

# Critical Reflection for Learning: What's in Your Tool Box?

---

Janine Graziano, Kingsborough Community College, CUNY  
Sonja Wiedenhaupt, The Evergreen State College

# What happened?

1. Please jot down one or two **unexpected** puzzles or dilemmas that you or your faculty have experienced in teaching students. These can be things that surprised you regarding what students believed or didn't believe; "knew" or didn't know; understood or didn't understand; or did or didn't do.
2. Why were these puzzles or dilemmas unexpected?

Example: Students don't have a firm grasp on some introductory material - unexpected because they passed the prerequisite for the course.

# Purpose of workshop

Consider how professional development can be enhanced by using frameworks to guide critical reflection.

We'll do this by:

1. Identifying puzzles of practices.
2. Using learning theory and culturally responsive frameworks to:
  - help us bump into assumptions about students/teaching/learning that are worth reconsidering; and
  - offer ways to think about and address the puzzle of practice.

# Get oriented to partners' puzzle/dilemma

## *Take turns:*

First person(1 minute -- no interruptions):

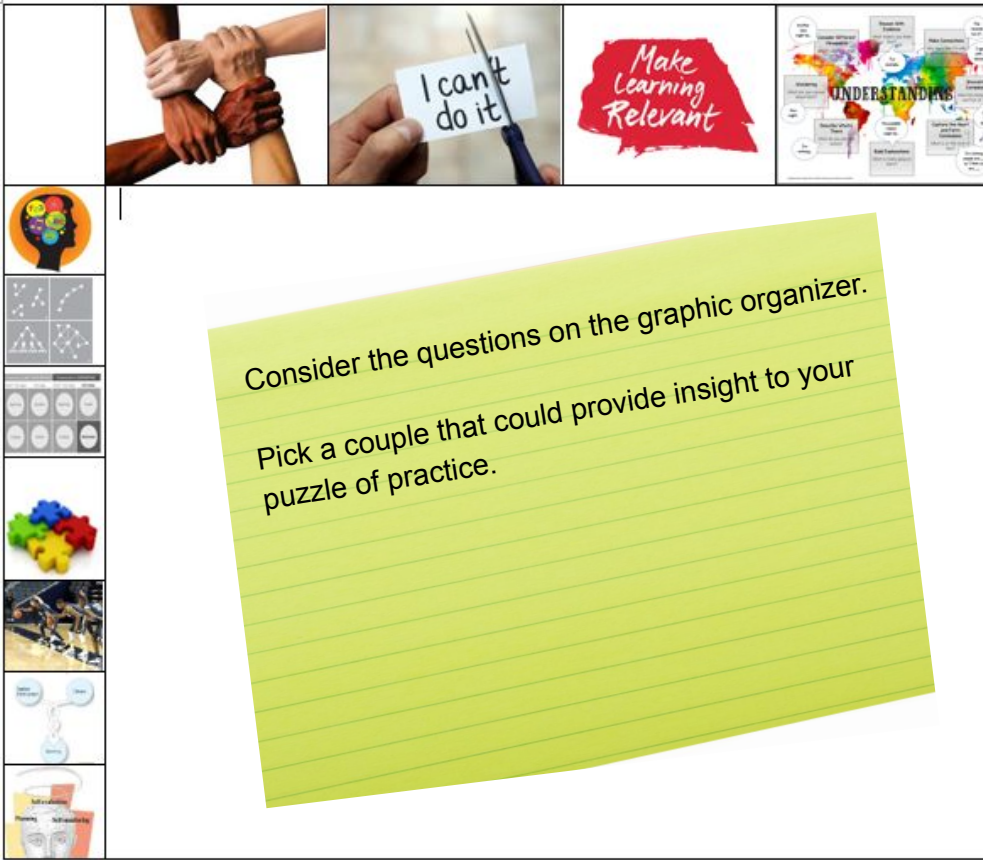
- Summarize the puzzle & why it was unexpected.

## *Partner (2 minutes):*

- Pose 1 or 2 clarifying questions to ensure you understand the nature of the puzzle.
- Probe for underlying assumptions that made the puzzle unexpected  
Example: Students don't have a firm grasp on some introductory material - unexpected because they passed the prerequisite for the course so the instructor assumed they knew the material.

## *Swap and repeat*

# Use frameworks to think about your puzzle of practice



Consider the questions on the graphic organizer.

Pick a couple that could provide insight to your puzzle of practice.

# Learning Principles

(Ambrose et al, 2010)

Pick one that could help you think about your puzzle...



Student's prior knowledge can help or hinder learning



How students organize knowledge influences how they learn and apply what they know



Students' motivation determines, directs, and sustains what they do to learn



To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned



Goal-directed practice coupled with targeted feedback enhances the quality of students' learning



Students' current level of **development** interacts with the social, emotional, and intellectual **climate** of the course to impact **learning**



To become self-directed learners, students must learn to monitor & adjust their approaches to learning

# Motivational Framework

*(Ginsberg & Wlodkowski, 2009)*

Pick one that could help you think about your puzzle...

**INCLUSION:** Co-constructing knowledge that is respectful and inclusive of the ideas, perspectives and experiences of learners.

**COMPETENCE:** The assessment process is connected to the learner's world, frames of reference and values.

**ATTITUDE:** The entire academic process of learning, from content selection to accomplishment and assessment of competencies encourages learners to make choices based on their experiences, values, needs and strengths.

**ENHANCING MEANING:** Learners participate in challenging learning experiences involving deep reflection and critical inquiry that address relevant real world issues in an action oriented manner.



# Zoom in

- Focus on one of Ambrose et al.'s learning principles to help you think about your puzzle/dilemma. What does it illuminate for you?



Critical Reflection for Learning: What's in Your Toolbox?	
WIGG, 2018, as modified by the author. © Teresa Wiggall et al. (University of Alberta & 2018) from Learning Theory & Research: Research-Based Practices of Student Teaching	
<b>Learning principle</b>	<b>What does it look like to attend to this principle in a class?</b>
<b>1. Student's active involvement in learning</b> <ul style="list-style-type: none"> <li>• Student's active involvement in learning</li> <li>• Student's active involvement in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Do the class regularly get involved?</li> <li>• Do they have a say in the learning process?</li> <li>• Do they get to choose or give input on the knowledge?</li> <li>• Do they get to choose or give input on the knowledge?</li> <li>• Do they get to choose or give input on the knowledge?</li> </ul>
<b>2. Student's ownership of knowledge</b> <ul style="list-style-type: none"> <li>• Student's ownership of knowledge</li> <li>• Student's ownership of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>3. Student's regulation of learning</b> <ul style="list-style-type: none"> <li>• Student's regulation of learning</li> <li>• Student's regulation of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>4. Student's metacognitive skills</b> <ul style="list-style-type: none"> <li>• Student's metacognitive skills</li> <li>• Student's metacognitive skills</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>5. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>6. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>7. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>8. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>9. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>10. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>11. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>12. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>13. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>14. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>15. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>16. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>17. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>18. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>19. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>
<b>20. Student's self-regulation</b> <ul style="list-style-type: none"> <li>• Student's self-regulation</li> <li>• Student's self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> <li>• Do they take ownership of their learning?</li> </ul>

- Focus on one aspect of Ginsberg's & Wlodkowski's Motivational Framework. What does it illuminate for you?



<b>Exhibit 13.1 Criteria, Norms, and Practices for the Motivational Goal of Establishing Inclusion</b> <p>Criteria: What do we want to be included in and included by?</p> <p>Norms: Inclusion, respect, and acceptance</p> <p>Practices:           <ol style="list-style-type: none"> <li>1. Create work activities that have positive value and are meaningful to the learner.</li> <li>2. Establish a safe and supportive environment.</li> <li>3. Encourage students to share their ideas and experiences.</li> <li>4. Encourage students to share their ideas and experiences.</li> <li>5. Encourage students to share their ideas and experiences.</li> </ol> </p>	<b>Exhibit 13.2 Criteria, Norms, and Practices for the Motivational Goal of Enhancing Meaning</b> <p>Criteria: What do we want to be meaningful and meaningful to?</p> <p>Norms: Meaning, purpose, and challenge</p> <p>Practices:           <ol style="list-style-type: none"> <li>1. Encourage students to share their ideas and experiences.</li> <li>2. Encourage students to share their ideas and experiences.</li> <li>3. Encourage students to share their ideas and experiences.</li> <li>4. Encourage students to share their ideas and experiences.</li> <li>5. Encourage students to share their ideas and experiences.</li> </ol> </p>
<b>Exhibit 13.3 Criteria, Norms, and Practices for the Motivational Goal of Developing Autonomy</b> <p>Criteria: What do we want to be autonomous and autonomous to?</p> <p>Norms: Autonomy, choice, and responsibility</p> <p>Practices:           <ol style="list-style-type: none"> <li>1. Encourage students to share their ideas and experiences.</li> <li>2. Encourage students to share their ideas and experiences.</li> <li>3. Encourage students to share their ideas and experiences.</li> <li>4. Encourage students to share their ideas and experiences.</li> <li>5. Encourage students to share their ideas and experiences.</li> </ol> </p>	<b>Exhibit 13.4 Criteria, Norms, and Practices for the Motivational Goal of Engaging Competence</b> <p>Criteria: What do we want to be competent and competent to?</p> <p>Norms: Competence, challenge, and growth</p> <p>Practices:           <ol style="list-style-type: none"> <li>1. Encourage students to share their ideas and experiences.</li> <li>2. Encourage students to share their ideas and experiences.</li> <li>3. Encourage students to share their ideas and experiences.</li> <li>4. Encourage students to share their ideas and experiences.</li> <li>5. Encourage students to share their ideas and experiences.</li> </ol> </p>

*Given what your learning how might you approach your puzzle?*

# Debrief

1. What was the puzzle/dilemma?
2. What underlying assumptions/new insights/questions did the frameworks raise for you about your puzzle/dilemma?
3. What might be your next steps for further understanding?

# What's next?

How can the process we engaged in today seed relevant & sustained faculty development in service of student learning in learning communities?



# Purpose of workshop

Consider how professional development can be enhanced by using frameworks to guide critical reflection.

As faculty and staff, we often talk about reflecting on our practice; but reflection can become incoherent and not always serve student learning.

By using a framework, perhaps one aligned with the mission of our institutions, critical reflection can become guided in productive and learning oriented ways.

# Questions? Comments?

## Thank you!

---

Sonja Wiedenhaupt ([wiedenhs@evergreen.edu](mailto:wiedenhs@evergreen.edu))  
Janine Graziano ([janine.graziano@kbcc.cuny.edu](mailto:janine.graziano@kbcc.cuny.edu))