



# Reflection Micro-Workshops:

Creating Connections Using the 8Cs



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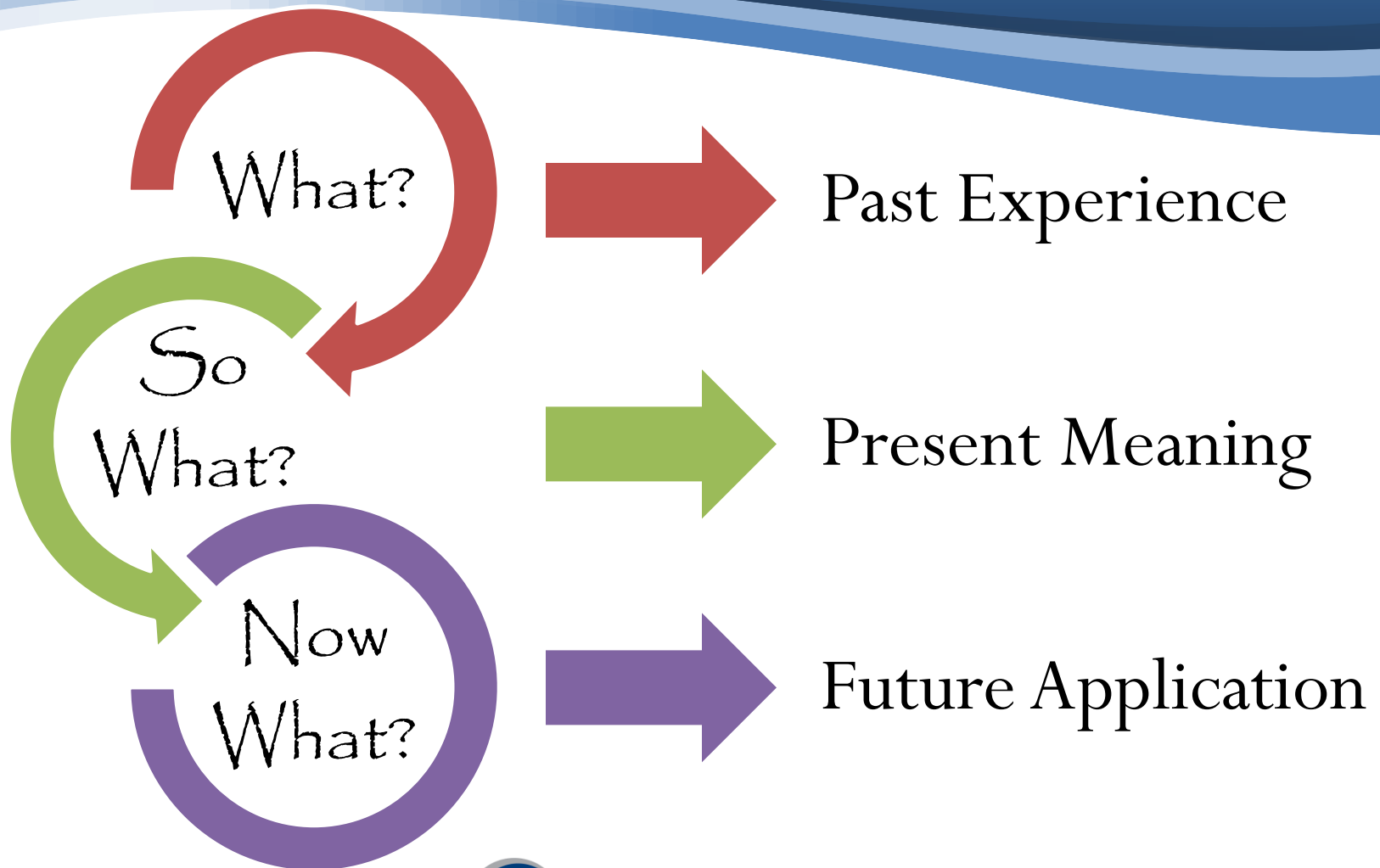
January 25, 2021

# What Are We Doing Today?

## Agenda

1. Why Does Connection Matter?
2. RISE's 8Cs of Connected Reflection
3. Work Time

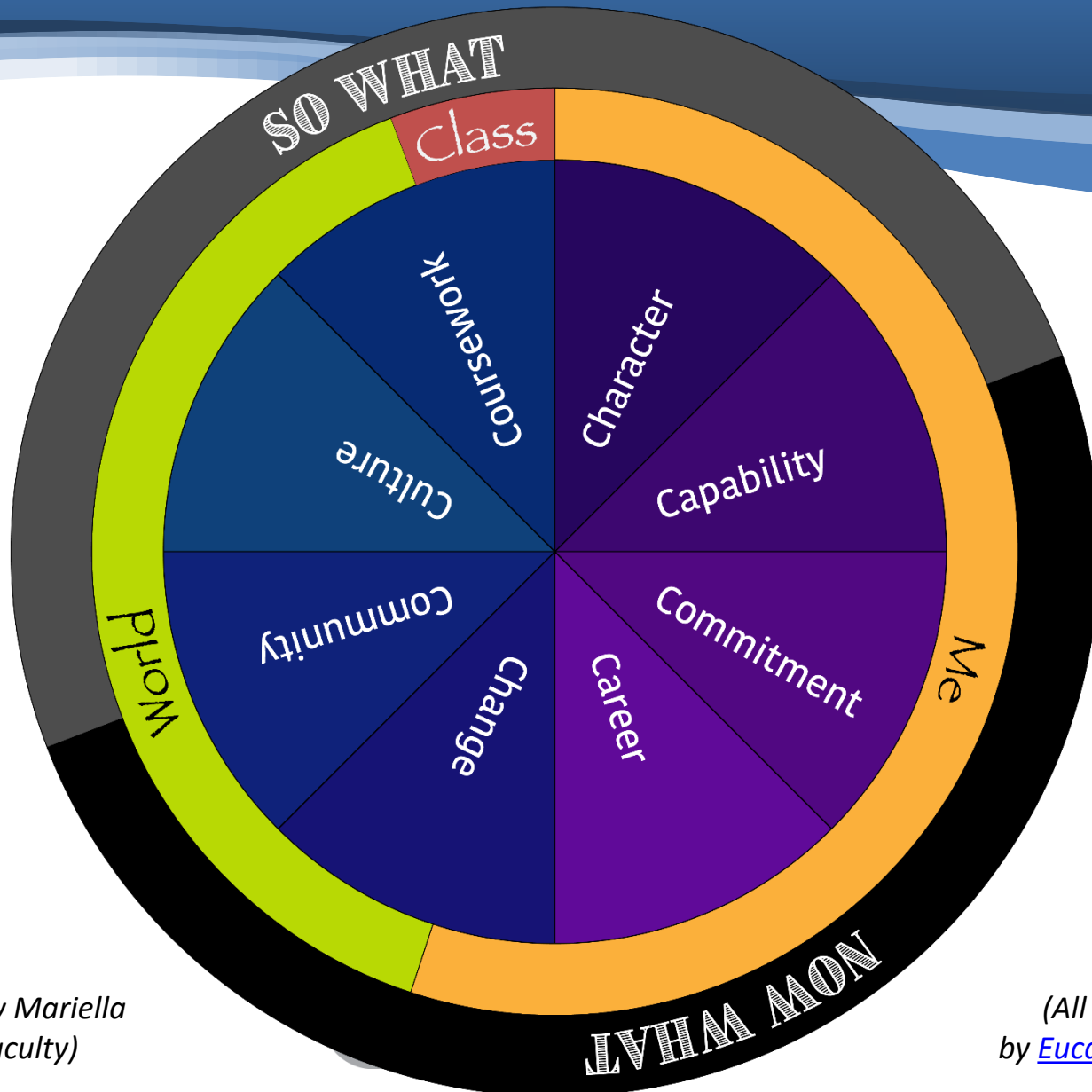
# Why Does Connection Matter?



# Why Does Connection Matter?

In order for a student to reflect on the **meaning** and **applications** of a learning experience, that experience should **connect** to different aspects of their life – the **Class**, the **Self** (aka “Me”), and the **World**.

# The 8 Cs

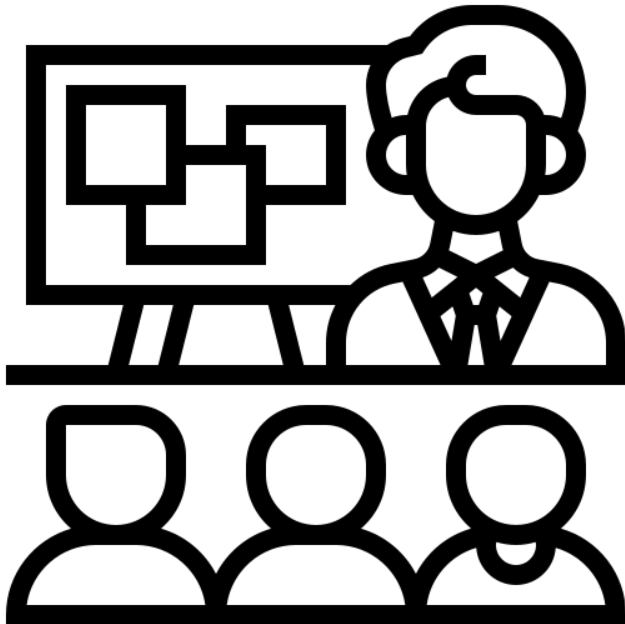


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# The 8 Cs

## Coursework



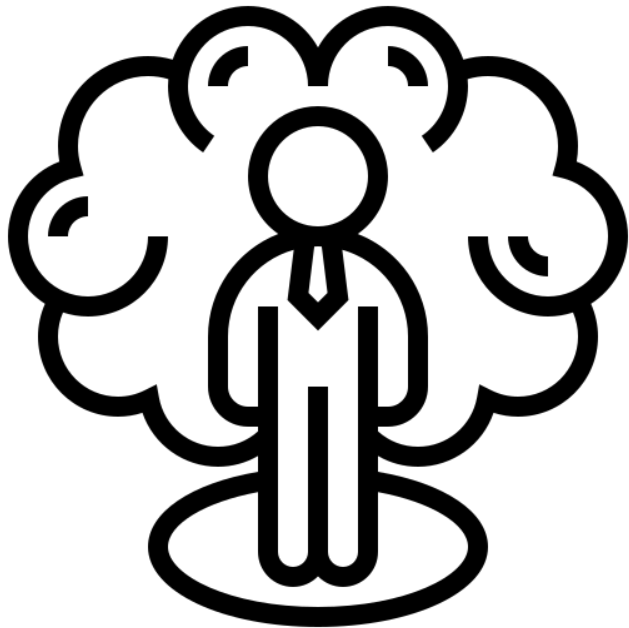
SO WHAT  
CLASS | WORLD

How does the experience help students meet the course outcomes and/or contextualize the course content?

- In what ways do X topic appear in what you read?
- How has this video better helped you understand what we've been learning about in class?
- We've seen this concept in Y learning experience; in what other real-world circumstances have you seen this concept?
- How has this experience helped you feel more confident in using Z learning skill?

# The 8 Cs

## C**h**aracter



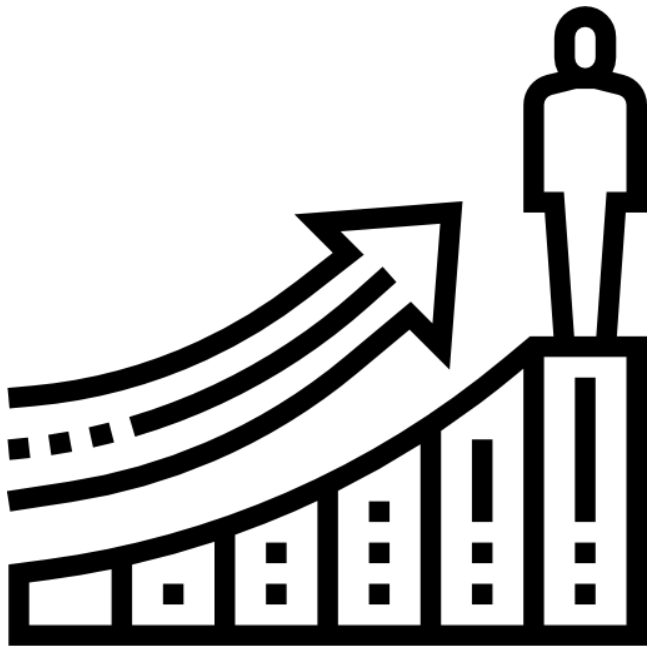
SO WHAT | ME

What has the student learned about themselves through this experience?

- What did you think about or feel as you read this?
- What have you learned about yourself through the process of doing this research project?
- In what ways can you personally relate to what X is going through?
- How have your own experiences shaped your way of understanding this issue?

# The 8 Cs

## Capability



How has this experience contributed to growth in enduring skills such as teamwork, communication, critical thinking, etc.?

- What strengths and skills have you used in this class? How have you grown?
- How have you address communication problems and conflict within your team?
- How has this project helped you better use your analytical skills?
- How will you apply the skills you've gained here to other classes and to whatever comes next?

SO WHAT | NOW WHAT  
ME



# The 8 Cs

## C**ommitment**



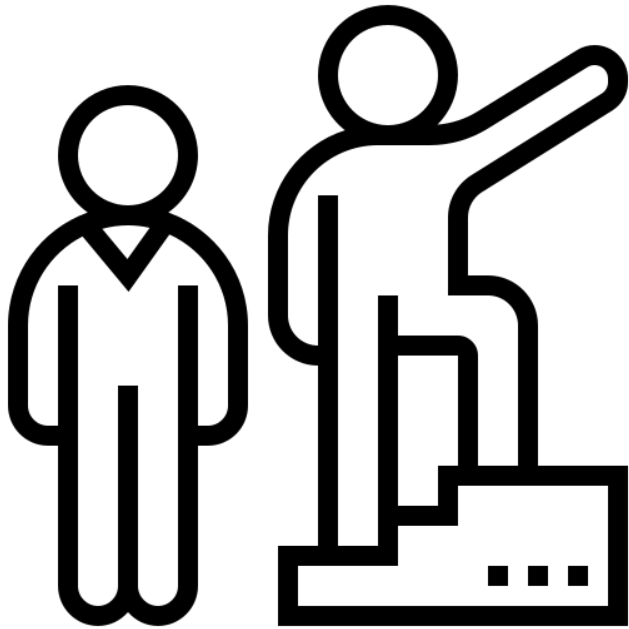
NOW WHAT | ME

Based on the experience, how will the student choose to make an ongoing impact?

- How will you use the knowledge and skills gained here to improve the world around you?
- What might you do if you come across a similar circumstance in your own community?
- If you were to create a social media campaign to educate others about this issue, how would you do it? What would your goal be?

# The 8 Cs

## Career



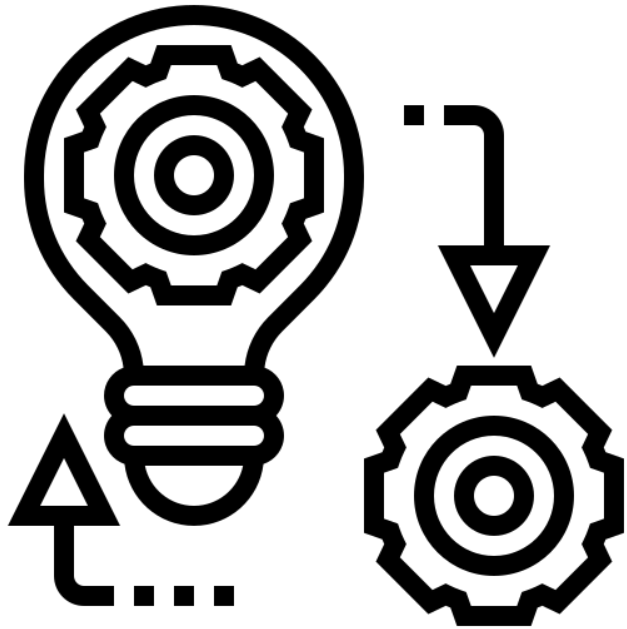
NOW WHAT | ME

How does the experience impact their future plans and/or careers?

- Will what we've covered together have any impact on your future studies or career? Why or why not? If yes, what impact might it have?
- How might you use Y skill in your future employment?
- Draw a line straight from this topic to your eventual job. How are they connected?

# The 8 Cs

## C**h**ange



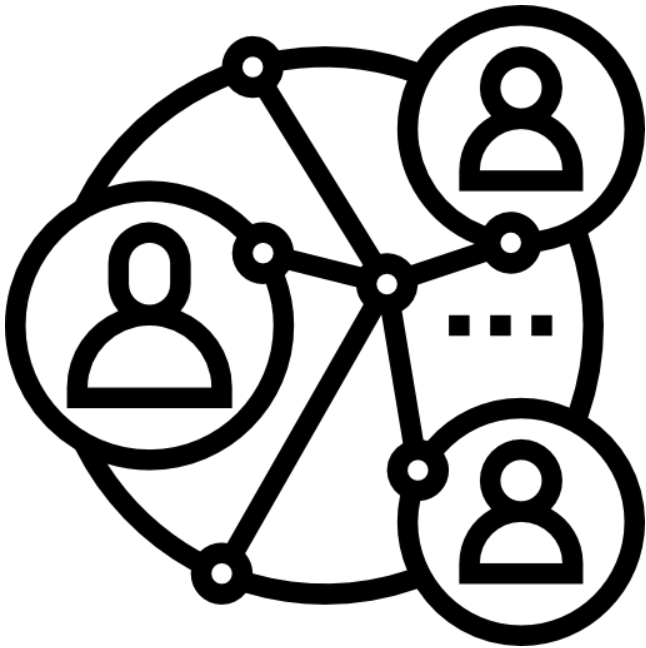
NOW WHAT  
ME | WORLD

What in the community or world needs to change? What do the students plan to change in themselves?

- What personal changes do you plan to make based on what we've been learning? How might your beliefs or actions change?
- What is one thing that people in your community can do differently? How might you encourage it?
- What has this data shown us about the causes for X change? How can we apply this understanding to the world around us?

# The 8 Cs

## C**ommunity**



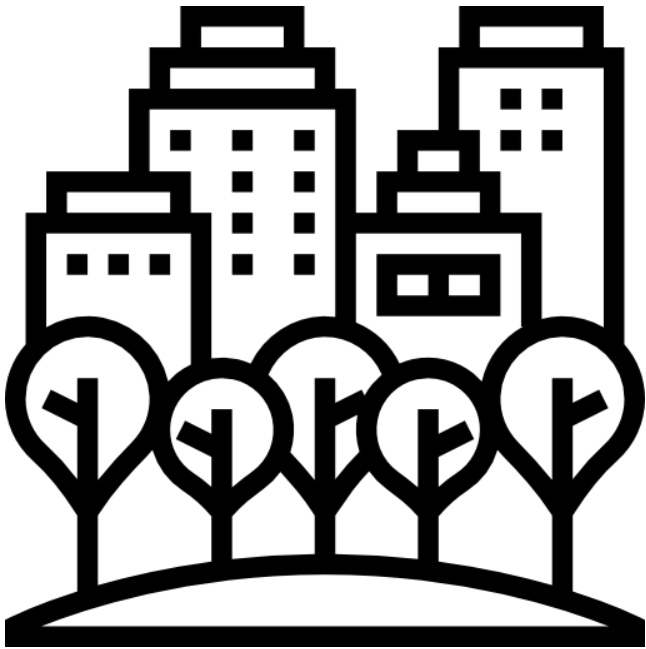
How does the experience engage with a social or environmental issue, improve the capacity of the partner agency, and/or make a positive impact on the community?

- What social issue are we examining through this reading? What new perspectives about this issue have you gained?
- Would your partner agency be satisfied with the work you did? Why?
- If you were to conduct similar research in your own community, what would you need to consider? Who should you talk to? What might be some challenges?
- How can this skill be used to improve the community?

SO WHAT | NOW WHAT  
WORLD

# The 8 Cs

## Culture

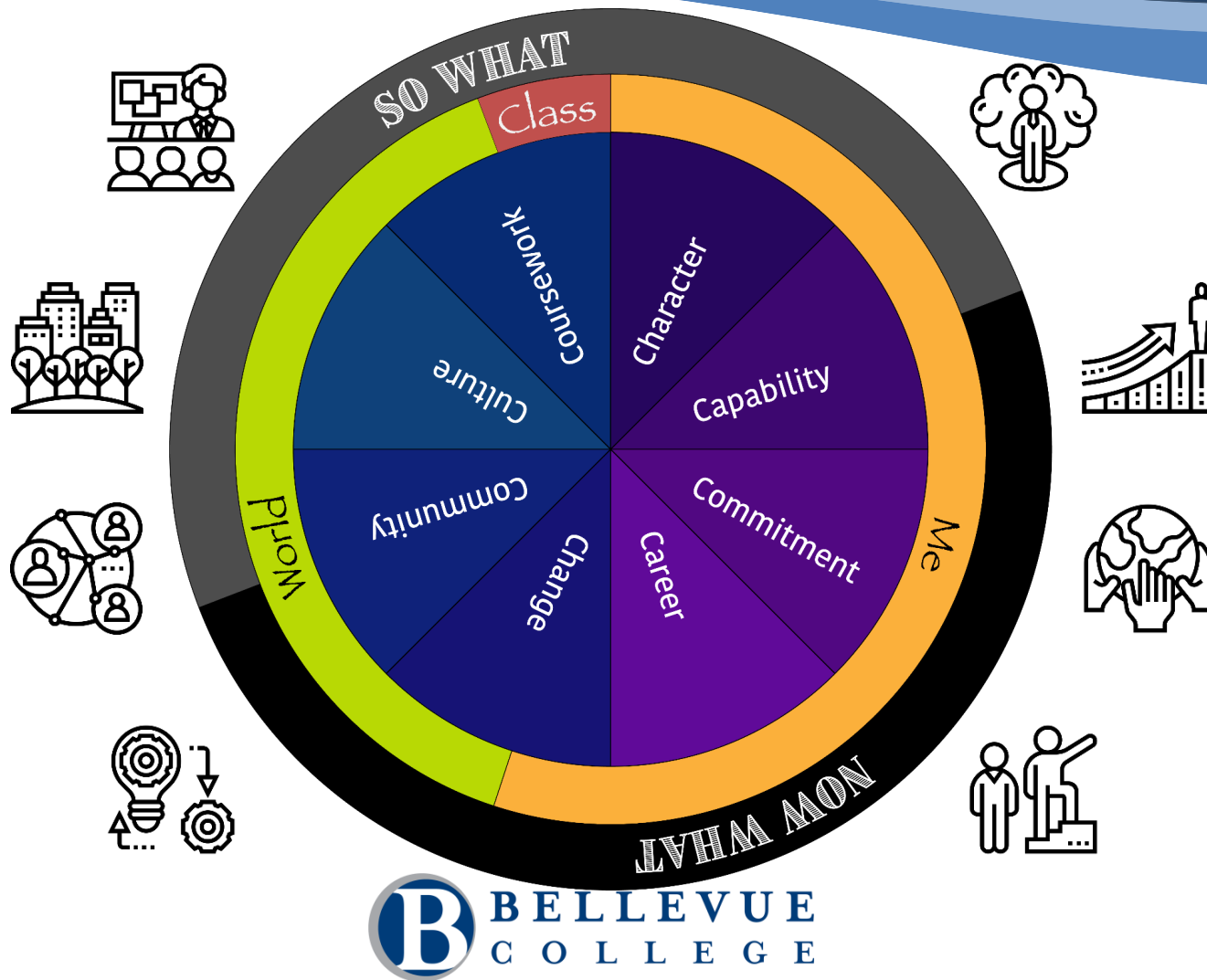


SO WHAT | WORLD

What has the student learned about American culture, other cultures, or cultural competencies through the experience?

- What understandings about American culture have you gained from this reading?
- What does this data tell you about the American values around equal opportunity and free markets?
- In what ways are the characters different from us? What have we learned about their culture? How does culture appear in the way they speak? In what relationships look like? In how they measure “productivity”?
- What is “Cultural Humility,” and how is it relevant to what we’ve been learning?

# The 8 Cs



# Work Time

- 1) Choose a learning experience from which you'd like students to reflect, or an already existing assignment you'd like to make more connected.
- 2) Write four questions – all from different Cs – for this assignment / activity.
- 3) Consideration: When in the quarter will this happen? How might that affect your choice of “So What” vs. “Now What” questions?
- 4) Consideration: What might the format look like? How will the students answer the questions? Will students engage with each others' answers?