

Using Guided Critical Reflection to Deepen Learning

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Session Objective

To understand the value of and how to develop/use **guided critical reflection** in the classroom, classroom assignments and activities, and out-of-classroom assignments to deepen learning

What is...

- ❖ Reflection?
- ❖ **Critical** Reflection?
- ❖ **Guided Critical** Reflection?

Types of Reflection

- **Reflection** – focused only on the event or thing; one dimensional
- **Self-reflection** – focused on self; one dimensional
- **Critical reflection** – questions assumptions, becomes aware of the wider environment in which they operate
- **Guided reflection** – reflection directed by a facilitator
- **Critical self-reflection (Reflexivity)** – Reflecting critically on the impact of their own background, assumptions, positions, feelings, behaviors while attending to the impact of the wider organizational discursive ideological context (Finlay, 2008)
- **Reflective thinking** – individual reflection
- **Reflective inquiry** – group/collaborative reflection
- **Reflective practice** – individual practitioner being self-aware and critically evaluating their own responses to practice situations. Capture practice experiences and mull them over critically to improve practice (Finlay, 2008)
- **Reflecting on performance vs. Acting on performance** (McKay, 2008)
- **Reflection-on-action** – after the event thinking: review, describe, analyze, evaluate. **Reflection-in-action** – Thinking while doing: examining experience. Both involve connecting with their feelings and seeking to build new understandings (Schon, 1983)

|---Reflection-----Critical Reflection-----Reflexivity---|

Critical Reflection

Not all reflection is critical reflection.

Critical Reflection:

1. is at a higher, more complicated level that challenges both the learner and the educator (Harvey et al., 2010)
2. is a precursor to transformational learning (Mezirow, 1990)
3. is **used for metacognition; awareness of one's own thought process** (Eames & Coll, 2010)
4. involves the ability to look beneath the surface to see what may influence the situation, resulting in critical depth of understanding. It also involves examining the bigger picture and viewing the situation more holistically to develop breath (Lucas, 2012)
5. encourages students to be willing and able to question, explore, and critique ways of behaving and thinking as they engage in workplace experiences (Higgins, 2011)
6. encourages integration of theory and practice (Lucas, 2012)

Purposes of Critical Reflection

- Developing self-appraisal capacity
- Noticing emotional and political dimensions of situations
- Validating one's thinking through articulate arguing
- Developing professional judgement and decisions-making skills
- **Learning to embrace the complexity, diversity, and uncertainty**

(Horton-Deutsch & Sherwood, 2008)

Who and When?

Who is Apt to Reflect?

- Students who have the tendency to ask questions and actively respond to uncertain or challenging situations are more likely to adopt reflective practices than those who struggle to engage (Roberts, 2009)

When Should Reflection Pedagogies be Used?

- Throughout the course rather than tacked on at the end of the course as a final assignment (Roberts, 2008)
- Weaved intentionally throughout the fabric of the entire semester curriculum
- Design tasks and supports implicit in the learning environment to encourage reflective responses (Tummons, 2011)
- Provide an environment and conditions conducive for reflection rather than for explicit direction
- **An ultimate goal of the facilitator might be to move the learner to have reflective competence, which involves one continually challenging and examining his or her underlying beliefs and assumptions to discover relevant gaps in knowledge (Rogers et al., 2013)**

Why Reflection?

Huber (2002) proposes that the educator is the facilitator of students' learning process by causing them to:

- 1. Seek inwardly to understand their own values and outwardly to understand their connection to the world**
2. Understand their own process (Moon, 1999)
- 3. Enhance students' ability to make multiple connections within the course** (O'Rourke, 1998)
4. Understand qualities within themselves of which they were unaware (November, 1996) from Herrington (2014)
5. Give students new perspectives on the learning processes they use (Costa & Kallick, 2000)
- 6. Provide an alternative 'voice' for those not good at expressing themselves** (Moon, 1999)
7. Promote critical thinking (November, 1996)
8. Facilitate maintenance of study routines (Armstrong, Berry & Lamshed, 2004)
9. Develop writing skills (November, 1996)
10. As a psychological dumping ground, a route to self-awareness (November, 1996)
- 11. Promote meeting learning outcomes** (McCrinkle & Christensen, 1995)
- 12. Develop better metacognition** (Tawanwonhsri & Phenwan, 2019)
13. Improve leadership and other capacities (Alizadeh, Mirzazadeh, Parmelee, Peyton, Janani, Hassanzadeh & Nedjat, 2017)

An Environment for Reflection

Key conceptual factors as drivers of reflective practices

Francis, Owens and Tollefson, 1998

1. Intellectual and respectful climate
2. Group discussion
3. Free expression of opinion
4. Accommodation of different learning styles
5. Organizational climate
6. **Time to reflect**
7. Perception on relevance
8. Prior positive experience reflecting

Mann, Gordon and MacLeod, 2009

9. A facilitating context
10. A safe environment
11. Mentorship & supervision
12. Peer support
13. **Time to reflect**
14. **Pedagogically designed stimulation**
(appropriately guided process)

Are you giving
students time to
reflect during class?

Critical Reflection Pedagogies

White and Guthrie, 2016

1. Journals
2. Presentations
3. Essays
4. Online discussions
5. Written responses to reading

Stover and Seemiller, 2017

6. Class preparation reflections
7. Metacognition
8. Note reflection
9. Observation reflections

10. Experiential case studies (White, 2012)
11. Self-narratives/stories (Day et al. 2014)

Herrington, Parker and Boase-Jelinek, 2014

12. Blogs or web-based journal
13. Poster presentations
14. Double-entry journals
15. Portfolios
16. Worksheets

Herrington, Parker and Boase-Jelinek, 2014; Lorenz, 2001

17. Reflective examination
18. Learning contracts
19. Progress reports

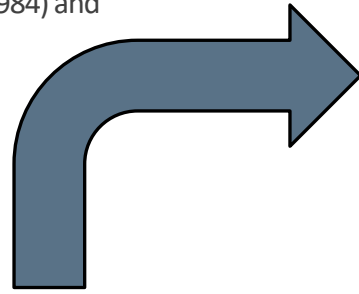
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20. Self-assessments
21. Large classroom discussions
22. Small group discussion
23. Team assignments

Guided Critical Reflection

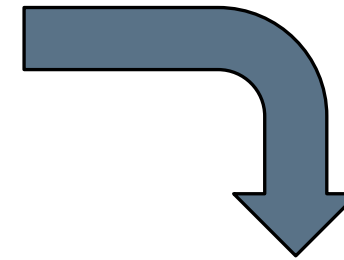
Reflection can be guided by a facilitator orally, by a set of written prompts, or by other methods.

This guidance should enable the learner to generate learning and then assist them in articulating it coherently and cohesively, in part so as to inform future learning and action.



Reflect on and describe the initial learning situation or knowledge

- What was the situation?
- What was your previous knowledge/belief/attitude?



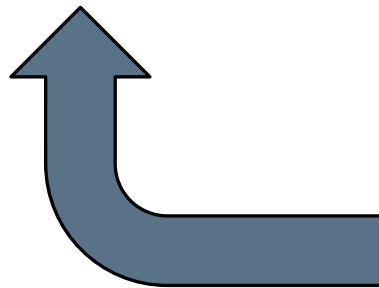
Analyze & evaluate the learning situation or knowledge

- What influenced your initial knowledge /belief/attitude?
- What assumptions did you have?
- What other sources of knowledge were important in understanding the experience?
- What new ideas challenged or questioned your initial learning situations or knowledge?
Provide references to support this...

**Reflective
Practice
Cycle**

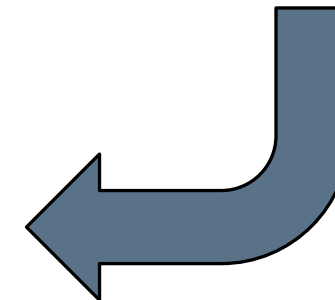
Identify the future learning situation or knowledge

- What questions do you have now?
- How will you deal with these questions?
- Can you think of any resources that might help you develop your knowledge/belief/attitude?



Reflect on and discuss the current learning situation or knowledge

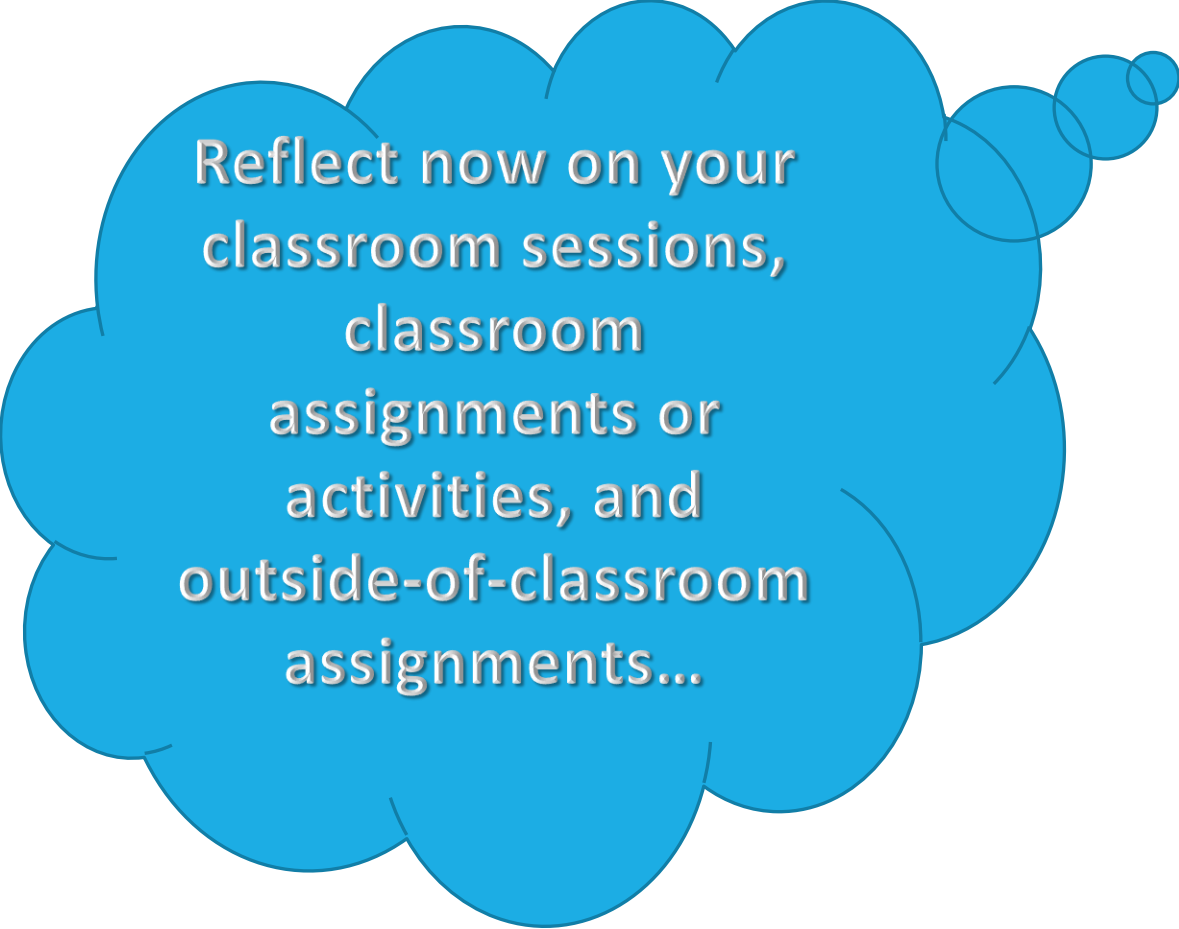
- What is your knowledge/belief/attitude now?
- What changes or development occurred in relation to your initial knowledge/belief /attitude?
- What did you find most challenging about what you learned and why?
- What can be concluded from the experience?



Use the Journaling tool in Blackboard to reflect on **at least two concepts (more if you would like)** that were covered during **Weekend 1** and how those concepts resonated with you. Answer each of the questions for each of the concepts that you selected:

1. Describe the concept discussed in class and why it resonates with you.
2. What did you previously think, know or believe and what were your assumptions about the concept or topic prior to the class?
3. What new ideas were presented about the topic that challenged or questioned your thinking? Be specific.
4. How open do you believe you were to learning something new about this topic? What specifically helps you know that you were or were not open?
5. What is your thinking, knowledge or beliefs about the topic now? What new knowledge did you gain concerning the topic?
6. What specific changes or development in your thinking, mindset or capacity occurred in relation to your previous thinking, knowledge, beliefs or assumptions?
7. When did this/these changes/development occur (list all that apply):
 - a. During the class presentation
 - b. During self-reflection
 - c. During small group discussion
 - d. During reflection after class
 - e. During another experience after class
 - f. Other (specify): _____
8. Specifically, how will you use your new learning (changes/development) in your work or life practices going forward to improve your performance or change your results?
9. What specific outcomes do you expect that will be different than your current outcomes or performance?
10. How will you continue to develop your thinking in this area/on this topic?

Hmm?



Reflect now on your classroom sessions, classroom assignments or activities, and outside-of-classroom assignments...

1. Are you giving your students the opportunity to reflect?
 - Individually?
 - In groups?
 - Critically?
 - Through guided methods?
2. How do you do that now, how could you do that, or how could you do it better?
3. What value might your students receive from allowing this?

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