The Art of Reflection: Turning Experiences into Experiential Learning
Summer Faculty Workshop
Renee Houston
Lynnette Claire
“Because the course is intensely experiential, students will be expected to bring both curiosity and a strong commitment to the success of the course.”
Emelie Peine – Food Systems Northwest

“I am going on the Southwest Semester to actually see what I am studying...I learn best by working through questions which I find important, and I think many would agree that water policy in the Southwest is becoming an issue we cannot ignore.”
Katie Ruthenberg ’16
Experience

Students Take Top Prizes in Northwest Real-life Environmental Challenge

Erica Cooley ’15 and Matt Nagle amid stacks of Tacoma Weekly Newspapers.
Experience
Experience
Experience

Sound Economics
Everyday economics from the University of Puget Sound

About Sound Economics

This is a blog about the latest news, issues, debates, and research in economics, run by the students of the University of Puget Sound.

The primary goal of Sound Economics is to discuss economic issues and economic ways of thinking to a general audience. We aim to write at a comprehensible level, and we welcome readers to engage in discussion with the
Experience – Survey of Chairs and Directors

Q1. Please list what your department/program does (if anything) currently that falls under the category of what you consider to be experiential learning.

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Research (summer, independent, faculty mentored)</td>
<td>17</td>
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<tr>
<td>Fieldwork/Field School</td>
<td>10</td>
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<td>Service</td>
<td>9</td>
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<td>Study abroad</td>
<td>9</td>
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<td>Internship</td>
<td>8</td>
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<td>Lab</td>
<td>7</td>
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<tr>
<td>Conference or Public Presentation</td>
<td>7</td>
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<tr>
<td>Teaching (tutors, grading, course assistant, student teaching)</td>
<td>6</td>
</tr>
<tr>
<td>Thesis</td>
<td>5</td>
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<tr>
<td>Collaborative learning</td>
<td>4</td>
</tr>
<tr>
<td>RTTP</td>
<td>2</td>
</tr>
<tr>
<td>Curatorial/Archival</td>
<td>2</td>
</tr>
<tr>
<td>Attend talk/workshop</td>
<td>1</td>
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<tr>
<td>Organizational Consulting</td>
<td>1</td>
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<tr>
<td>Reading books</td>
<td>1</td>
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<td>Contests</td>
<td>1</td>
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This experience showed me that I could do something outside of my comfort zone, which would allow me to grow as a person. I have a great appreciation for all of the work that the volunteers have done on these trails, and I want to feel connected further. The volunteers made this an unforgettable experience.

I think that I went into the observations thinking that I'd just be sitting next to someone on a computer as they did their daily work, and when my experience was much different than expected I was caught off guard. It almost felt chaotic and unorganized, and I felt that by inserting myself into the organization, I'd be a hindrance for just following them around. However, as I started to realize that constant communication and problem-solving was a norm for the organization, I began to embrace the experience and feed off of the energy. Instead of being stressed out and really try to make myself nonexistent, I wanted to be a part of the organization and engage in conversations with them. I could feel that communication and personal relationships were the driving force behind their energy.
Simulation Reflection

I didn't realize that I preferred thin people in general, and I am deeply disappointed that I have let such an unhealthy experience cloud the way that I subconsciously see other people. In order to overcome this preference, I have to accept myself and others for who we really are. I also have to be more mindful of first impressions and wonder if my opinion of someone is influenced by their appearance. By being more aware of how I view myself and others, I hope that I can change the way I subconsciously perceive others.

Service Learning

I never felt uncomfortable in my space, having worked in food industry before, but as with any new experience, you learn quickly where you belong. I learned that support can be found anywhere, even from strangers and yet, they did not feel like strangers by the end of my experience.
Observation
This issue of examining identity in the sphere of homelessness affected me more than I anticipated it would. Speaking with two men, Brandon and Jason, both drug and alcohol addicted, both with children they had to give up, I started to think of my uncles. All of the sudden my outsider observation became very personal and I found myself listening differently with intent and wanting to understand their point of view. I believe this enhanced my writing and my overall experience.

Career development intern
Without taking the time to reflect on my experiences and craft my story, I don’t think I’d be able to fully appreciate what I’ve received and what I’ve had the chance to accomplish.
Why Reflection? Benefits for Students

- Develop nuanced understandings of material (Sherman and MacDonald, 2009, p. 24; The Council for the Accreditation of Teacher Preparation, p. 11).
- Develop the critical thinking, analytic skills, judgment, insight, and sensitivity necessary to confront the great variety of situations with which they will be faced (MacGregor and Semlor, 2012).
- Facilitate the transformation of preconscious or tacit knowing into verbally explicit knowledge that then becomes available to the student, who can also articulate these ideas to others. (Kisfalvi and Oliver, 2015).
- Offers students a mechanism to explore their values and beliefs, challenge and deconstruct stereotypes, and consider present and future action based on their experiences. (Seifer and Connors, 2015).
- Strengthen ability to articulate beliefs, values, behaviors, and emotions (Nilsson, 2009, p. 255).
1. Valuable way to achieve learning objectives and professional development.

2. Many forms that reflection can take, ranging from the informal to the formal.

3. Reflection helps faculty maximize the learning opportunity of experience.
Assumptions

- Students (not only the instructor) actively shape the learning process (Ramsey & Fitzgibbons, 2005)
- Experiences exist on a continuum
- Wide variety of reflection forms that fit learning objectives
- Embodied experience (Kisfalvi and Oliver, 2015)
What? Types of Reflection

**Verbal**
- Group discussion
- Dyad discussion

**Visual**
- Photo journal
- Video
- Drawing

**Written**
- Directed writing (prompt, quote, question, etc.)
- Journal
- Blogging
- Poetry
Assessment Discussion: To assess or not to assess?

Analytical Assessment

- Reflections and updates are turned in in a timely manner
- Reflections demonstrate significant thought & introspection
- Reflections improve learning through the project
- All timecards completed
- Updates are thorough & accurate
- Peer evaluation is turned in, fair, and provides some detail

Holistic Assessment

- Reflections and updates not all turned in—nor are significantly late
- Reflections demonstrate thought and minor introspection
- 13 timecards completed
- Updates are accurate, not detailed
- Peer evaluation turned in and fair

From Lynnette Claire, Business 482:

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections and updates are turned in in a timely manner</td>
<td>Reflections and updates are turned in in a timely manner</td>
<td>Reflections and updates not all turned in—or are significantly late</td>
<td>Reflections and updates not all turned in</td>
</tr>
<tr>
<td>Reflections demonstrate significant thought &amp; introspection</td>
<td>Reflections demonstrate significant thought &amp; introspection</td>
<td>Reflections demonstrate thought and minor introspection</td>
<td>Reflections do not demonstrate significant thought or introspection</td>
</tr>
<tr>
<td>All timecards completed</td>
<td>All timecards completed</td>
<td>13 timecards completed</td>
<td>&lt;13 timecards completed</td>
</tr>
<tr>
<td>Updates are thorough and accurate</td>
<td>Updates are thorough and accurate</td>
<td>Updates are accurate, not detailed</td>
<td>Updates may not be accurate and are not detailed</td>
</tr>
<tr>
<td>Peer evaluation is turned in, fair, and provides some detail</td>
<td>Peer evaluation is turned in, fair, and provides some detail</td>
<td>Peer evaluation turned in and fair</td>
<td>Peer not turned in or not fair</td>
</tr>
</tbody>
</table>

No Assessment

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The Art of Reflection: Turning Experiences into Experiential Learning Workshop, Day Two
We do not learn from experience... we learn from reflecting on experience.

- John Dewey

By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest.

Confucius
Experiential Learning - Kolb

Concrete Experience
(doit / having an experience)

Active Experimentation
(planning / trying out what you have learned)

Abstract Conceptualisation
(concluding / learning from the experience)

Reflective Observation
(reviewing / reflecting on the experience)
SCHEMATIC OVERVIEW OF THE DEEM MODEL FOR CRITICAL REFLECTION

1. **Describe**
   Experience objectively

2. **Examine**
   Experience per reflection prompts by category of learning goal
   - **Personal Growth Category**
     Sample prompt excerpts:
     - Your strengths/weaknesses/skills
     - assumptions, etc. that emerged?
     - Effect on service/on others?
     - Need to change? How?
   - **Civic Engagement Category**
     Sample prompt excerpts:
     - Trying to accomplish what?
     - Approaches taken? Why?
     - Need to change to more systemic approach? How?
   - **Academic Enhancement Category**
     Sample prompt excerpts:
     - Academic concept that applies?
     - Same/different from experience? Why?
     - Need to rethink concept? How?

3. **Articulate Learning**
   What did I learn?
   How did I learn it?
   Why is it important?
   What will I do because of it?

Credit: Ash, Clayton, & Moses.
Co-Constructed Developmental Teaching Theory
Experiential Learning

Knowledge  Experience  Reflect
Faculty Resources
Faculty Resources – Program Assistants
Appreciation – Puget Sound

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