

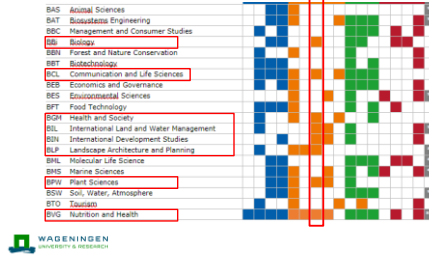
Walking & Talking: Reflection Skills

13 November 2024,
14h30-15h45
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Core Skills Reflection



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Reflection as defined in skills trajectory



Reflection Identify, analyse and evaluate own experiences, actions, thoughts, feelings and outcomes to gain insights, to enhance learning and to develop alternative behaviour.

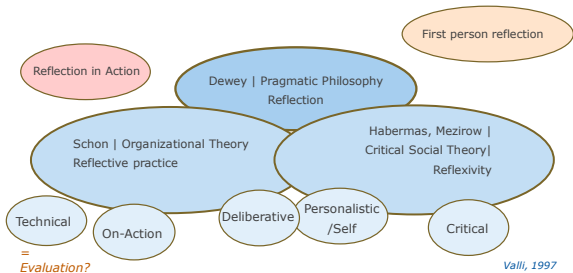


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Some possible distinctions



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Starting points

- An interruption of the immediate, creating a **gap** (Fuchs, 2018)
- It is an active/deliberate and **careful inquiry** (Dewey, 1910)
A (re-)turning to and a (re-)sensemaking process
- **Situated** - subject and/or world relation
- Aim of more **profound learning** (depth/width/impact); understanding and/or agency
- Includes **affective/intuitive** and **intellectual/rational** dimensions and modes (Korthagen, 2022)



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Some observations at WUR

- Different BSc. programs different reflection focus, implementation mostly on-action and self-reflection
- Integration of reflection in development/skills trajectories (ribbon courses) next to thematic courses
- Teachers' willingness (and capacity) important
- Student motivation is a challenge / *Students don't like to reflect*
- Guidance of reflection was very limited / *Reflection is something everyone is (equally) capable of*
- Assigned reflection / *Teachers determine when and what should be reflected upon*
- Hardly anything other than written reflection / *The reflective process works the same for everyone*
- Reflection literacy was not evident at the levels of program design and course design / *What reflection is and how it works is clear*
- Challenges with assessment / *We cannot assess skills otherwise than with reflection*



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Challenges



- Assessment culture
- Institutional conditions (appreciation and resource allocation)
- Reflection literacy of program committee & teachers
- Teachers' skills/capacity
- Diversity reflective methods (alternatives to writing)
- Teaching methods on reflection and feedback methods (student guidance)
- Student motivation
 - Relevance lacking
 - Time and effort of reflection
 - Different preference/needs



Chan, 2021

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Topics

- ✓ Reflection and Assessment
- ✓ Teaching reflection
 - Diversity in reflective outputs (alternatives to writing)
 - Guidance and feedback on reflection skills
- ✓ Student motivation
 - Relevance lacking
 - Time and effort of reflection
 - Differences in preference/needs
- ✓ Other:



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Walk & Talk & Sense

Walk for 30 min. Freely roam the campus. Set a timer for every part.

- 10 min: 1st half diving deeper into the topic – explore question: **What are the roots of this topic? And where and when does it originate from?**

- 10 min: 2nd half exploring steps forward – explore question: **What could be first steps and where could it come from?**

Three reflective assignments on the way. You decide when to do it. Share with each other.

- 3 min. *Inside you*: Taking some distance from each other and observe your thoughts & feelings without judgment.
- 3 min. *Environment*: Find clues, evidence or metaphors in your environment related to the topic you talk about.
- 3 min. *Body*: How is your body interacting with the words, your thoughts & the environment? What do you notice?



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Journalling: Reflecting in silence

- What is most important to you that came out of the walk & talk?
- How do you know that this is most important to you?
- What was helpful to you in diving deeper into the topic?
- What was not helpful to you in diving deeper into the topic?
- Looking at your topic: what is needed most?
- What tip would you give yourself concerning this topic?



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Wrap-up

Share in one sentence :

- your tip
- or
- most important outcome related to the topic



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