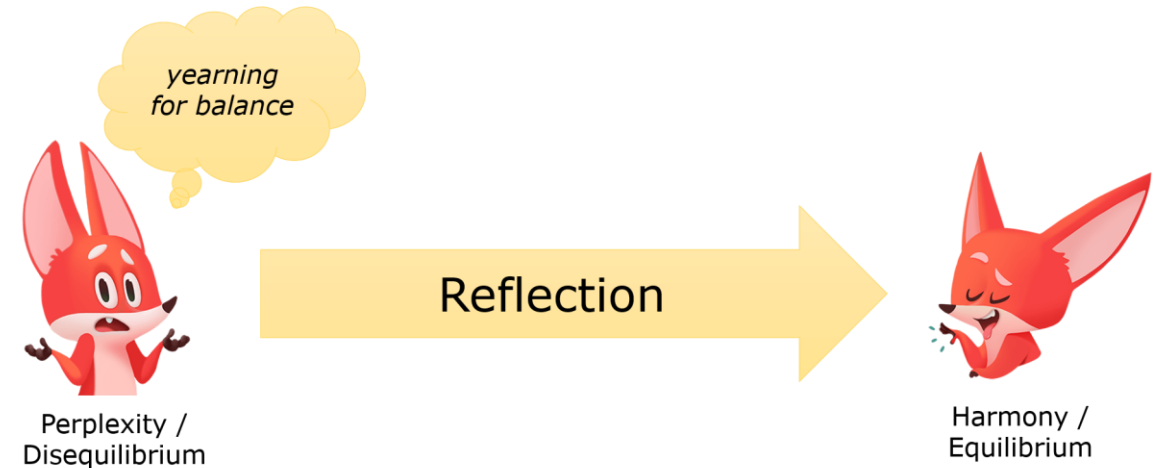
A woman with glasses and a white shirt is sitting in the center of a large maze drawn on a grey asphalt surface. She has her hand to her chin, looking thoughtful. The maze is composed of white lines on a grey background.

HOW CAN YOU GET STARTED DESIGNING REFLECTIVE ACTIVITIES FOR YOUR COURSE?

Reflective frameworks/models

CURIOSITY MOTIVATES US TO REFLECT

- How can we cultivate curiosity?
 - Ask provocative questions; use question prompts.
 - Provide opportunities for students to make connections to experiences outside of the classroom.
 - Provide interesting activities, assessments, problems, and tasks, that create a sense of Dewey's "disequilibrium".



BAIN'S 5 Rs (4 Rs)

Reporting

- Trigger for reflection
- Write a brief descriptive account of the experience or issue.
- What happened? What did the experience involve?

Responding

- Affective domain
- Your emotional / personal response to the experience
- Your observations
- What were your feelings, ideas, questions about the experience?

Relating

- Personal and / or theoretical understandings relevant to the experience
- Making connections between the situation / issue and your experience, skills, knowledge and understanding

Reasoning

- Your explanation of the experience
- Explaining the experience in terms of the significant factors, relevant theory, and existing knowledge

Reconstructing

- Drawing conclusions and developing a future action plan
- Your deeper level of understanding about the situation / issue that is used to reframe or reconstruct your future practice and further develop understanding of your professional practice

Bain, J.D., Ballantyne, R., Mills, C. & Lester, N.C. (2002) Reflecting on practice: Student teachers' perspectives, Post Pressed: Flaxton, Qld

STAR (L)

Situation

- Briefly explain the task or experience and the context.

Task

- What was the task you were required to undertake or engage in?

Action

- What did you do? Make sure you write from an 'I' perspective.

Result

- What were the results of your actions? (They may not be as successful as you hoped. Often it is the negative examples that show how you learn and develop your skills.) How do you personally evaluate your success or the effect of your practice?

Learning

- What did you learn from this experience and how might it affect future practice and performance? What would you do differently in future? What do your plan to follow up? What further learning opportunities will you look for?

WHAT? SO WHAT? NOW WHAT?

What? (Description and Self-Awareness)	So What? (Analysis)	Now What? (Synthesis)
<ul style="list-style-type: none">• What happened?• What did I do?• What did the other do?• What was I trying to achieve?• What was good or bad about the experience?	<ul style="list-style-type: none">• So what is the importance of this?• So what more do I need?• What did I learn?	<ul style="list-style-type: none">• Now what could I do?• Now what might be the consequences?• Now what do I do to resolve this situation?

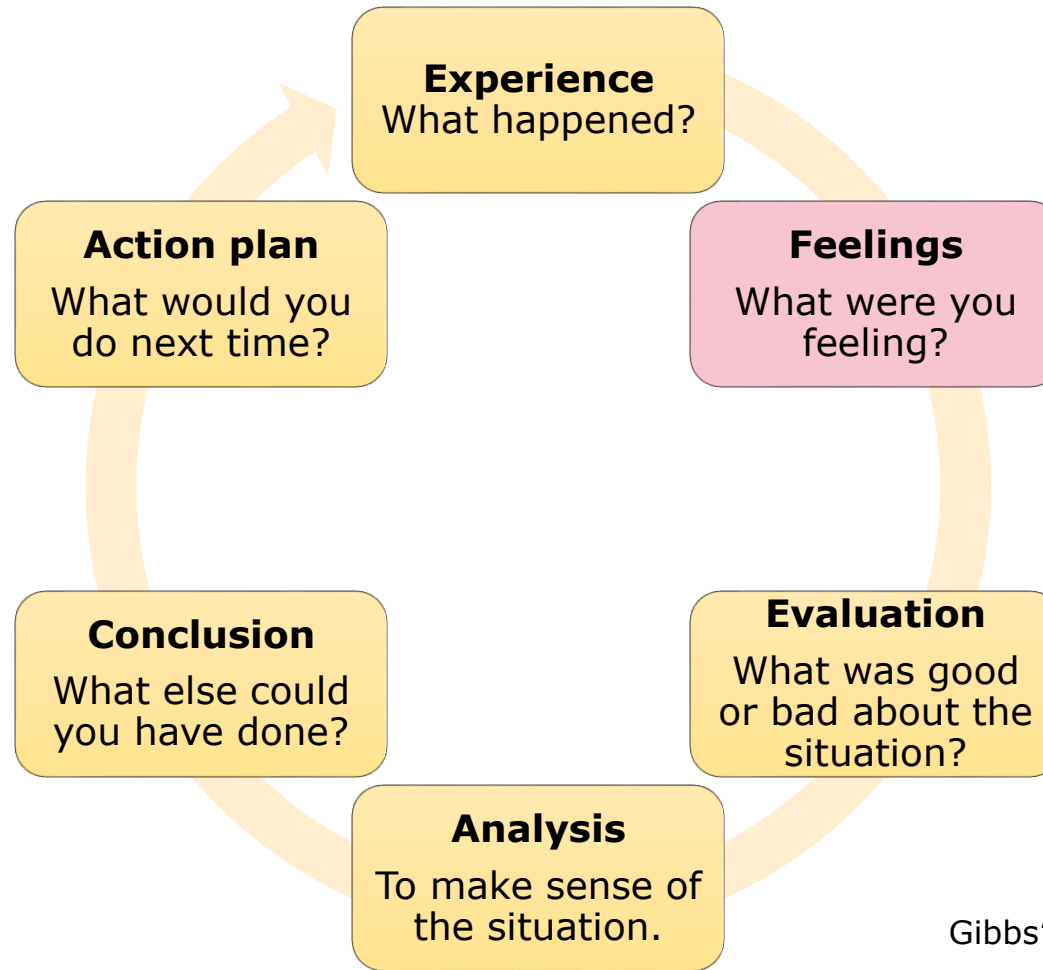
Borton, T (1970) Reach, Teach and Touch. McGraw Hill, London

DEAL

<u>D</u>escribe	<u>E</u>xamine	<u>A</u>rticulate <u>L</u>earning
<ul style="list-style-type: none">• Describe the experience objectively.• Use the five Ws:<ul style="list-style-type: none">• What?• Where?• Who?• When?• Why?	<ul style="list-style-type: none">• Examine the experience through reflection prompts by category of learning goals:<ul style="list-style-type: none">• Personal growth• Civic engagement• Academic enhancement	<ul style="list-style-type: none">• What did I learn?• How did I learn it?• What does it matter?• What will I do in light of it?

Ash & Clayton, 2009

GIBBS



Gibbs' reflective cycle (adapted from Dye, 2011)

DEFAULT PEBBLEPAD TEMPLATES

- PebblePad offers plug-and-play reflective templates:
 - What? So What? Now What?
 - Structured Reflection
 - Journal Entry
 - Star Technique

Situation
Outline a specific situation where you applied particular skills or knowledge. Describe where you were and what was happening.

Task
What needed to be done? What was your role in the situation? What was the desired outcome?

Action
What did you do? How did you deal with the situation? What skills did you use?

Result
What was the outcome? What impact did your actions have on the result?

TEACHING AND ASSESSMENT FOR REFLECTIVE LEARNING (TARL)

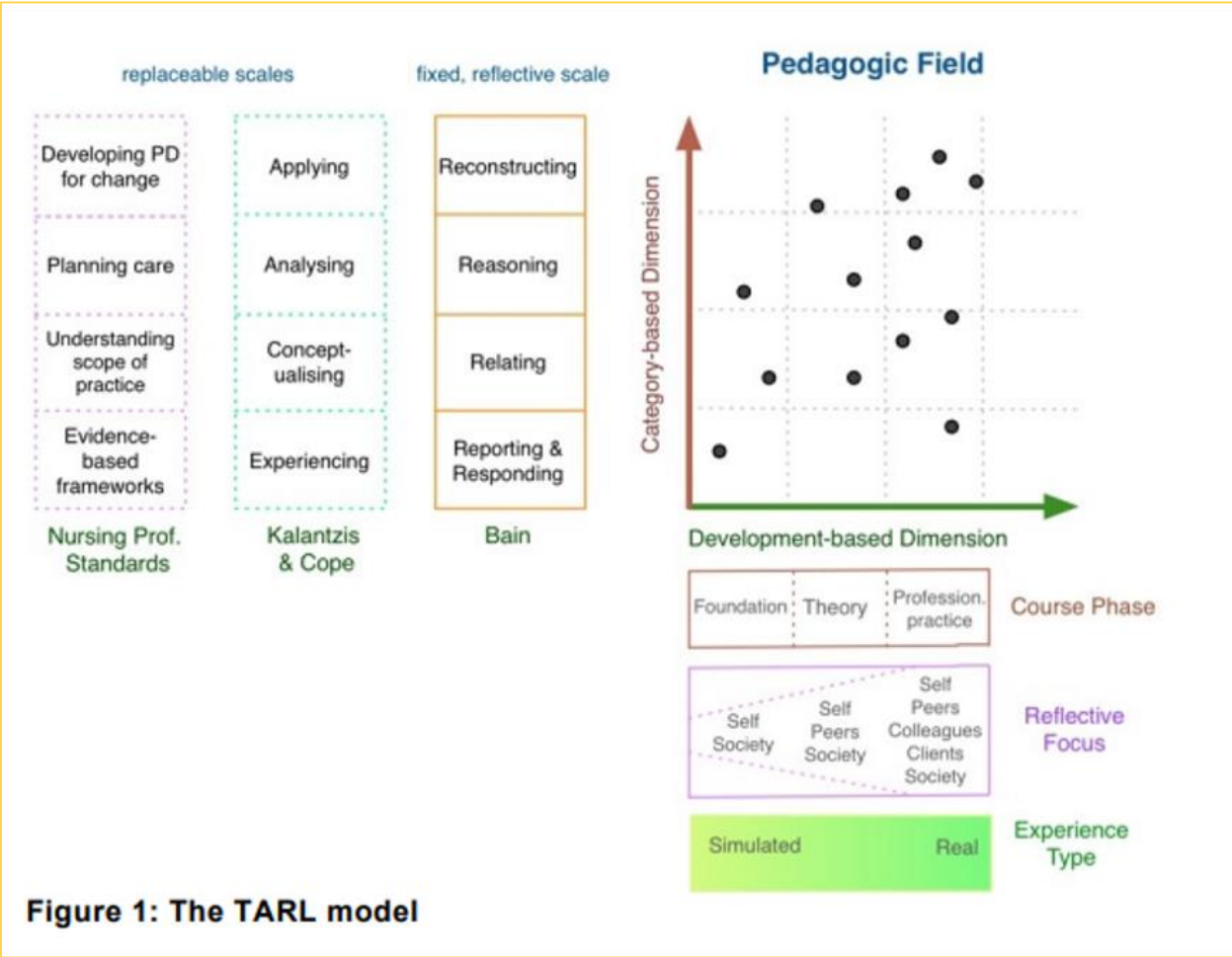
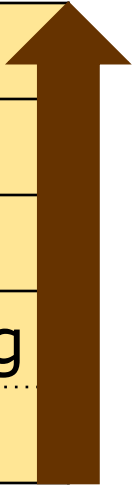


Figure 1: The TARL model

TARL: CATEGORY-BASED DIMENSION (Y-AXIS)

Applying	Reconstructing
Analyzing	Reasoning
Conceptualizing	Relating
Experiencing	Reporting & Responding
Kalantzis & Cope	Bain 4 Rs



TARL: DEVELOPMENT-BASED DIMENSION (X-AXIS)

Year 1 / Junior ----- Year 4 / Senior			
Foundation	Theory	Professional Practice	Program Phase
Self Society	Self Peers Society	Self Peers Colleagues Clients Society	Reflective Focus
Simulated	→ → → → → → → →	Real	Experience Type

The background of the slide features a light-colored grid pattern. Scattered across the grid are numerous small, five-pointed stars in various colors, including green, yellow, red, and grey. The stars are slightly out of focus, creating a soft, decorative effect.

WHAT ARE SOME APPROACHES YOU CAN TAKE TO ASSESSING REFLECTION?

Where does this leave you as an instructor?

WHAT IS POSSIBLE IN THE TIME YOU HAVE?

- How much time do you have? Depends on your answer to: Where does reflection fit in?
- If reflection is not integrated at the program level, assume your course is the first and only place students will be reflecting.
- What is possible in less than 4 months? *Adjust your expectations!*
 - Know what you are assessing – your students' reflections will be targeted and useful as will your feedback – remember: *intentionality*.
 - Build in multiple (three), scaffolded instances of reflection + feedback.
 - Plan to return feedback according to your students' needs and your time.
 - Use reflective frameworks.

APPROACHES TO ASSESSMENT

- *Assess improvement* – there is a gap and a gain!
- Observe reflection in small- or large-group discussions. *community (Rodgers)
- Provide feedback via rubrics (links follow).
- Incorporate peer evaluation.
- Model how to provide feedback for students or TAs. Effective feedback
 - Clarifies expectations
 - Motivates learning
 - Opens dialogue
 - Helps develop self-assessment skills

RESOURCES

[CTE Tip sheet on Critical Reflection](#)

Rubrics

[Critical Reflection Rubric](#) - Kember, D., McKay, J., Sinclair, K., Kam, F., & Wong, Y. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education*, 33(4), 369-379.

[VALUE \(Valid Assessment of Learning in Undergraduate Education\) Rubrics](#) - Developed by the Association of American Colleges & Universities for 16 essential learning outcomes that all students need for success in work, citizenship and life.

[WatCV](#) - A rubric designed to help students articulate employability skills to a potential employer.

KEY TAKEAWAYS

Where does reflection fit into your and your students' plans?

- It takes time to do well.
- Ideally after concrete experiences and throughout a program
- When students are unsettled or perplexed.

What should students reflect on?

- Concrete experience / Content / Activities
- Process
- Learning outcomes
- Feelings / Reactions
- Transferrable skills

How can you get started designing reflective activities for your course?*

- Ask provocative questions.
- Use reflective framework.

What are some approaches you can take to assessing reflection?*

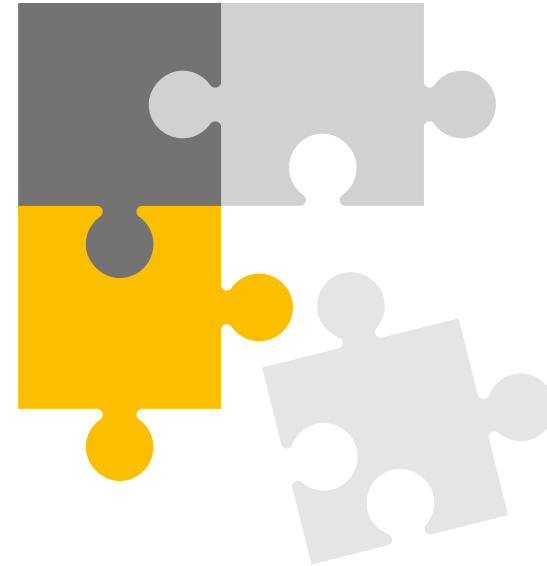
- *Adjust your expectations.*
- Focus on the *gain* more than the gap.
- Choose a framework.
- Use rubrics.
- Reflect in community.

***Stay tuned for upcoming webinars!**

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REFERENCES

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THANK
YOU!

YOU+WATERLOO

Our greatest impact happens together.

