



Reflection Micro-Workshops:

Reflecting Beyond Writing



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What Are We Doing Today?

Agenda

1. Why Try Other Formats?
2. Doing
3. Telling
4. Work Time

Why Try Other Formats?

Reflecting, as a lifelong skill, is done in different ways by different people. Some prefer journaling, while others dive into art, talk with others, create lists, etc.

Variety in formats promotes reflexivity for all.

They can also be more enjoyable for you.

Doing

Trade and Share

- 1) Hand out notecards.
- 2) Ask students to respond – anonymously – to a single question on one side of the notecard (e.g. “What is reflection?” “Why does X matter?” “How have you experienced Y in your own life?”).
- 3) When done, students put the notecard face down in one or more locations in the class.
- 4) Students all stand up, take one notecard from a pile, read it, and trade with others, doing this for about five minutes.
- 5) Discuss what they learned from the activity.

Doing

Class Lists

- 1) Ask students to take out paper (or hand some out).
- 2) Ask students to write their top three responses to a question (e.g. "What do you want to get out of this experience?" "What course topics are most relevant to your life?" "What needs to change in your community?"). Each response should be detailed, legible, and no more than 2 sentences. They should be written with space between them.
- 3) Students tear the paper into strips with one response per strip. Give each person a piece of tape.
- 4) Ask one person to choose their top response, and hand it to someone else. That person reads the first response, tapes their top response below it, and hands it to a third person. The third person attaches their top response (as long as it is not reflected in the first two), and then folds the first response out of view before handing it to the next person.
- 5) And so on. Each person reads just the two previous responses before adding theirs.
- 6) Instructor collects the list and asks why the class did this rather than just creating a list on the white board.
- 7) Instructor later types and posts the list on Canvas. Do multiple lists with larger classes.

Doing

Human Likert Scales

- 1) Post “Strongly Agree” “Agree” “Disagree” and “Strongly Disagree” on walls around the classroom.
- 2) Set some rules about listening and not judging.
- 3) Give a statement (e.g. “Homelessness is a government problem.”), and ask students to stand next to the wall that best reflects their belief about it.
- 4) Ask one student from at least two of the positions to explain why they are standing there.
- 5) Ask students if anyone would like to change location.
- 6) Pose another question.
- 7) Reflect on the process.

Remote Note:

Use polls to
mimic this
online.

Doing

Caucus / Split the Room

- 1) Post four options for a topic on walls around the classroom.
- 2) Set some rules about listening and not judging.
- 3) Ask students a question that would have four possible answers (e.g. "Which is the most important for X" or "If we had to resolve Y, what's the best way to do it?") and ask students to stand next to the wall that matches their response.
- 4) Give students three minutes to discuss. One person from each then makes the argument for their view.
- 5) Ask students if anyone would like to change location.
- 6) Alter to a *Split the Room* format by giving two seemingly opposite ideas and asking the students to choose one, with each side of the room representing the different ideas.
- 7) Reflect on the process.

Doing

Rankings

- 1) Tape 1, 2, 3, 4, and 5 to different parts of the classroom (or in a line).
- 2) Provide students with five options. These could reflect their comfort with course topics or transferable skills. These could also reflect the importance of issues or solutions.
- 3) Give students 3 minutes to rank their responses. Ask them to stand, and to carry paper/pen.
- 4) State one of the options, and ask students to stand based on their ranking. Ask students closer to the 1 and the 5 to explain why they are there.
- 5) If the focus is on comfort with topics and skills, ask students in 4 & 5 to note the names of students in 1. This builds the understanding that each person has assets and that the class is a community.
- 6) Run through the remaining options.
- 7) Reflect on the process.

Doing

Art as Reflection

- 1) Ask students to choose an art medium of their choice (e.g. painting, poetry, dance, song lyrics, photography, etc.) through which to reflect on a particular topic.
- 2) Create an opportunity for students to share. They can post it (written, picture, video) on Canvas. Ask them to include a short commentary about why this format and what it means to them.
- 3) Have students comment on each other's submission – not the quality, but on the meaning.

Doing

Reflection Stations

- 1) Set up four or five stations with large sheets of paper, each with a different reflection question on them.
- 2) Students rove and write their responses (either directly on the sheets or on post-its that they then stick to the sheet).
- 3) If there is time, review the items written on each sheet (or have students do it).
- 4) Or, groups of students work to condense the reflections on each sheet into specific topics or themes, and then share with the class.

Telling

Facilitated Reflective Discussions

What are rules for effective facilitation?

- Ground Rules & Safety
- Outline the goals
- Be prepared
- Know yourself
- Be respectfully challenging
- Ask open ended questions
- Manage time and space
- Remain multi-partial
- Don't contribute to the discussion
- Validate contributions to the discussion
- Be patient with silences
- Encourage participation
- Acknowledge group feelings
- Keep the dialogue focused
- Paraphrase at the end of each section

Note: Consider using a *tossing ball* or *talking stick* to facilitate the reflective discussion.

Telling

Pairs and Vlogs

- 1) Provide a prompt (e.g. What is something we learned recently that you see connected to your life and/or the world around you? What is that connection, and how does it help you better understand what you're learning?)
- 2) Set students in pairs and have them answer this. Student One speaks. Student Two listens, then responds to Student One before answer the question themselves. Then, Student One responds to what Student Two said.

Remote Note: Treat this as a Vlog (video blog) – one student records an answer, and the other later records a response, and so on throughout the quarter.

Work Time

- 1) Choose a learning experience from which you'd like to design a Doing or Telling reflection.
- 2) Choose a format, and design the questions / statements that the students will use to reflect.
- 3) Consideration: For Doing and Telling reflections, how will you ensure that everyone participates while also being respectful of some students' concerns around the public setting?

References

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