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# Reimagining reflective activities in your blended and online teaching

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<https://hdl.handle.net/1880/118344>

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# What categories describe you?

0  
Undergrad Student

3  
Grad Student

6  
Educational Developer

8  
Instructor

4  
Educational Leader

4  
SoTL Researcher

# Let's build a word cloud: Pick 3 words that come to mind when you think about reflection in learning and teaching





**More here later - you could leave this window open in your browser!**

# Part 1: Describe your experiences with reflection

14 Answers

Course design to encourage metacognition, goal setting, and reflection

I have used reflection as a closing exercise for courses and they are honestly my favorite thing to grade. So many great journeys that students allow me to come along on!

Working with faculty - worried what students will do with reflection (replicate textbooks); workload; how to grade reflections; weighting of reflection assignments. Helps students be accountable.

I love it, but sometimes struggle to buy in from instructors, students etc. It seems some feel like reflection isn't "real" work or academic "enough"

A strategy that helps students take ownership of their learning

project updates during project courses; final course learning reflections; guide by questions

It shows what the students found the most valuable

As a learner, it is sometimes overused in online asynchronous courses when instructors

It shows how they will use the skills along their career trajectory

## Part 1: Describe your experiences with reflection

14 Answers

Lots of personal reflection, requiring of myself that I post a thorough review to Storygraph after each read. Presenting at conference while I'm writing my book.

Reflection to me is linked with one of my favorite teaching strategies, Creating an inclusive dialogue. During the class students get to analyze how their perspectives can be different than others.

5 reflective opportunities throughout the course + final reflection, extensive feedback provided with opportunity for resubmission. Really neat to see the growth in each student's approaches!

For non-evaluative employee feedback I use ORID the <https://newsociety.com/books/a/the-art-of-focused-conversation>. Also use this with students.

I use students' reflection to better my own teaching. Asking students to reflect on their learning helps them to learn better, but as the teacher, I reflect on their reflections to teach better.



**More here later - you could leave this window open in your browser!**

## Part 2: What one question you could use as a reflection prompt in your venue?

14 Answers

Mentimeter

thinking back over the content covered during the course of this term, what has impacted you and changed what you think or caused you to think of new things?

Short, sweet: What is one thing you learnt through this class/task/assignment/etc.?

How did what you learned in class help you with this particular situation?

How has (particular conflict/human right) impacted your life and your community?

How many hours did you work on the project? How did you create value for your community sponsor? How did you cope with barriers in the project? What did you learn?

How would you change the ways you engage content to improve your personal learning?

For end of class reflection: What is one thing you learned today that surprised you?

How might you apply this learning in the future?

Is this what you were hoping to achieve?



## Part 2: What one question you could use as a reflection prompt in your venue?

14 Answers

Mentimeter

What have been 3 effective study/learning strategies used during the past week?

What might you do differently next time to get your desired results?

Link the reflection itself to success and how your thinking compares to outcomes in others, e.g. drinking reflection at UofC, Dr Peter Arthur's research on test-taking at UBC Okanagan.

Collecting objective data (O) before moving to reflection (R) and then carrying on to Interpretation (I) and Decision (D) as in the ORID module, i.e. embedding reflection.

What could I do to make this course better for you?