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Reimagining reflective activities in your blended and online teaching

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Handout for Reimagining reflective activities in your blended and online teaching

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Part 1: Focusing your thoughts.

To guide your thoughts during today's session, **pick one venue** (a class you are preparing, a workshop you will facilitate, a course you are taking) and keep that idea in mind!

Feel free to use this handout as you like. You can download your own version of this file, modify the spacing/font/size etc. and type notes if you prefer.

Examine where reflection fits into your learning and teaching (for me, my reflecting and reviewing for the end of the semester is an important part of my practice – where does it fit into your role for learning and teaching?) You can ask yourself these questions as you brainstorm!

What goal would you have for reflection questions in that venue?

Write out a few ideas about learning outcomes or personal learning goals.

Sharing your ideas? Add your experiences with reflection into the Mentimeter prompt and chat in your Breakout Room.

Part 2: Making changes or getting started.

Generate questions for reflection (for us, writing out my random thoughts snowballed into a complete overhaul of the course to encourage our students to think more deeply about their feedback and how to act on it – which kinds of questions will be most impactful for your role in learning and teaching?)

What types of reflection questions can you imagine in that venue?

*Look over our samples (see the links and text below under **Resources**) and see if any match up with your goals.*

Consider building blocks for how to incorporate reflection (for us, we already used reflection less formally, so we just needed to emphasize and redesign our prompts – how can you imagine taking first steps or redesigning your existing ideas in your role in learning and teaching?)

What kind of follow-up to reflection can you imagine in that venue?

Would you want to score student work? Would you want to respond to the reflections with comments?

What kind of support would help you to develop reflections?

Would you want to meet with someone to talk about their reflections or about your own reflections?

Sharing your ideas? Before our session ends, we would like to hear about one question you could use as a reflection prompt in your venue. Please plan to add your ideas to the Mentimeter after your Breakout Room.

References from session description

Ash SL, Clayton PH. 2009. Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*. 1(1): 25-48.

Braun V, Clarke V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*. 3: 77-101. doi:10.1191/1478088706qp063oa

Kaipainen E, Braun R, Arseneault R. 2020. Experiential learning plan for University of Calgary (2020-25). Contributors: Reid L, Stowe L, Kenny N, Barker S, Johns C, Christie C, King L, Hillmo J. Available from <https://ucalgary.ca/provost/sites/default/files/EL%20Plan%202020-25.pdf> [Accessed 27 January 2021].

Loy K, Huh R, Snow J, Redmond A. 2021. Learning Module: Critical Reflection. Available from: <https://taylorinstitute.ucalgary.ca/resources/module/critical-reflection> [Accessed 12 January 2022].

McRae N, Pretti TJ, Church D. 2018. Work-Integrated Learning Quality Framework, AAA [White paper, PDF file]. Available from: https://uwaterloo.ca/centre-advancement-co-operative-education/sites/ca.centre-advancement-co-operative-education/files/uploads/files/wil_quality_framework_-_aaa_-_for_posting.pdf [Accessed 27 January 2021].

References in workshop session slides

Flynn A. 2018. Growth and Goals Module. Available from: <http://www.flynnresearchgroup.com/growthgoals/> [Accessed 27 January 2021.]

Kuh GD. 2008. High-impact educational practices: What they are, who has access to them, and why they matter. AAC&U, Washington, D.C.

Tanner KD. 2012. Promoting student metacognition. CBE Life Sciences Education. 11: 113–120.

Resources:

See the set of samples for some of the reflection activities we have used: <https://bit.ly/2023WorkshopResources>



Anselmo L, Bair H, Dyjur P, Kelly P, Kendon T, Mok-Kulakova I, Norman D, Pletnyova A, Saito K, Wright A, Yu L. Designed and developed by Snow J, Redmond A. Learning Module: Adaptable Course Design. Taylor Institute for Teaching and Learning. [accessed 2023 Apr 25]. <https://taylorinstitute.ucalgary.ca/resources/module/adaptable-course-design>.

Loy K, Huh R. Designed and developed by Snow J, Redmond A. Learning Module: Critical Reflection. Taylor Institute for Teaching and Learning. [accessed 2023 Apr 25]. <https://taylorinstitute.ucalgary.ca/resources/module/critical-reflection>.

Other ideas for short prompts:

A. You could complete these sentences as a template: *I had heard about _____ before, but _____ is new to me. I learned that _____ and _____. I think this could be connected to _____.*

Sollfrank G, Clemmons J. 2021. *Increasing Reading Comprehension and Student Engagement, Face-to-Face and Online. The Teaching Professor.* January 4. Available from: <https://www.teachingprofessor.com/topics/teaching-strategies/increasing-reading-comprehension-and-student-engagement-face-to-face-and-online/> [Accessed June 21 2021].

B. **What?** Describe your experiences in learning so far towards the X Assignment: maybe you are still getting your ducks in a row for planning and understanding the assignment goals, maybe you have selected your topic, maybe you have started your search process.

So what? Why do your experiences matter? How do your experiences link to your other learning in this course or elsewhere?

Now what? What are your next steps? What might you do differently in the next part of the course? What is working well for your learning so far?

Modified from Kenny N. quoted on <https://taylorinstitute.ucalgary.ca/resources/module/critical-reflection/prompts>

Reference added at the end of the session:

MacLure M. 2013. Researching without representation? Language and materiality in post-qualitative methodology. *International Journal of Qualitative Studies in Education.* 26(6):658–667. doi:10.1080/09518398.2013.788755. [accessed 2023 Apr 27]. <http://www.tandfonline.com/doi/abs/10.1080/09518398.2013.788755>.