



EAB

Developing Academics Through Focus on Experiential Reflection

Breakout Workshop

Bradley University

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Academic Affairs Forum

Joining Us Today...

Meet Your EAB Presenters



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Reflection Is Integral to Experiential Learning

AEE's Definition of Experiential Education

“Experiential education is a philosophy...in which educators engage with learners in direct experience and **focused reflection** in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.

Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis, and synthesis.”

Well Sure, But It's Not Always That Easy

Reflection

Free-Write for 3 Minutes

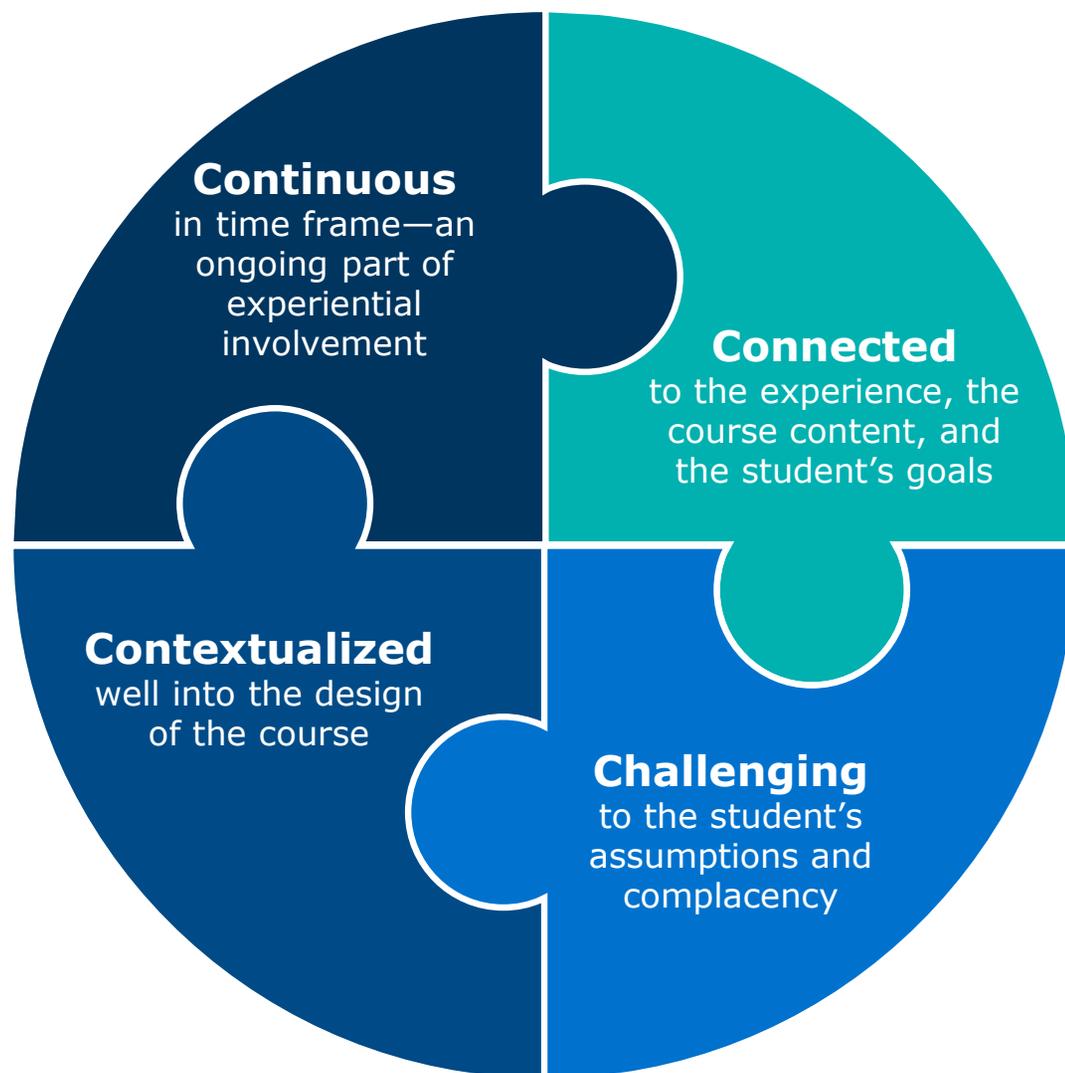
What reflection experiences have you had that were cheesy and unproductive?

What experiences have you had that felt meaningful and productive?

Making Reflection Impactful



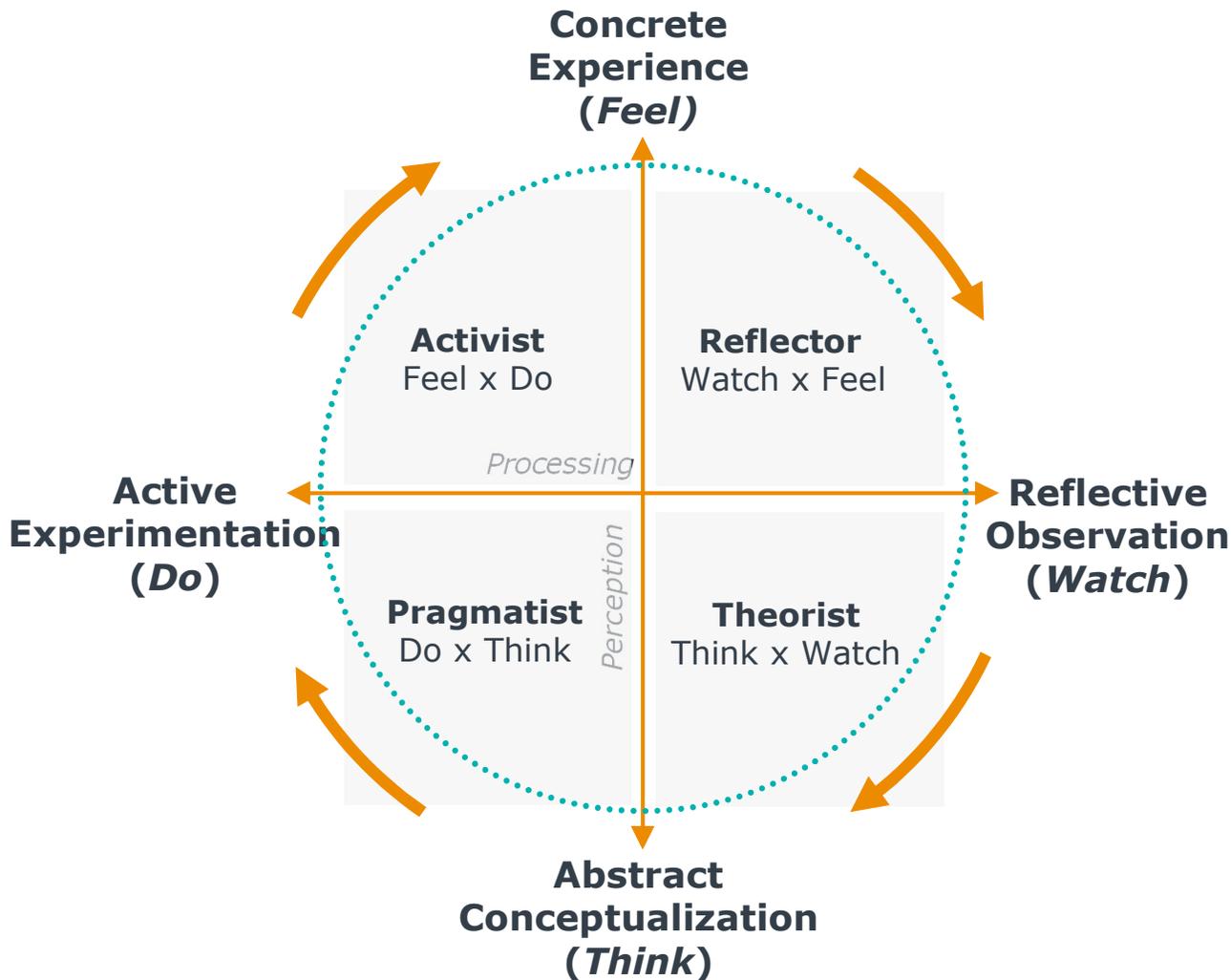
The “Four Cs” Framework



Kolb Experiential Learning Cycle



Experiential Pedagogy Fundamentals...in Three Minutes



Examples of Common Reflective Activities

- Journals
- Self-analytic papers
- Group discussions
- Portfolios
- Formal presentations
- Reading responses
- Electronic forums
- Creative Projects

Sources: David Kolb, *Experiential Learning: Experiences as a Source of Learning and Development Vol 1*, Prentice-Hall, 1984; Janet Eyler, Dwight E. Giles Jr., & Angela Schmiede, *A Practitioner's Guide to Reflection in Service Learning*, Vanderbilt UP, 1996. EAB interviews and analysis.

ORID Framework: The Kolb Cycle, Applied



Objective

Observations,
facts, data,
descriptions of
experience

Reflective

Personal reactions,
associations,
emotions that
surfaced as a result
of the experience

Interpretive

Considering
implications,
questioning
assumptions,
understanding
significance of the
experience

Decisional

Determine future
actions, weigh
options and set
priorities

ORID Framework: Objective Questions



Focus attention on objective data and facts about the experience.

Push students to get specific: include names, dates, descriptions of activities, observed behaviors, etc

- Describe your experience
- Describe interactions you had with others
- Walk me through the experience: what did you do first, then second, etc.
- What did you see happening?
- What topics were covered in discussion?
- Who was in attendance?



Focus attention on immediate feelings, reactions, and internal associations.

Push students to be honest about how they were reacting and what they were thinking about during the experience.

- What were your thoughts and feelings during the experience?
- What were your perceptions of others' thoughts and feelings?
- What were you expecting to experience, and how did reality measure up?
- Were others' expectations met?
- What assumptions were you making going in to the experience?
- What did you like most/least about the experience?
- At what point did you feel most/least engaged?



Understand the significance of the experience.

Push students to be examine the different relationships between their experience and topics/theories discussed in class.

- What models or concepts might help explain the dynamics of your experience?
- What power influences were involved in the experience?
- How might your assumptions going in have been faulty?
- How have your definitions of key concepts changed in light of this experience?
- Has your experience inspired any critiques of the models/concepts discussed in class?
- What elements of this experience could you apply in other ways?
- What did success look like in this experience, and how could it have looked differently?



Prompt next steps and future actions. Push students to clarify and prioritize options for action, and to transfer this experience to other contexts.

- What new assumptions have you made and how can you test them?
- What ideas/concepts did you come across in this experience that you will continue to explore?
- What would you do differently at the beginning if you could re-start this experience?
- What can you do to ensure success if you have an experience like this one again?
- What new ideas or opportunities are you interested in as a result of this experience?
- What is the most important next step?

Let's Get Meta

Partner Discussion

- 1** **Briefly introduce yourselves** to each other.
- 2** **Practice by reflecting to each other about today's conference**, working through each of the ORID phases and using active listening:
 1. Person A speaks for 3 min, working through the question prompts below while Person B listens without interrupting.
 2. Person B comments or asks questions for 2 min.
 3. Switch roles and repeat.

Reflection Discussion prompts:

- **What has happened during this workshop? What have you observed?**
- **What have you felt and thought about during the workshop?**
- **What aspects of aspects of the workshop have felt significant, and why?**
- **What steps will you take moving forward from this workshop?**

EAB's Experiential Learning Reflection Toolkit



30+ Examples of Reflection Activities

- Exercises to help students translate their curricular and co-curricular experiences into skills and career-oriented competencies
- Learning assessment rubrics
- Work experience reflection templates
- In-course evaluation surveys

Sample Resource: Learning Outcomes Assessment (From GMU's Students as Scholars program)

Discovery of Scholarship Rubric

QEP Student Learning Outcomes	Level of Competence			
	4 Advanced	3 Proficient	2 Emerging	1 Novice
Students will understand how knowledge is generated and disseminated through scholarship, and the importance of scholarship to society.				
1. Distinguish between personal beliefs and evidence.	Consistently make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Usually make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Occasionally make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Unable to make distinctions among personal beliefs, opinions, claims and evidence-based understanding.
2. Articulate how scholarship influences society.	Explain multiple implications of new knowledge and societal impact.	Explain some of the implications of new knowledge and societal impact.	Explain a few of the implications of new knowledge and societal impact.	Explain none of the implications of new knowledge and societal impact.
3. Understand epistemological or historical perspectives of a specific body of knowledge.	Demonstrate understanding and professionally express the method, validity or scope of a specific body of knowledge.	Demonstrate some understanding and be able to express the method, validity or scope of a specific body of knowledge.	Demonstrate limited understanding of the method, validity or scope of a specific body of knowledge.	Demonstrate little or no understanding of the method, validity or scope of a specific body of knowledge.
4. Evaluate credibility of source information.	Use a wide range of criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish among a wide range of different types of source information, including primary and secondary sources; and clearly demonstrate how each type of source information can be useful for scholarly inquiry.	Use some criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish among some types of source information, including primary and secondary sources; and demonstrate the use of some types of source information in scholarly inquiry.	Use limited criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish between primary and secondary sources.	Be unable to use criteria that are appropriate to the discipline to judge the quality and validity of the source information; be unable to distinguish between primary and secondary sources.
5. Understand research methods used in a discipline.	Consistently identify appropriate methodologies for exploring a range of research questions; explain the design of the methodologies used in previously conducted research in the field; and recognize advantages and limitations of different methodologies.	Generally identify appropriate methodologies used for research in the field; describe the methodologies used in previously conducted research in the field; and recognize some advantages and limitations of different methodologies.	Occasionally identify appropriate methodology used for research in the field; identify some key elements of the methodologies used in previously conducted research; and recognize some advantages and limitations of a particular methodology.	Demonstrate only a limited awareness of appropriate research methodologies used in the field; identify few elements of the methodologies used in previous conducted research.
6. Understand how knowledge is transmitted within a discipline, across disciplines, and to the public.	Explain various pathways for dissemination of scholarship; be able to make explicit connections between early scholarship and later work; and analyze the transition and adaptation of scholarship within and across a variety of contexts.	Explain some pathways for dissemination of scholarship; be able to make some connections between early scholarship and later work; and describe the transition and adaptation of scholarship within and across a variety of contexts.	Explain a few pathways for dissemination of scholarship; demonstrate awareness of early scholarship informing later work; and recognize some transitions and adaptations of scholarship within and across contexts.	Be unable to identify pathways for dissemination of scholarship; have minimum awareness of how early scholarship influences later work; and recognize few transitions and adaptations of scholarship within and across contexts.



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