Reflecting to Learn: Reflection Practices with Purpose
WHY?

- Slow down
- Learning
- Health & wellness benefits
- Increased effectiveness/efficiency
- Stronger relationships
What We’ll Do Today

• Theory
• Reflection Tools
  o 1:1
  o Groups
  o Self – that’s you!
• Q&A
• Evaluations
What We Know About Reflection

- Reflecting to learn
- Theory
  - Kolb
  - Sanford
- Other

Kouzes & Posner (2002). *The Leadership Challenge*
Theory to Consider...

Sanford’s Challenge & Support

Challenge

Support

Peter Senge (1990) et al

Experience

Consequence

Sanford, 1967
Kolb’s Experiential Learning Model

- Concrete Experience (feeling)
  - Experiment in New Situations (doing)
- Reflective Observation (watching)
  - Form Abstract Concepts (thinking)

Kolb & Fry (1975); McCaffery (1986)
Reflection Tools

- The Individual
- The Group
- Self
The Individual

- Mindfulness practices
- The past
- Letter to self
- 60-second reflection
Letter to Self

• Award recipient – Lifetime Achievement Award
• Obituary
• Letter to be opened at a later date
• Letter that addresses specific items
  • Am I being compassionate toward myself and others?
  • Am I staying open and curious?
  • Am I sharing what I am really thinking? Am I modeling the transparent way we want to work together?
  • Am I committed to being here and doing this work with these people?
  • Am I holding myself accountable for my contributions to this encounter?
60-second Reflection

• What 2-3 things are you taking away from today?
• What 2-3 things did you learn about yourself?
• What questions do you still have?
• What suggestions do you have for the instructor/facilitator?
The Group

Reflection Practices
- Monitor silence
- Clarify & repeat
- Group processing (Kolb)
- 60-second reflection

Reflective Actions
- Diagnosis-Intervention Cycle
- Meeting minutes
- Interruptions
- Scenarios
- Improv
Group...

Monitor silence

- Count to 10 before moving the conversation forward or requesting someone else to speak/respond
- Are there individuals that have not yet spoken? (Are others interrupting?)

Clarify or Repeat

- Expand upon certain statements/reactions/ideas that are central to the learning outcomes
- Ask "why?" multiple times. Request that individuals share why something is important, not just what is important (interests v. positions)
Kolb’s Model in Practice

Experience
- Experiential activity/challenge/event/program

Reflect: What?
- Evaluate what took place and the impact on the individual/group
- ASK: What happened? What events took place during the activity?

Conceptualize & Generalize: So What?
- Groups discuss individual reactions and learn from each other
- ASK: So, what can we learn from this activity?

Test & Apply: Now What?
- Groups apply lessons and inferences to the "real world"
- ASK: Now, what do we do with these tools? How can we plan more effective behavior?
Group... Diagnosis-Intervention

The left side of the figure illustrates diagnosis (REFLECTION process)

The right side of the figure illustrates intervention
Group tools, continued...

- Meeting Minutes
- Interruptions
- Scenarios
- Improv
Self
The case for slowing down
Great Books for Reflection

- *Blink: The power of thinking without thinking* (Malcolm Gladwell)
- *Eat, Pray, Love* (Elizabeth Gilbert)
- *Life of Pi* (Yann Martel)
- *The Alchemist* (Paolo Coelho)
- *The Giver* (Lois Lowry)
Questions

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