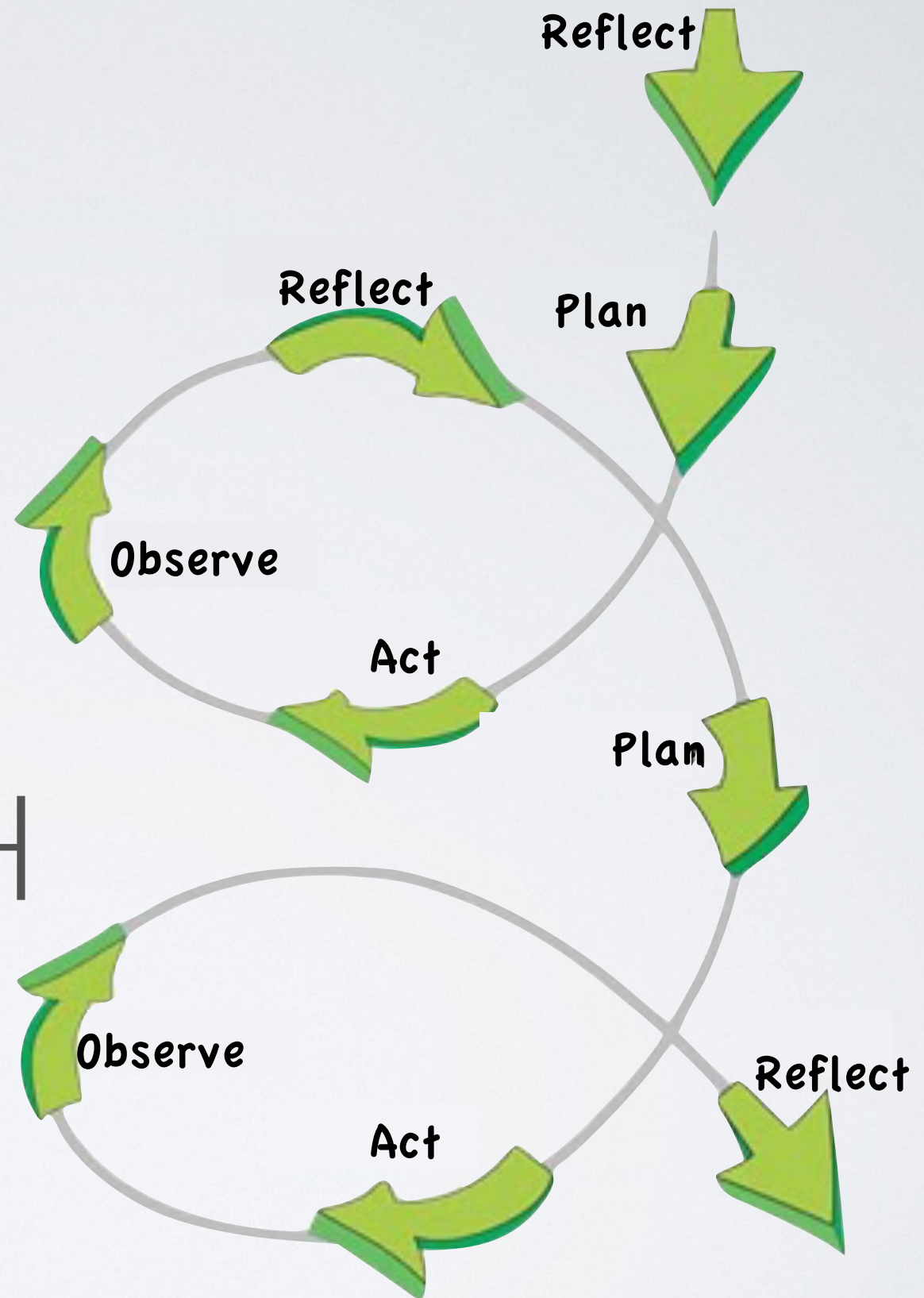


REFLECTION IN RESEARCH



YOU WANTED TO:

- Ask questions
- Ask for clarification
- Ask for more information
- “me too”
- Give your approval
- Give them information
- Comfort the other person
- Make a joke

I COULDN'T FILTER OUT:

- Eye contact 🗨️
- Nodding
- Gestures 🙋🏻 🙋🏻 🙋🏻 🙋🏻 🙋🏻 🙋🏻 🙋🏻 🙋🏻
- Body orientation
- Facial expressions 🤔 🤔 🙈 😂 🙈 🤔 😱 😡 😬 🤢 🙋🏻 😊
- Verbal affirmations: uh huh, mmm, ohhh, haha, ya

What was happening internally?

- If I could have told them something, this is what it would have been...
- As they were talking, what I was thinking to myself was...

LISTENING IS COMMUNICATING

- eye contact
- turning toward the speaker
- nodding
- verbal affirmations (uh huh, I see, oooh)
- summarizing, paraphrasing, reflecting
- asking clarifying questions

OBSTACLES TO LISTENING

- Physical Distractions
- Aspects of the communicator or the message
- The gap between speaking & comprehending
- Wanting to “fix” things or give advice
- Wanting to be listened to
- Evaluation & judgement

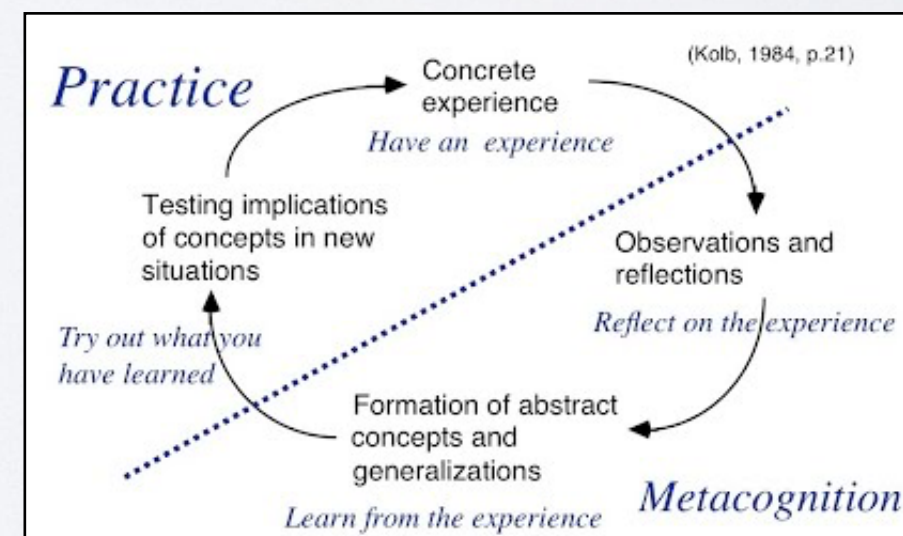
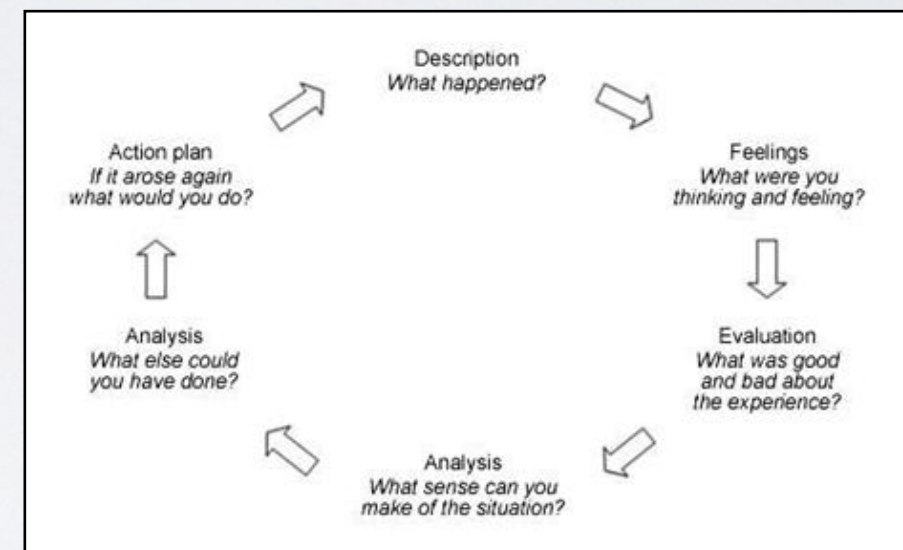
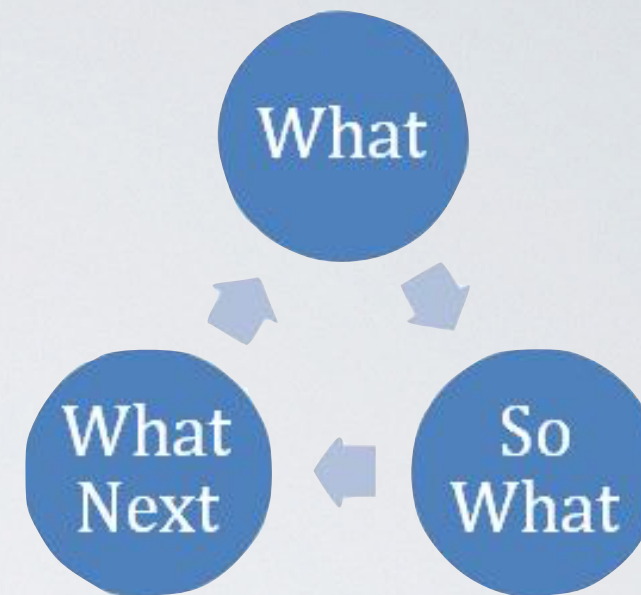


- Biases, assumptions
- Emotions, defensiveness
- Listening only for specific information
- Wanting to show that you're listening
- Belief that understanding = agreement
- Pride/ your own agenda

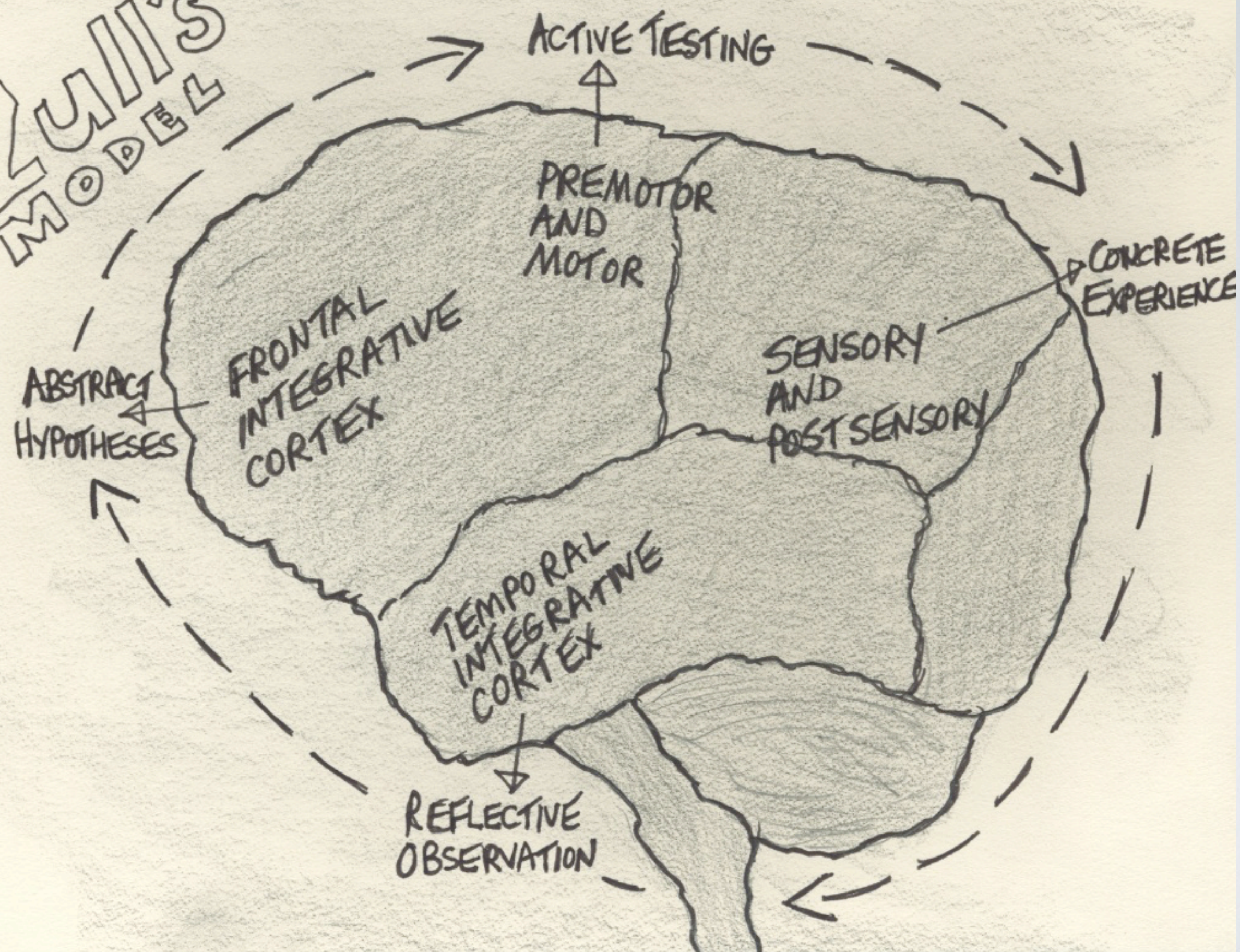
- One thing I realize about myself as a listener is...
- Something I want try differently as a listener is...

Reflection is concerned with
consciously looking at &
thinking about our
experiences, actions, feelings,
and responses, and then
interpreting or analyzing them
in order **to learn from**
them. (Atkins and Murphy, 1994; Boud et al.,
1994)

- Ancient texts & philosophers (Marcus Aurelius)
- John Dewey, Kurt Lewin & Jean Piaget
- Graham Gibbs, David Kolb, Jennifer Moon
- Experiential Learning Theory
- The Learning Cycle



Zull's Model



“We do not learn
from experience... we
learn from reflecting
on experience”.

-John Dewey

BENEFITS

- essential component of continuous learning
- provides new insights into self
- enhances understanding of others
- exposes challenges & assumptions
- facilitates transfer of knowledge
- encourages personal adaptability
- allows people to learn from experience



BECOMING REFLECTIVE

- Problem solving
- Ability to build on existing knowledge
- Ability to explore questions in depth
- Ability to be critically aware
- Open-mindedness
- Motivation
- Self-awareness
- Ability to use theoretical perspectives appropriately
- Ability to gather information & critically evaluate it
- Ability to Recall
- Ability to learn from experience
- Ability to create your own knowledge

CHAPTER THIRTY

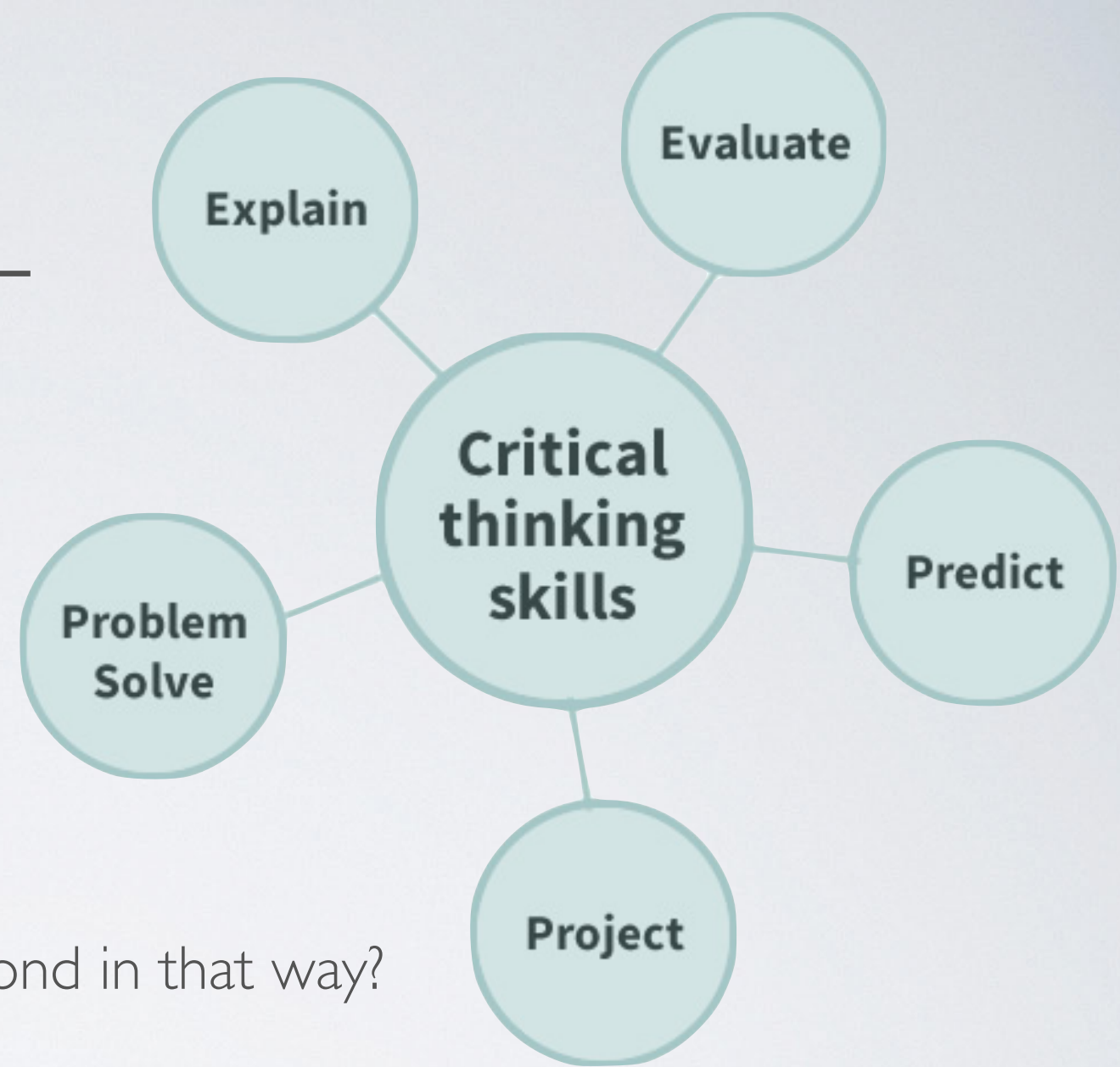


THE PENSIEVE

“One simply siphons the excess thoughts from one’s mind pours them into the basin, and examines them at one’s leisure. It becomes easier to spot patterns and links, you understand, when they are in this form.”

—Rowling, 2000: 518 in *Harry Potter and the Goblet of Fire*

CRITICAL THINKING MODEL



- **Descriptive:** Who was there?
- **Descriptive:** What did she say?
- **Descriptive:** What did I say?
- **Analytical/ reflective:** Why did I respond in that way?
- **Analytical/ reflective:** How did each of us feel as a result?
- **Analytical/ reflective:** What if I had chosen my words more carefully?
- **Reflective/ evaluative:** Would that have made any difference to the outcome?
- **Reflective/ evaluative:** Where can I go from here in my interactions with this person?

REFLECTION IN RESEARCH

- become **conscious about the research process** & the many assumptions & decisions that inform it
- help **assess various methods** for uncovering & creating & acting upon info & knowledge
- effective avenue for **integrating social identities** (class, race, gender, religion, sexual orientation, etc)