

2024

Reimagining reflective activities in your blended and online teaching

Campbell, Éowyn

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

Downloaded from PRISM Repository, University of Calgary

Reimagining reflective activities in your blended and online teaching

April 27, 2023

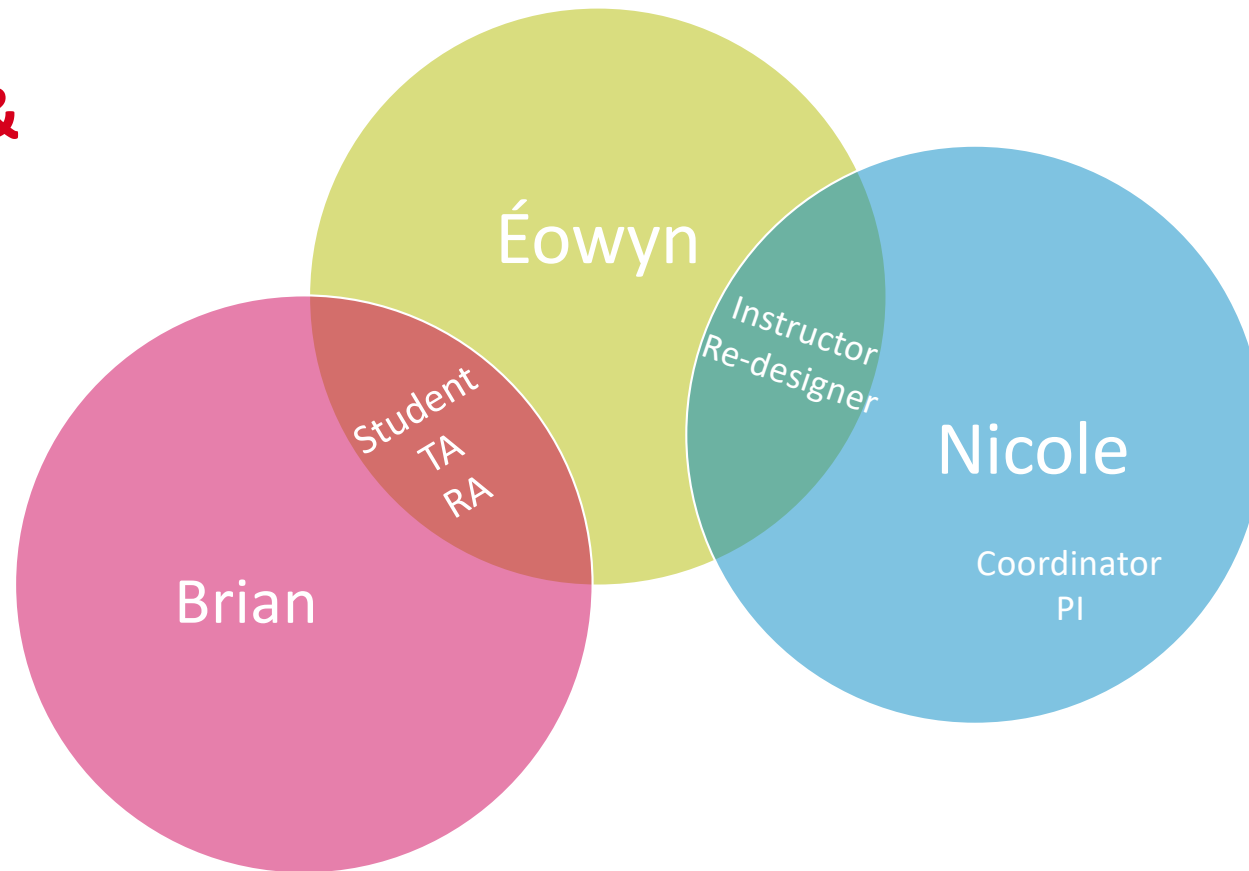
Éowyn Campbell
Brian Gilbert
Nicole Sandblom



<https://bit.ly/2023Handout>



Our roles in the course & this project



Dr. Nicole Sandblom (She/Her), Dr. Éowyn Campbell (She/Her), and Brian Gilbert (He/Him)

Notes from my past self – April 2018

I really felt drained
by the policing of
deadlines this time

Thinking ahead I
really think I am
ready for a major
shift in the class

more serious revision work...
might be the best route to
reduce marking mode &
enhance feedback mode

what [would] the spread
of the workload for the 3
groups be? student, TA,
instructor (and
coordinator too).

TA roles could shift
under this model

Session Outcomes



Examine your reflections

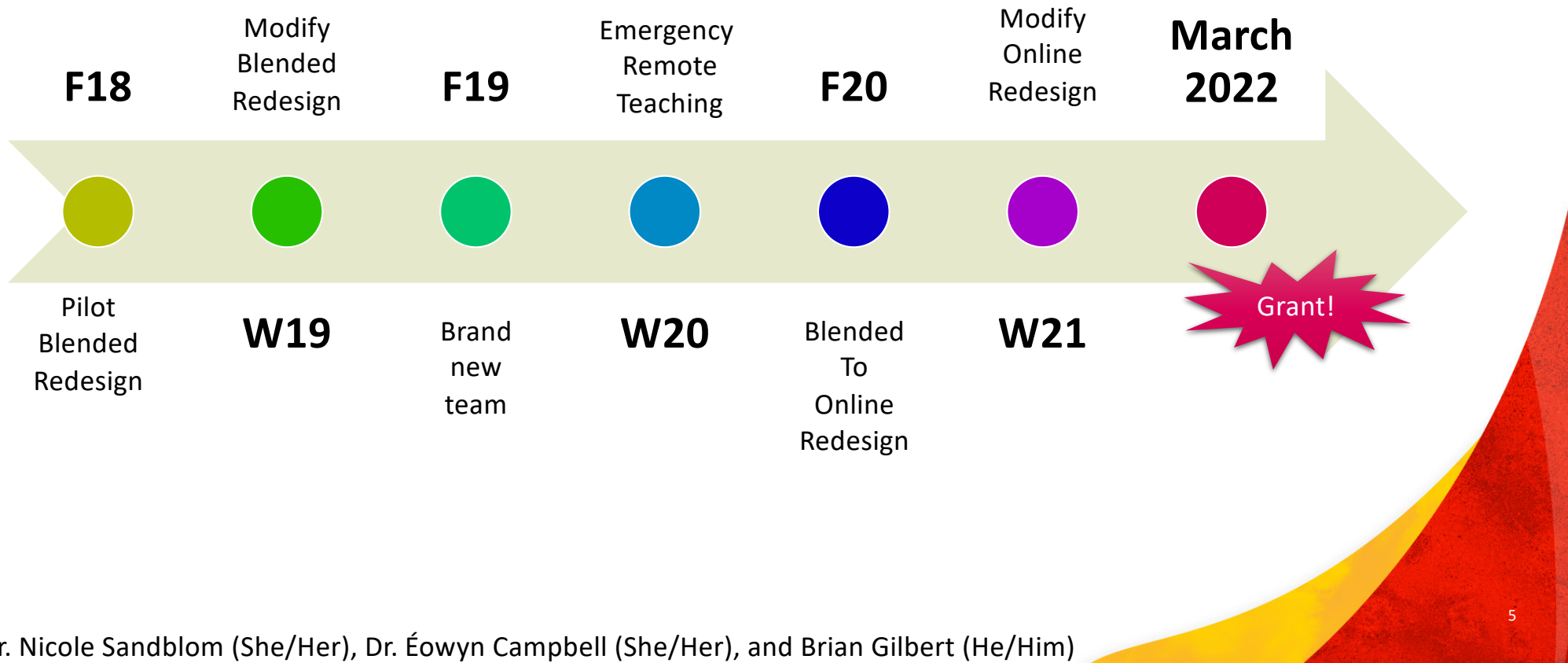
How can they fit into your teaching practice?

Generate questions that will be useful for reflection

So that you can incorporate reflection

Consider building blocks

Progress of the project



Dr. Nicole Sandblom (She/Her), Dr. Éowyn Campbell (She/Her), and Brian Gilbert (He/Him)

Introductions



Go to [menti.com](https://www.menti.com) and enter the code **4212 2630**



Zoom chat introductions 😊

Hi my name is Nicole Sandblom (she/her) from the University of Calgary. I just had a lovely sandwich for lunch.

Dr. Nicole Sandblom (She/Her), Dr. Éowyn Campbell (She/Her), and Brian Gilbert (He/Him)

Session Timing



Overview of context of our course and Project and Introductions

Review our progress to date

Interactions and handout

Final discussion: learn from each other and wrap up

Review our Progress



Use thematic analysis to study Final Reflection Activities

We will share links to these activities in the handout!

Learning goals for series of activities:

Recognizing milestones in the writing process and beginning to develop a personal approach to any writing assignment

- Students will aim to self-identify and self-correct common errors
- Students will self-assess flow
- Students will plan the revising process
- Students will self-appraise feedback
- Students will reflect on their progress as writers

Why bother with reflection?



High-Impact Practice (Kuh 2008) at the course-level by enhancing student behaviours:

- *respond to more frequent feedback;*
- *reflect and integrate learning.*

We will share references in the handout!

Students reflect on feedback (Tanner 2012) to improve their writing, connect to their progress as a writer and to their long-term skill set.

In Activity 1, we started with the SMART goal framework developed within the Growth and Goals Module from uOttawa (Flynn 2018).

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.

Dr. Nicole Sandblom (She/Her), Dr. Éowyn Campbell (She/Her), and Brian Gilbert (He/Him)

What have students noticed about reflection so far?

- **One key research finding:** The course is about growth itself!
 - *I need to hold myself accountable*
 - *What I learned here is important beyond the course*

"However, I think my goal didn't reflect 100% what I learned from this course. For example, **reflective thinking** is something that I didn't put in my goal but I think this skill help me a lot when I was revising my paper and **as a lifelong skill**. So, I think my goal only reflected about 70% of my overall learning from this course."

W19 Student 33 **Emphasis added**

"I learned that I need to **start holding myself accountable** for all my goals and this assignment made me want to begin doing this **for every class I take**, as I found it very helpful."

F18 Student 4 **Emphasis added**

Session Timing



Overview of context of our course and Project and Introductions

Review our progress to date

Interactions and handout

Final discussion: learn from each other and wrap up

Add QR code again here

Dr. Nicole Sandblom (She/Her), Dr. Éowyn Campbell (She/Her), and Brian Gilbert (He/Him)

Part 1: Focusing your thoughts.



Handout QR Code

Examine your own
experience with
reflections

How can they fit into your
learning and teaching?

Where might you want to
add more reflection?

5-7 minutes Breakout Rooms



Menti QR Code

Part 2: Making changes or getting started

Generate questions that will be
useful for reflection



Menti QR Code

Consider building blocks

So that you can
incorporate
reflection



Folder of resources
QR Code

Session Timing



Overview of context of our course and Project and Introductions

Review our progress to date

Interactions and handout

Final discussion: learn from each other and wrap up

Session Outcomes: Closing Thoughts

We hope your notes about today's session help you to continue to:

- **examine** how reflection fits into your own teaching practice,
- **generate** questions for reflection,
- **identify** building blocks to incorporate these techniques.

bctidbur@ucalgary.ca

nicole.sandblom@ucalgary.ca

eowyn.campbell@ucalgary.ca

Thank you for attending and participating!

Dr. Nicole Sandblom (She/Her), Dr. Éowyn Campbell (She/Her), and Brian Gilbert (He/Him)

What are our next steps?

Consider “non-students” in the course: our TAs!

TAs an essential part of the teaching team:

- For our instructional design through the pilot and pivot
- For their reflections

Inspired the second part of the grant!