

The Importance of Reflective Pedagogy within Experiential Learning

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Session Outline

- ❖ Framing Comments
- ❖ Small Group Discussions
- ❖ Closing Round

Experiential Learning

Global Learning/Study Abroad



Internship / Work



Research



Community Engagement



Why Reflect?

Why Reflect?

- To Support Learning - Harvey et al. (2016)
 - Transformative learning
 - Higher-order cognitive processes (e.g., self-regulation, metacognition)
 - Engage multiple ways of knowing

- “the purpose of reflection is to learn from experiences...struggles, dilemmas, uncertainties, or breakthroughs” – Amulya (2004)

Harvey, M., Coulson, D., & McMaugh, A. (2016). Toward a theory of the ecology of reflection: Reflective practice for experiential learning in higher education. *Journal of University Teaching & Learning Practice*, 13(2). Available at: <http://ro.uow.edu.au/jutlp/vol13/iss2/2>

Amulya, J. (2004). *What is reflective practice?* Boston, MA: Center for Reflective Community Practice at the Massachusetts Institute of Technology.

Reflection informs future behavior

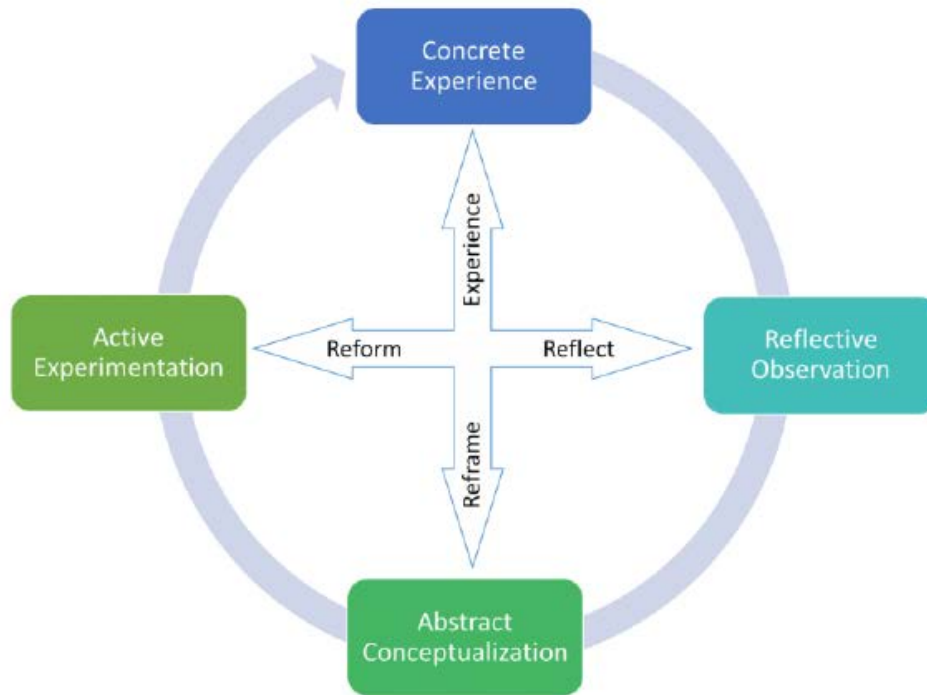


Figure 2 Experiential Learning Cycle (Kolb, 2014)

- What I learned
- Why it matters
- What's next

➔ What, So What, Now What?

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.

See also: University of Arizona's Leadership Program:
leadership.arizona.edu

What is reflective practice?

- “the practice of periodically stepping back to ponder the meaning of what has recently transpired to ourselves and to others in our immediate environment”
– Raelin (2002)

Drawn from Desjarlais, M. & Smith, P. (2011). A comparative analysis of reflection and self-assessment. *International Journal of Process Education*, 3, 3-18.

Raelin, J. A. (2002). “I don’t have time to think!” versus the art of reflective practice. *Reflections*, 4(1) 66-79.

Reflection: continuous and connected

(Eyler et al.)

Continuous→ Connected↓	Before EL Project	During EL Project	After EL Project
Individual	Letter of Commitment Assigned Reading	Weekly Meetings with Instructor. Mid-term Evaluation	Final Evaluation Individual Reflection Oral Interview
Team	Project Charter Work Breakdown Task Allocation	Record of Communication with Community Partner Assigned Reading	Final Project Report. Photo Collage Reflection by Team
With Community Partner	Project Timeline Project Contract Action Plan.	E-mails to and from Partner and Instructor	Presentation to community group Assessment by Community Partner

Table 1: Reflection Map and Activities

Eyler, J. (2002). Reflection: Linking service and learning—linking students and communities. *Journal of Social Issues*, 58(3), 517-534.

Challenges in Reflection

Challenges in Reflection

- Authenticity
- Fatigue
- Intentionality

Authenticity

Sometimes we are writing things that we do not know. When I'm filling-out reflection forms, I'm really not me—I'm someone else...I didn't give them my experience: I gave them what they wanted me to experience in their imagination.

Fatigue

Every week is usually the same thing.... The fact that we do the same things, the same activities every week, so there isn't really much to write in terms of changing from month to month. Like you could write a good reflection on the first month, and it's difficult to maintain the same quality of writing throughout the duration of the activity.

Leverage multiple formats

Summary of Barriers:

- Required nature, repetitiveness, constraints of format, unclear purpose of activity, lack of guidance/feedback, process is overly solitary

Using multiple formats helps:

- Oral, written, audio/photo/videos, writing, online presentations, or group discussions



Perry, S. L., & Martin, R A. (2016). Authentic reflection for experiential learning at international schools. *International Journal of Research on Service-Learning and Community Engagement*, 4(1), 53-68.



Tapping multiple ways of knowing

Cognitive reflection-- new knowledge and skills

- Were the goals and objectives of the experiential activity accomplished? Describe your experiential activity relating it to its goals and objectives.
- How has your experiential activity related to the readings, discussions, and lectures in your courses? Provide specific examples of related course concepts and describe the context in which the concepts related to your experiential learning activity.
- Did your understanding of course material/concepts you have studied improve as a result of your participation in this experiential activity? Provide examples. What complexities do you now see in the concept that you were not aware of before?

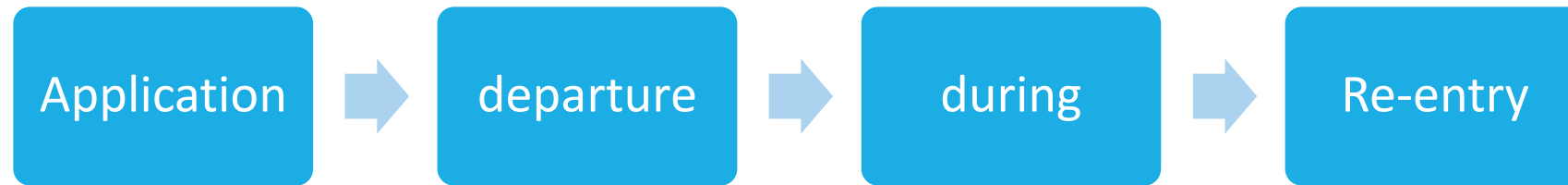
Affective reflection looks at ***what students feel***

- What values, opinions, beliefs have changed for you?
- Has this experience changed you? If yes, how?

Process reflection considers ***what students learn from the process itself***

- What would you like to change about your experience?
- What were the most difficult parts of the experiential activity? Why?
- How do you see your role with this experiential activity? How does that compare with how others may see your role?

Intentionality:
are you leveraging all of your time points?



Are you leveraging the individual and collective?

- Written Application and Written Reflection
- Launch/Preparation Event and/or Return Event
- On-line modules
- Course format to process the internship
- Conference format to share lessons
- Preparation and/or concurrent engagement course

- What is the role of the partner/host?

What roles can assessment and your dept/institutional colleagues play?

Does it make sense to leverage (some of) the reflections for assessment?

- What is the guiding question or goal of that assessment?
- What indicators are you looking to examine?

Who will read the reflections (aside from the instructor or primary office)?

- Could collective reading provide more meaning for the reflections?

Could a Value Rubric help you?

- Integrative Learning? Ethical Reasoning? Problem-Solving?

Examples to spark small-group discussions

- Students conduct research on a local community issue, create public blogs on health care or health professional issues requiring a change, and they participate in interprofessional team-based learning activities based on health care advocacy initiatives. Legislators participate in all projects and advocacy events. Results are disseminated through professional posters and published policy briefs. (James Madison University, <https://www.aacu.org/peerreview/2017/Fall/JMU>)
- A post-internship course where students work in panels/teams to reflect on their learning. Culminates in a day-long conference where newer students attend to gain advising about their internship process. (Mount Holyoke College, <https://www.aacu.org/peerreview/2014-2015/fall-winter/townsley>)
- The global learning program leverages a living-learning community. These relationships foster more frequent and authentic reflection over the duration and upon return (Virginia Commonwealth University, <https://www.aacu.org/peerreview/2018/Winter/VCU>)

Ways to push reflection

- Mode of Reflection- written, focus groups, presentations, blogs, podcasts
- Individual vs. Collective – conferences and similar
- Timing: are you leveraging all of the points in time?
- What role does your partners play (community partner/internship partner/study abroad hosts/research sites)?