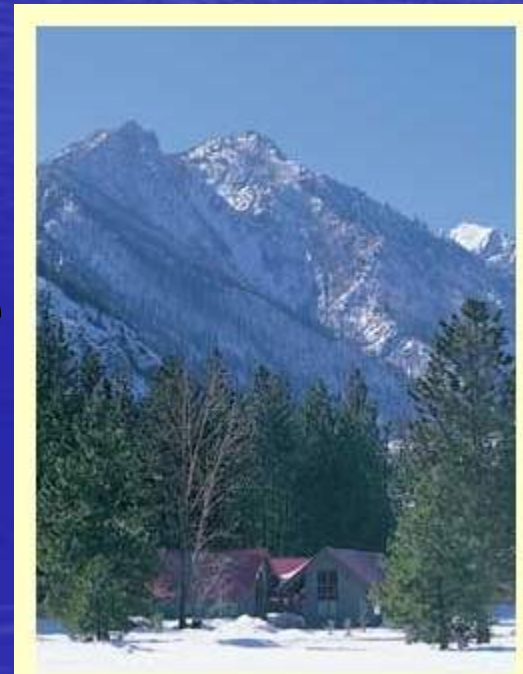


# REFLECTION



**CCPH Service-Learning Institute  
Sleeping Lady Mountain Retreat  
July 2007**



# *The hyphen between service and learning*

## EFFECTIVE REFLECTION

Continuous

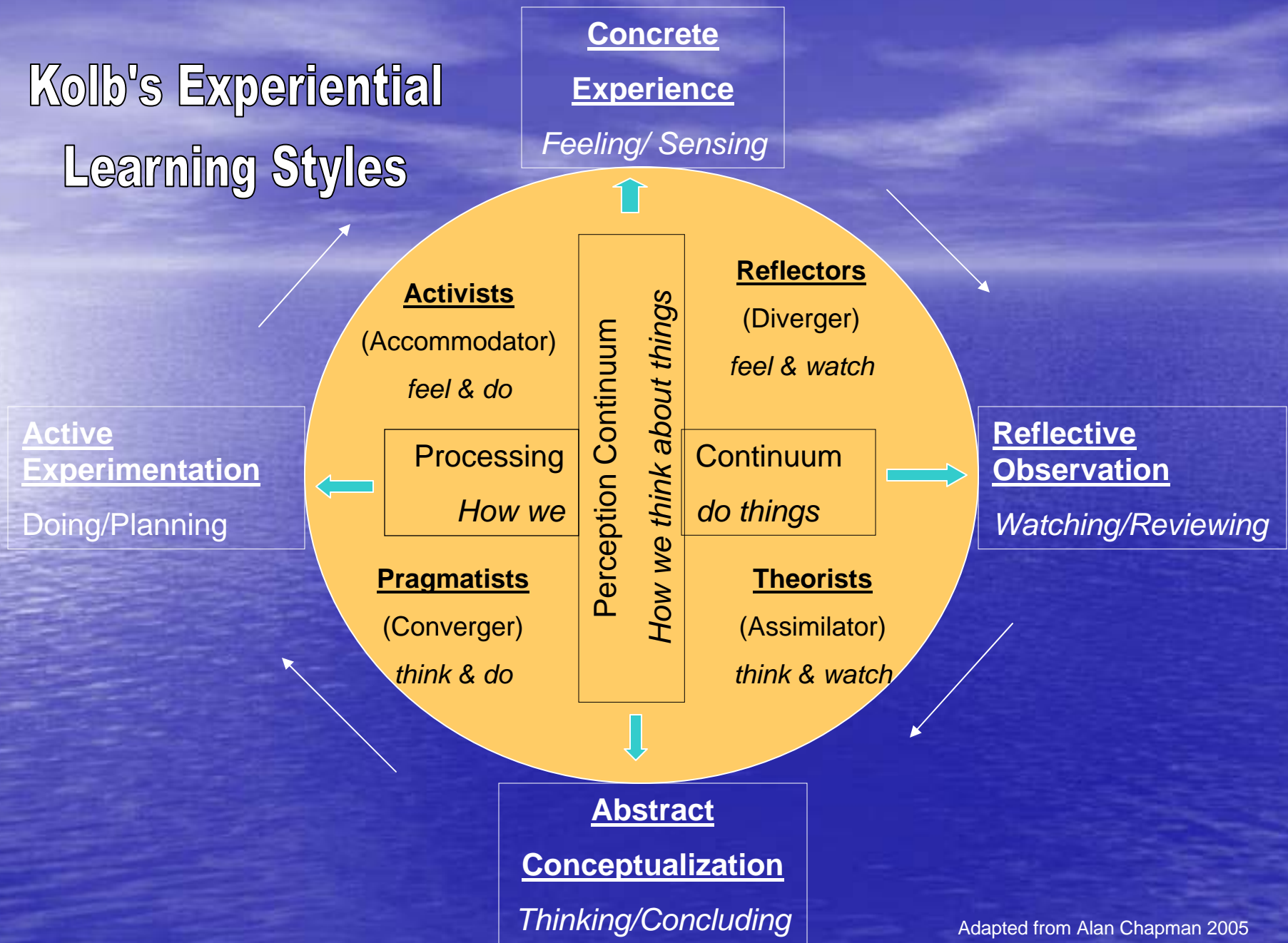
Contextual

Challenging

Connected

Source: Eyler, Giles, Schmiede 1996

# Kolb's Experiential Learning Styles



Adapted from Alan Chapman 2005

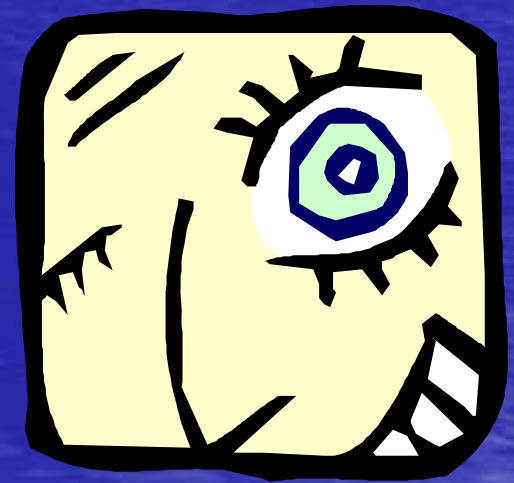
# Four Types of Learning Styles

- Reflector
- Theorist
- Pragmatist
- Activist



# REFLECTOR

- Ponders experiences and observes
- Seeks data and considers thoroughly
- Postpones decision making until all information is collected
- Watches and listens before offering an opinion



# THEORIST

- Approaches problems using vertical, step by step approach
- Pulls together disparate fact into coherent theories
- Seeks perfection
- Dislikes flippancy and uninformed decision-making



# PRAGMATIST

- Displays practical problem-solving and decision-making skills
- Sees problems as opportunities
- Acts quickly and confidently to implement ideas
- Dislikes ruminating and open-ended discussion



# ACTIVIST

- Acts first, considers the consequences later
- Focuses on the present
- “I’ll try anything once” philosophy
- Tackles problems by brainstorming
- Thrives on challenges; bored by implementation



# Learning to ride a bike



- Reflectors – think about riding and watch others ride
- Theorists – want a clear grasp of the concept of riding a bike
- Pragmatists – Seek practical tips from a biking expert
- Activists – Leap on the bike and give it a try

The background of the slide is a photograph of a vast blue ocean meeting a blue sky with wispy white clouds. The horizon line is visible in the middle of the frame. The text 'Selecting Reflection Activities' is centered over the image.

# Selecting Reflection Activities

# READING: Literature and Written Materials

- Case Studies
- Books about social issues
- Government documents
- Professional journals
- Classic literature

**Appeals to Theorists:** they learn best through abstract conceptualization



# WRITING: Written Exercises

- Blogs (Web-based logs)
- Journals and logs
- Reflection essays
- Self-evaluation essays
- Critical Incident Report
- Portfolios
- Analysis papers
- Case studies
- Grant proposals
- Press releases
- Drafting legislation
- Letters to other students/clients/self/politicians
- Published articles (newspaper, newsletter, journals)
- Volunteer/Agency training manuals



Appeals to Theorists and Reflectors

# DOING: Projects and Activities

- Simulations
- Conducting interviews
- Art journal
- Role playing
- Collecting photos, creating slide or PowerPoint presentations
- Watching movies/videos
- Presentations involving dance, music, or theatrics
- Planning public relations events for the agency
- Analyzing or creating agency budgets
- Program development



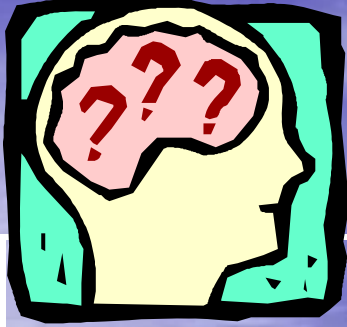
- Appeals to activists & pragmatists

Eyler, Giles, Schmiede 1996

# TELLING: Oral Exercises

- Focus groups
- Informal discussions
- Formal class discussions
- Presentations
- Teaching a class
- Story telling
- Individual conferences with faculty or community partner
- Legislative testimony
- Appeals to activists





# Mapping S-L Reflection

	<b>Before</b>	<b>During</b>	<b>After</b>
<b>Alone</b>	Letter to myself	Structured journals	Reflective essay Letter of advocacy
<b>With Classmates</b>	Hopes and fears discussion	Theatre Mixed team discussion	Team presentation Collage, mural, video, photo essay
<b>With Community Partners</b>	Asset mapping Planning w/ community	Lessons learned, debriefing	Presentation to community group

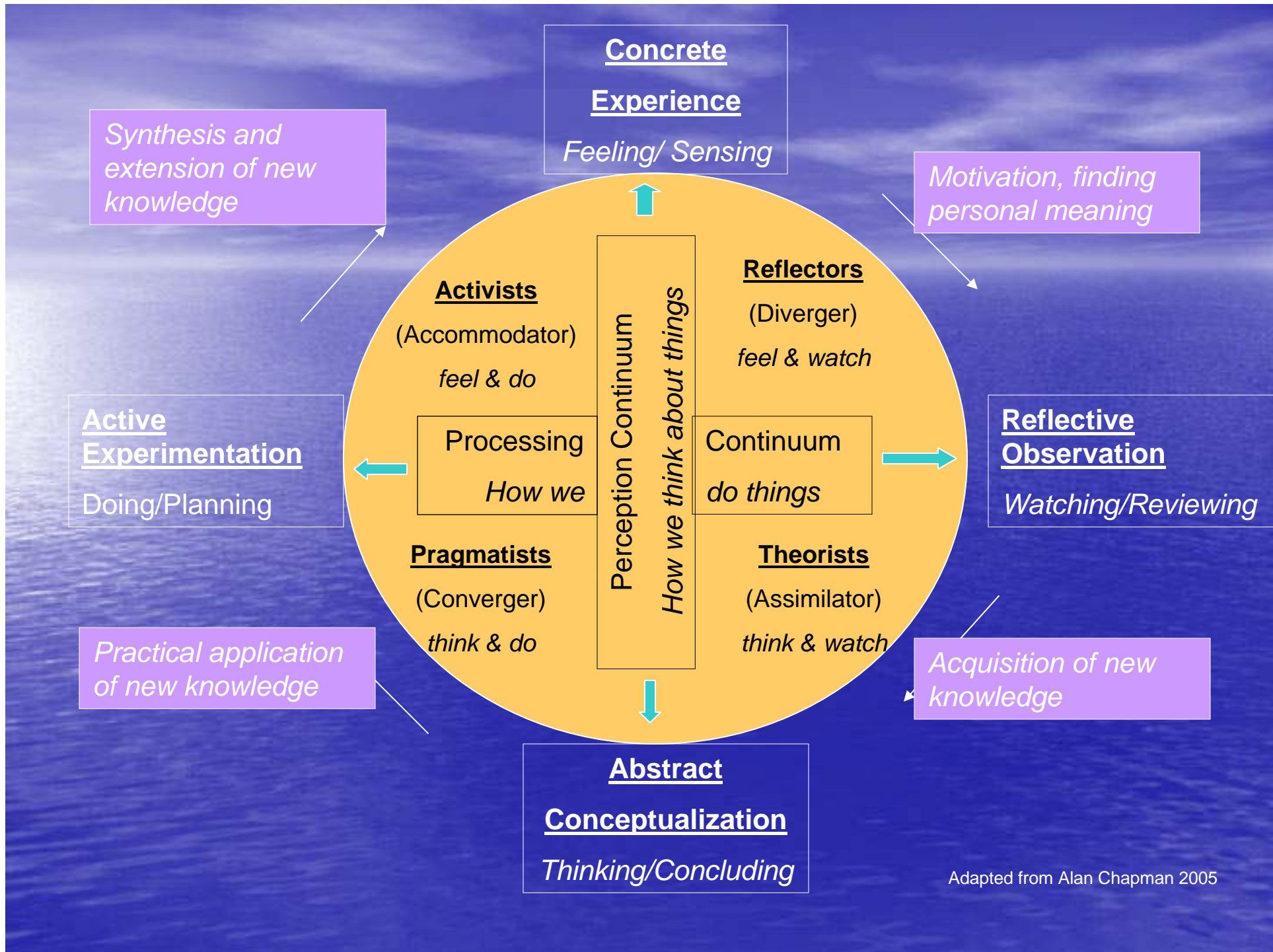
(Source: Eyler, Creating your Reflection Map)

# Mapping S-L Reflection

	Before	During	After
Alone	Reflectors	Activists	Theorists
With Classmates	Pragmatists	Activists	Reflectors
With Community Partners	Theorists	Pragmatists	Activists



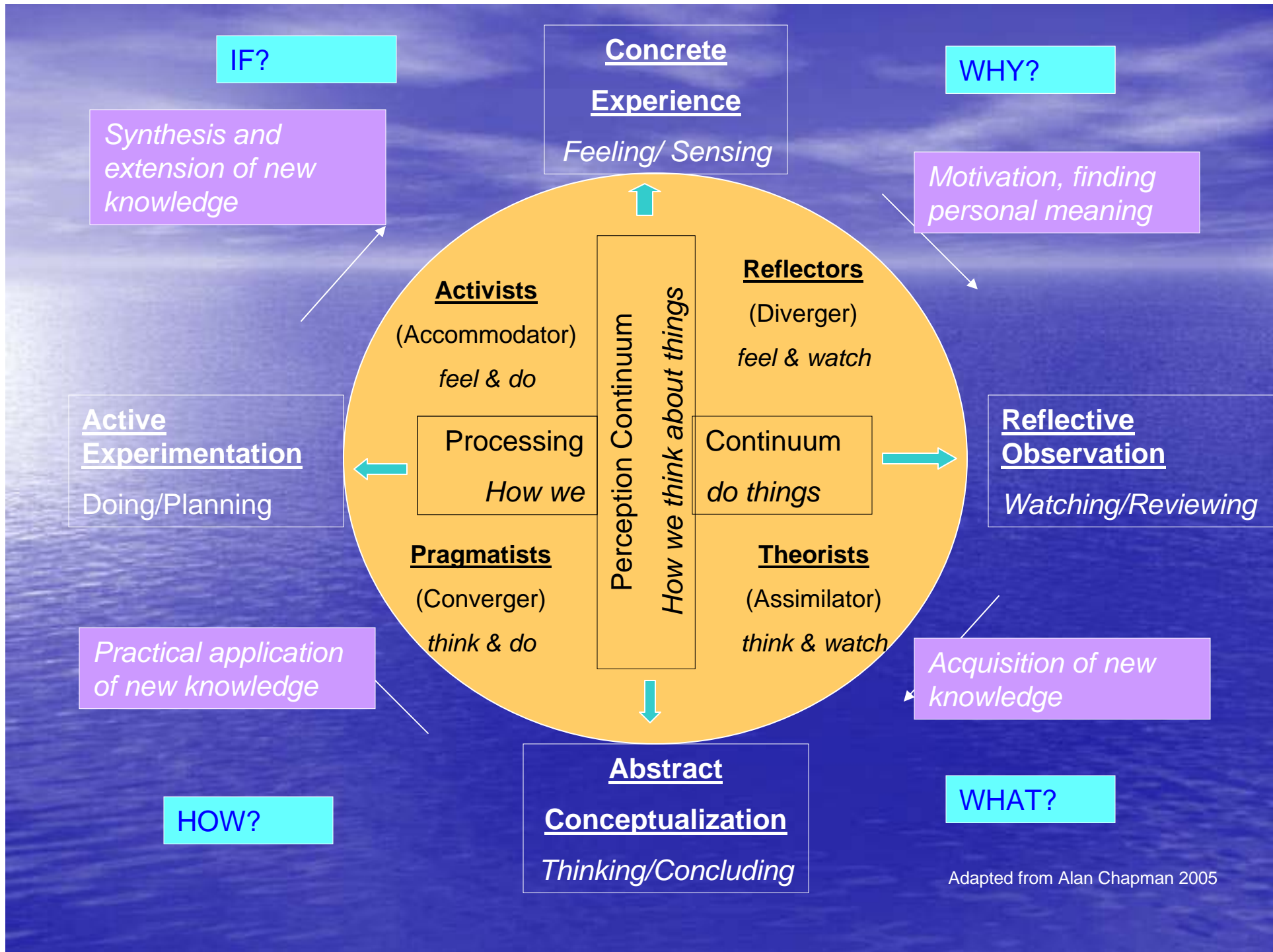
(Source: Eyler, Creating your Reflection Map)



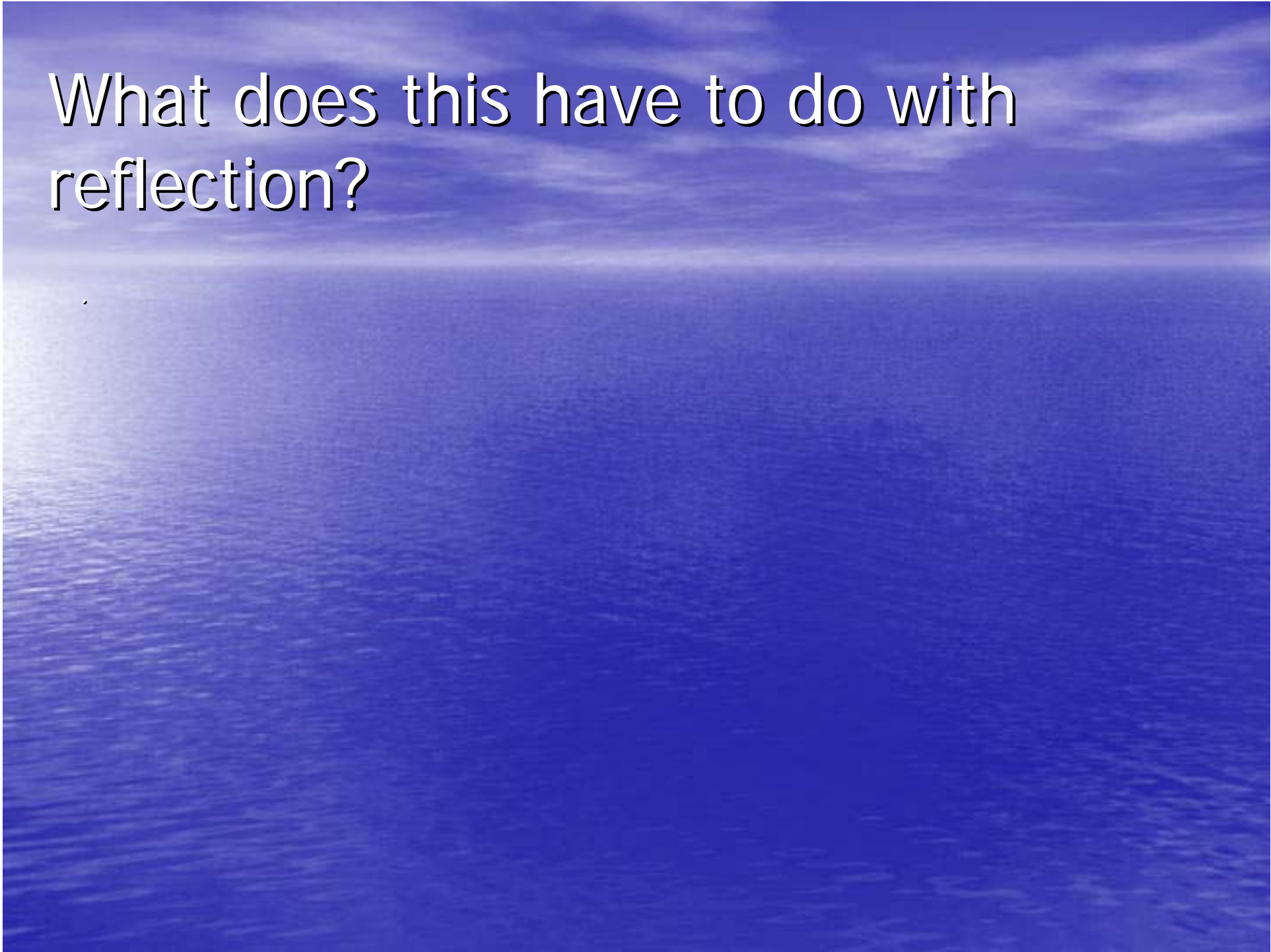
# Developmental Perspective on Adult Learning

- Prior knowledge is the key to learning
- Prior knowledge must be activated
- Learners must be actively involved in constructing personal meaning
- Deep understanding takes time
- Context reinforces learning

Arseneau, R, Rodenburg, D. The Developmental Perspective, *Cultivating Ways of Thinking, Chapter 6 Five Perspectives on Teaching in Adult Higher Education*, ed. D. Pratt. Malabar, FL:Krieger Pub 1998.



What does this have to do with reflection?



# *The hyphen between service and learning*

## EFFECTIVE REFLECTION

Continuous

Contextual

Challenging

Connected

Source: Eyler, Giles, Schmiede 1996

# Using reflection effectively

- To activate prior knowledge
- To facilitate learners achieving goals and objectives
- To reinforce new knowledge
- To reinforce critical questions
- To provide emotional support and safety
- To identify problems
- To enhance teacher-learner trust and dialogue

Reflecting back

The image features a serene, deep blue ocean that stretches to the horizon. The sky above is a lighter shade of blue, filled with soft, wispy white clouds. The overall atmosphere is calm and reflective. The text 'Reflecting back' is positioned in the upper left quadrant of the image, rendered in a white, serif font with a subtle drop shadow.