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

Concrete Experience
Feeling/Sensing

Abstract Conceptualization
Thinking/Concluding

Activists (Accommodator)
feel & do

Reflectors (Diverger)
feel & watch

Pragmatists (Converger)
think & do

Theorists (Assimilator)
think & watch

Perception Continuum
How we think about things

Processing
How we do things

Active Experimentation
Doing/Planning

Reflective Observation
Watching/Reviewing

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
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

Eyler, Giles, Schmiede 1996
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

Eyler, Giles, Schmiede 1996
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

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<thead>
<tr>
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<th>Before</th>
<th>During</th>
<th>After</th>
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<tbody>
<tr>
<td>Alone</td>
<td>Letter to myself</td>
<td>Structured journals</td>
<td>Reflective essay</td>
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<td>Letter of advocacy</td>
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<td>With</td>
<td>Hopes and fears discussion</td>
<td>Theatre</td>
<td>Team presentation</td>
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<tr>
<td>Classmates</td>
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<td>Mixed team discussion</td>
<td>Collage, mural, video, photo essay</td>
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<tr>
<td>With</td>
<td>Asset mapping</td>
<td>Lessons learned, debriefing</td>
<td>Presentation to community group</td>
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<td>Community Partners</td>
<td>Planning w/ community</td>
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(Source: Eyler, Creating your Reflection Map)
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(Source: Eyler, Creating your Reflection Map)
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Concrete Experience
Feeling/Sensing

Reflective Observation
Watching/Reviewing

Processing How we think about things
Continuum How we do things

Active Experimentation
Doing/Planning

Practical application of new knowledge

Synthesis and extension of new knowledge

Motivation, finding personal meaning

Perception Continuum
How we think about things

Concrete Experience
Feeling/Sensing

Concrete Experience
Feeling/Sensing

Motivation, finding personal meaning

Abstract Conceptualization
Thinking/Concluding

Adapted from Alan Chapman 2005
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

What does this have to do with reflection?
The hyphen between service and learning

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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