



**Winterfest 2024:** Learning by doing

# Integrating reflective learning into courses

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**Lorraine Donald**, Coordinator, Office of Experiential Learning

**Natalie Roper**, Lead, Student reflective learning, Institute for Co-operative Education

# Ice breaker

**As we get settled in for today's workshop, please take a moment to share with everyone in the chat:**

- What challenges do you think students might experience while engaging in reflective exercises / reflective activities?

# Format & tech support

- This session will be recorded through Zoom and shared on CTL / EL websites.
- Turn on closed captions with the CC button on Zoom – captions are auto-generated
- If you are experiencing any technical issues, please reach out to our online support ([Emilie Albert-Toth/Ariel Harlap](#)) through Zoom private chat

# Interaction in today's session

- Use Chat feature to chat with group, other attendees or facilitators.
- Feel free to be on/off camera.
- Kindly make sure you are on mute when not speaking.
- Reflection practice using Padlet

Ice breaker reminder: What challenges do you think students might experience while engaging in reflective exercises / reflective activities?



# Presenters



**Natalie Roper**

Lead, Student Reflective  
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**Alicia Cundell**

Teaching Consultant  
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**We acknowledge that  
Concordia University  
is located on unceded  
Indigenous lands.**

# Learning by doing: Engage your students with experiential learning

The classroom experience is evolving for faculty and students. Recognizing this change, the Centre for Teaching and Learning has teamed up with the Experiential Learning Office for Winterfest 2024.

We invite the Concordia community to discover ways of incorporating "learning by doing" through hands-on activities and focused reflection that inspire student engagement and deeper learning.

Learn from faculty, students, and practitioners about experiential learning: what it is, how to integrate it, and resources available at the university.

**Winterfest will take place through a variety of sessions from Monday, January 29 to Friday, February 16, 2024.**

February 16, 2024

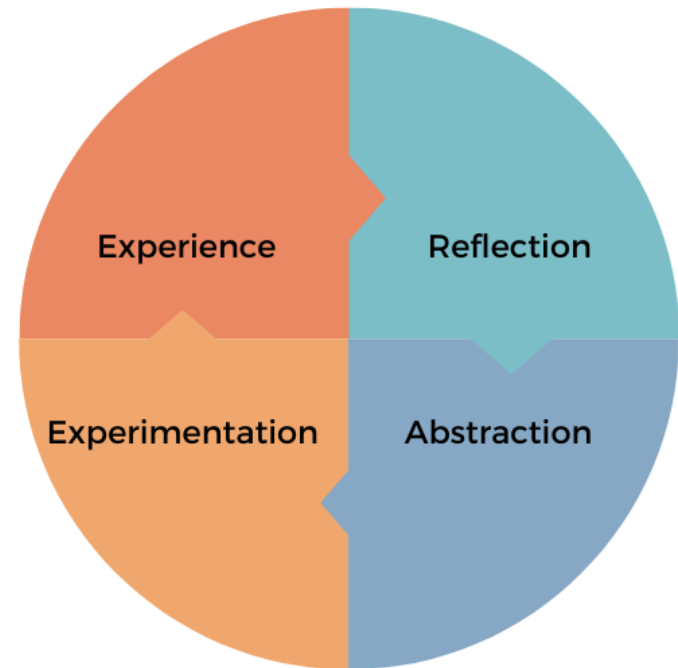
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# What is experiential learning?

## EL is learning by doing.

- Active, hands-on process
- Learners apply knowledge, practice skills, and engage in reflective learning.
- Reflection before, during and after the experience is crucial to the learning process.



Kolb, 1984

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# Course-integrated EL activities

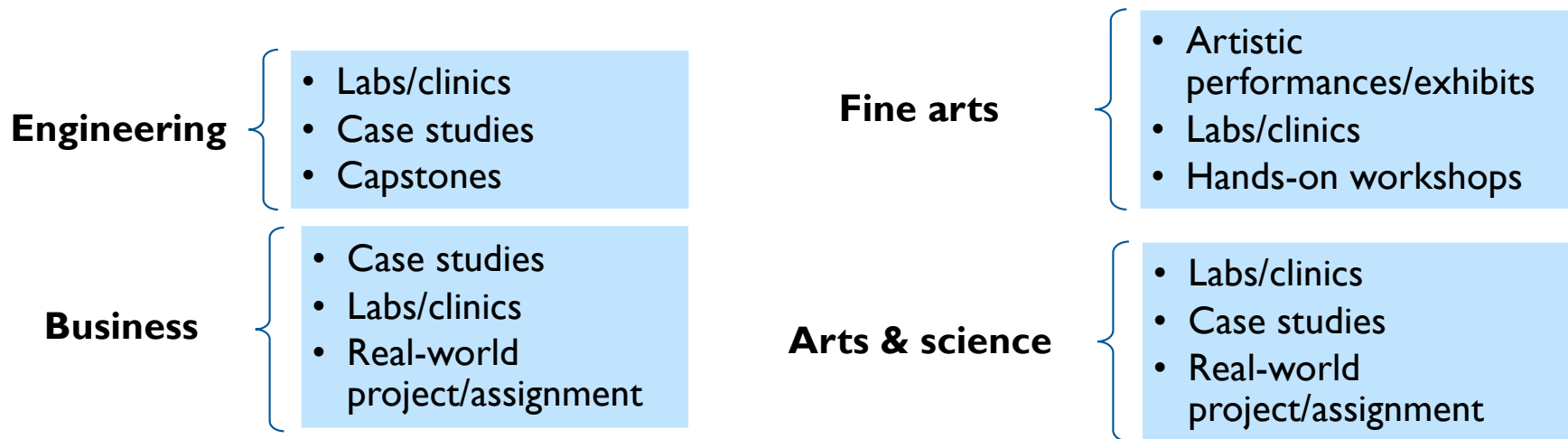


Labs  
Case studies  
Exhibits  
Performances  
Games and roleplaying  
Capstone projects  
Practica  
Simulations  
Industry projects  
Workshops

## Best practices:

- Active application of theory
- High degree of realism
- Facilitated reflection
- Identification of skills
- Connection to life after graduation

# Top 3 course-integrated activities per faculty







# Reflection in EL

Why, When and How

# Reflection in action pt. I

## Pre-activity reflection

### Padlet

- What are your assumptions about student reflections?
- How does engaging in reflective practice enrich the experiential learning journey?



# The role of reflection

Reflection helps students connect what they've experienced with what they've learned from it. Learners build analytical skills, deepen their learning and document the process.

## During the reflection process, students engage in / learn about:

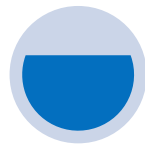
- **Application of theory:** Connect EL experience to the content of course.
- **Transferable skills:** Determine what skills need improvement and how improvements can be made?
- **Goals and learning outcomes:** Does the experience relate to long-term goals? If so, how?
- **Strengths:** Describe how the activity contributed to the development of knowledge and skills.
- **Challenges:** What did you find to be the most difficult part of this activity? Why?
- **Academic/professional exploration:** What does the learner want to do next?

# When to reflect



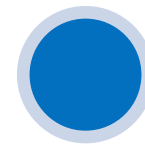
## Before

Prepares learner.  
Focus on expectations, assumptions and understanding prior to the experience.



## During

Considers progress so far.  
Learners compare expectations to reality of experience.



## After

Reexamine and reevaluate.  
Analyze experience including reactions, behaviours, outcomes and approaches.

Adapted from Schön (1983) and Brock's [Centre for Pedagogical Innovation](#)

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# What does reflection look like?

## Characteristics

- Related to discipline and learning outcomes
- Continuous
- **Guided** & needs to be learned
- Brings together action and analysis
- Focuses on all or some of the students' development:
  - Individual, academic, professional, social

## Mediums

- Journaling
- Essay
- Blog/vlog
- Oral presentation
- Exhibit
- Artistic representation
- Guided class discussion
- E-portfolio

# 3 Ws Framework



- What happened?
- What did you do?
- What did you expect? What was different?
- How did you react?
- What did you learn?

- Why does it matter?
- How do your experience relate to what you learned in this/other classes, prior experiences?
- How does this link to your academic, professional, or personal growth?

- Based on the experience, what would you do the same/differently next time?
- How will you apply what you have learned in this experience to your future career/life?

Adapted from Borton (1970) and Brock's [Centre for Pedagogical Innovation](#)

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## 3Ws Framework scenario

In a level 400 consumer behaviour course participants attend seminars structured as business meetings. In groups, students **apply consumer behaviour concepts to marketing problems and present their findings** weekly and submit short reflections post-meeting.

**What guiding questions would you provide to your students?**

**What?** Describe the nature of the experience, your role, observations and reactions.

**So what?** Explain the significance or relevance of the experience and your interpretations.

**Now what?** Discuss what impact of this experience and your interpretations will have on future actions and thoughts.

## 3Ws Framework applied

In a level 400 consumer behaviour course participants attend seminars structured as business meetings. In groups, students **apply consumer behaviour concepts to marketing problems and present their findings** weekly and submit short reflections post-meeting.

**What guiding questions would you provide to your students?**

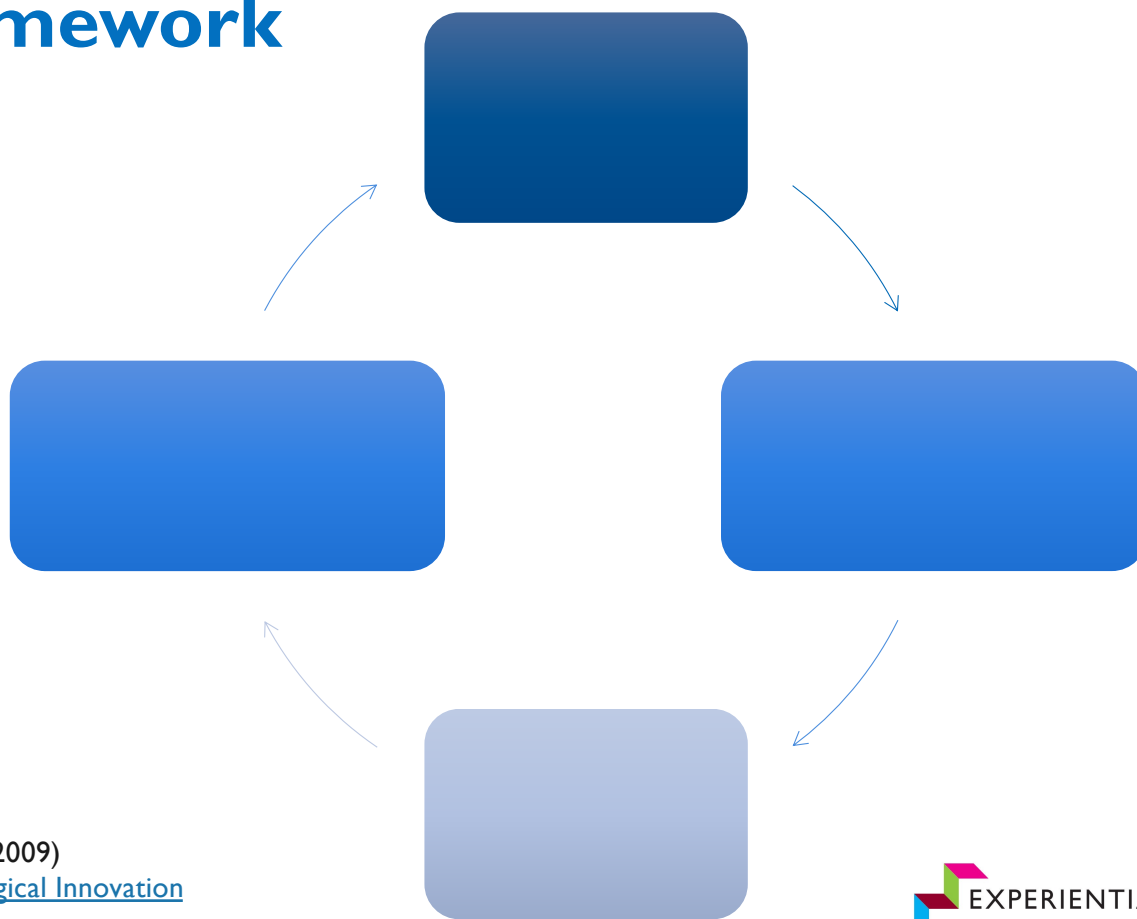
**What?** What did we learn about consumer behavior and its application to marketing problems this week?

**So what?** What challenges did we face in applying consumer behavior concepts to our marketing problems this week? How did we overcome these challenges, and what could we do differently next time to improve our application of consumer behavior concepts?

**Now what?** What new insights did we gain from classmates' presentations and discussions?

How can we incorporate these insights into our own marketing projects or future presentations?

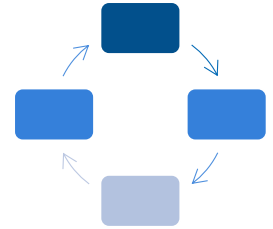
# DEAL Framework



Adapted from Ash & Clayton (2009)  
and Brock's [Centre for Pedagogical Innovation](#)

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# DEAL Framework prompts



## Describe

- Where and when did the experience occur? Who was there/not?
- What actions did you/others take?
- What did you expect/assume going into the activity?
- Did you attempt to test/understand conclusions that you drew in previous experiences?
- How did you act/communicate differently in this experience compared to previous experiences?

## Examine

- What concepts/theories are relevant to this experience and how did they shape your understanding of the experience (and vice versa)?
- Did you uncover biases or attitudes because of the experience, and do you need to address these?
- What privilege did you and others bring to the situation?

## Articulate Learning

- What did you learn as a result of the experience and why is it important?
- How can what you learned be valuable to you/others?
- What conclusions did you draw from the experience and what are the limitations and implications of your conclusions?



# DEAL Framework scenario

In a level 300 biology course, participants learn to **select and perform the appropriate basic laboratory techniques** of cell biology and molecular biology. Students reflect on progress prior to mid-terms and exams individually and in groups.

**What guiding questions would you provide to your students?**

**Describe:** Students describe the experience objectively and in detail, noting important elements that were aligned with learning outcomes.

**Examine:** Students examine the experience from different perspectives and through different lenses. (academic, personal)

**Articulate learning:** Using their responses in first two phases, students summarize their learning as a result of the experience and reflection. Students set goals and future directions for learning that can be applied in subsequent experiences.

# DEAL Framework applied

In a level 300 biology course, participants learn to **select and perform the appropriate basic laboratory techniques** of cell biology and molecular biology. Students reflect on progress prior to mid-terms and exams individually and in groups.

**What guiding questions would you provide to your students?**

**Describe:** List key concepts/techniques discussed and tested in the lab over the course of this module.  
What did you do over the course of this module/these labs? Why did you do it?

**Examine:** What knowledge or skills **strengths** emerged as you performed your lab work?  
What knowledge or skill **weaknesses** emerged/developed as you performed your lab work?

**Articulate learning:** What did you learn? Why is that important/significant?  
How might you use what you've learned in a new and different context?



# Promoting Meaningful Reflective Practice

Practical Tips for Faculty Members, EL Practitioners and Student Engagement





## Foster a supporting & inclusive learning environment

- Establish a safe, respectful & inclusive learning environment
- Provide clear guidelines for reflection activities
- Model reflective practices
- Offer diverse reflection opportunities
- Provide timely and constructive feedback

# Guidelines for designing reflective practice

1. Make connections between theory and practice
2. Draw connections to broader social issues
3. Encourage self-assessment
4. Link back to course learning objectives
5. Encourage the development of professional soft skills
6. Link to future behaviour

Source: [Queen's University](#)

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# Spark reflection in your classroom



## Digital Storytelling

- Images
- Video
- Audio



## Visual Representation

- Sketching
- Drawing
- Visual Cues
- Mindmaps



## Group Discussions

- Think/Pair/Share
- Fishbowl activities
- Gallery walk



# Spark reflection in your classroom through



## Reflective Presentations

- 3-minute thesis
- 5-minute presentation
- Storytelling



## Structured Self-Reflection

- Reflective blogs
- Journaling prompts



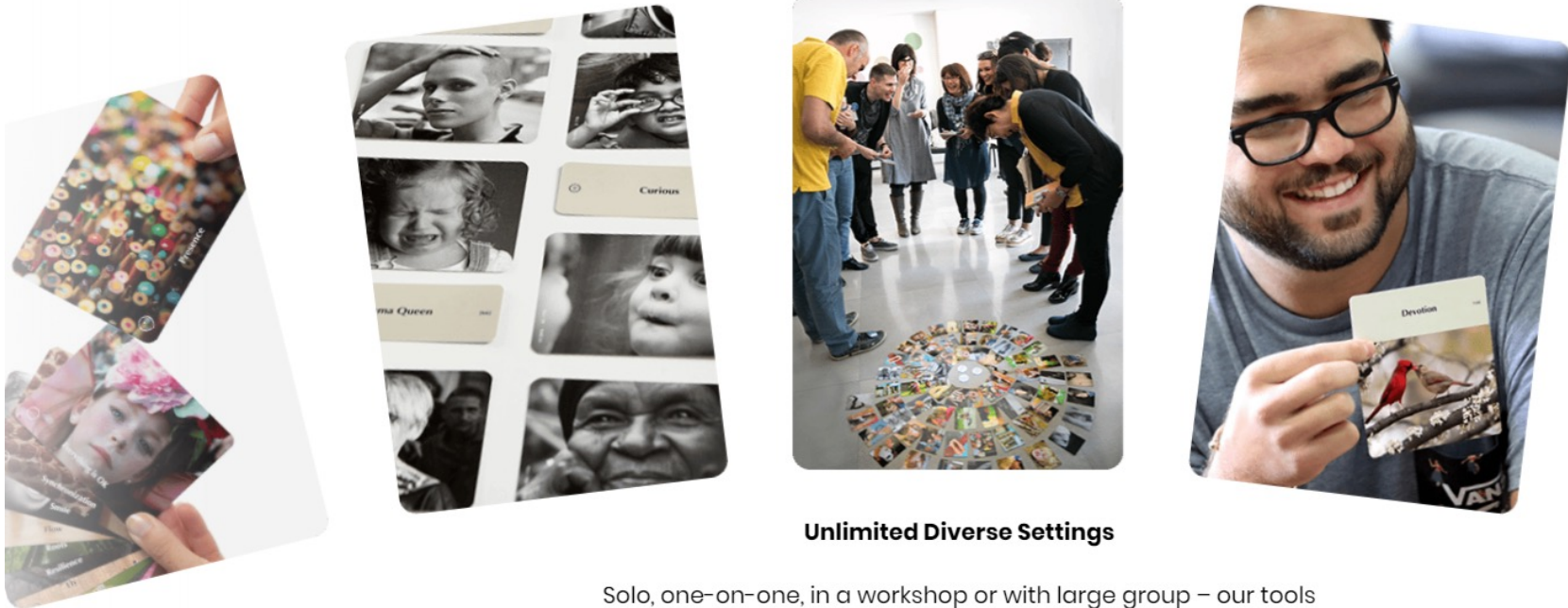
## Professional Application

- Industry guest speaker
- Case study analysis
- Simulations



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# Card Decks to Prompt Reflection



**Unlimited Diverse Settings**

Solo, one-on-one, in a workshop or with large group – our tools are easily adaptable to any audience, theme, objective and method. Follow your own ideas or use our free knowledge base.

Source: [Points of You](#)

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## Reflection in Work-Integrated Learning (WIL)

- Check your Learning activities
- Learning Goals
- Mid-Term Self-Assessment
- Work Term/Internship Report
- Final evaluation
- Mid-term and final assessment from supervisor

# Poster Presentation

# Reflective Report



## PERSONAL & PROFESSIONAL LEARNING OBJECTIVES

- Work Term Learning Objectives set out with the employer (personal and professional)

**FIRST NAME LAST NAME**  
 Current Academic Program  
 (SPECIALIZATION if applicable)  
 (You may also include your Undergrad degree)

**NAME OF ORGANIZATION**  
**POSITION TITLE**  
 (Industry)  
 City, Province

## KEY RESPONSIBILITIES & ACCOMPLISHMENTS

- Describe your key accomplishments – where did you have the most impact?
- Describe the company/organization/department/team you worked with
- Describe the scope of your work, your role within your unit / organizational structure

**PROFESSIONAL GROWTH**  
 How did the work term contribute to your personal and professional development?  
 Did you accomplish the goals you set out with your employer- why or why not?  
 What have you learned about yourself?  
 What areas would benefit from further development?  
 What should you improve on to ensure your future success in your career?  
 What goals have you set for yourself moving forward?

## RELEVANT COURSES

- Highlight how the course(s) were important for your work term
- This may include other Certifications or courses that supported your work
- Make a link between theory/concepts learned in class and how this helped you and/or how you applied this knowledge/know-how in the field.
- How did you maximize your learning, both academically and experientially?

## RECOMMENDATIONS

- Summary, recommendations or general comments
- Having gained industry experience, what practical advice and/or recommendations would you bring back to your peers/academic program/Faculty?



(5-min presentation)

## Work Term Report Outline

### Executive Summary (Approximately 125)

This summary should provide an overview of your report. Share your overall experience, key learnings, and most significant reflections with your reader. Focus on what is most essential for your reader to take away from your experience.

### Part 1: Intro to self and the workplace (Approximately 250-300 words)

Share an overview of yourself and your work, emphasizing important aspects. Talk about your learning objectives for the internship and how your background, knowledge and/or prior experience have influenced you. Provide relevant information about your work, including your role/position, supervisor's role/position, the position of your unit within the organization, and whether the internship is local or international. Describe your role and outline your key activities in a manner that is easily understandable to someone unfamiliar with the field.

### Part 2: Career reflection (Approximately 250-300 words)

- What meaningful tasks, projects or initiatives were you involved in? Why do you see them as meaningful? What problems did you solve or make progress on?
- Where did you feel most challenged (stretched) during this internship? Why was this challenging and how did you overcome this?

### Part 5 -Moving forward (Approx. 250-300 words)

- What positive feedback and/or constructive colleague(s)/supervisor(s)? How did you receive feedback?
- How did this internship help you gain more clarity about your academic and career path? What is your biggest takeaway from this internship experience? What is important to you in a professional work environment?
- Share something you accomplished or are proud of. Why is this important to you? What about this task/project/ experience do you want to repeat after this internship? If you were coaching another student to be successful in this organization/position, what advice would you give them?
- What actions will you take as you plan and prepare for your next internship, study term or career move?

### Part 3: Application from classroom to the w

- How does this internship experience fit (or your expectations)? Provide concrete exam
- How did you apply knowledge, concepts or during your internship? Which specific courses were particularly helpful in this regard?
- What challenges did you experience in applying the theories and concepts you learned in class in the workplace? What differences or similarities did you notice? Why do you think this was the case?
- Are there any courses that are not currently offered by Concordia that you believe could have improved your experience on this work term? If so, what would they be?

### Part 4 – Professional and personal career development (Approximately 250-300 words)

Please select and respond to the specific question related to your current work term level:

*Undergraduate Co-op, C.Edge & ACE students*

\*Translation Co-op students will complete the report guidelines provided by the Département d'études françaises

(1500-word essay)



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## Barriers to Reflective Practice

- Lack of time within the curriculum
- Resistance from students or faculty
- Uncertainty about assessment and grading
- Limited training and resources
- Cultural or institutional barriers

# Addressing Challenges in Student Engagement

**Time Constraints:** Busy schedules hinder deep engagement

**Lack of Guidance:** Uncertainty about expectations

**Fear of Judgment:** Inhibits open reflection

**Limited Self-Awareness:** Difficulty recognizing biases

**Discomfort with Vulnerability:** Intimidation in sharing

Source: [University of Cambridge](#) – Reflective Practice Toolkit

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# Reflection in action pt. II

## Mid-activity reflection

### Padlet

- In what specific ways has your understanding of reflection changed?





# Evaluating Reflections

Approaches and criteria

# What are some challenges in evaluating reflections?

# Considerations for grading reflections

- What is your purpose in assigning reflection: process or product? (or both)
- How will you make your expectations clear?
- How will the reflective task align with your learning outcomes?
- Will you provide a grade for reflections?
- How will you determine the grading criteria?

Source: [Depaul University](#)

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# Why grade reflections?

## Pros

- Signal the importance of reflections in the learning process
- Set expectations for students
- Provide guidance and feedback on the learning process (for both instructor and student)
- Connect learning with course learning outcomes

## Cons

- Fear of reflecting “wrong” and holding back
- Too rigid a grading criteria can lead to inauthentic or contrived reflection is an attempt to “fit the mold”

# Benefits of Rubrics

## For instructors

- Ensure that students' grades are consistent
- Ensure students' are assessed using the same criteria
- Reduce time spent grading

## For students

- Help to clarify expectations when made available ahead of time
- Identify clear strengths and weaknesses in their work

Adapted from [the University of Edinburgh](#)

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# Types of rubrics

## Holistic

- Categorizes work into a single performance level

## Analytic

- Identifies each criterion
- Lists performance levels for each criterion

## Single-point

- Identifies expected criterion for each indicator
- Grader provides feedback on how student falls short or exceeds each criterion

# Example rubrics

Example rubrics for evaluating reflection

# Example Single-point rubric (3W model)

Concerns Areas for Improvement	Criteria	Highlights Exceeding expectations
	<p><b>What? (relevant &amp; concise)</b></p> <ul style="list-style-type: none"> <li>• Concisely describes in detail what happened and their role</li> <li>• Describes how others contributed to the outcome (if relevant)</li> </ul> <p><b>So what? (Impact &amp; insight)</b></p> <ul style="list-style-type: none"> <li>• Describes what they learned and why it's important for them</li> <li>• Describes how expectations or assumptions were challenged</li> <li>• Draws connections to course concepts/skills and how the experience influenced their thinking</li> </ul> <p><b>Now what? (specific, realistic future action)</b></p> <ul style="list-style-type: none"> <li>• Describes how future actions/thinking will be shaped as a result of experience</li> <li>• Identifies areas of uncertainty/fuzziness and/or need for future learning</li> </ul>	

Adapted from: [University of Alberta](https://www.alberta.ca/learning-experiences-2020-2021.aspx)  
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# Other criteria for assessing reflections

## Breadth

- Considers alternative points of view and interpretations

## Depth

- Tackles the complexity of the issue; responds to significant inquiries posed; avoids oversimplification when making correlations.

## Self-criticism/awareness

- Demonstrates introspection; scrutinizes their own biases, stereotypes, preconceptions, and/or assumptions and develops fresh perspectives as a consequence

Sources: [Depaul University](#) and [the University of Edinburgh](#)

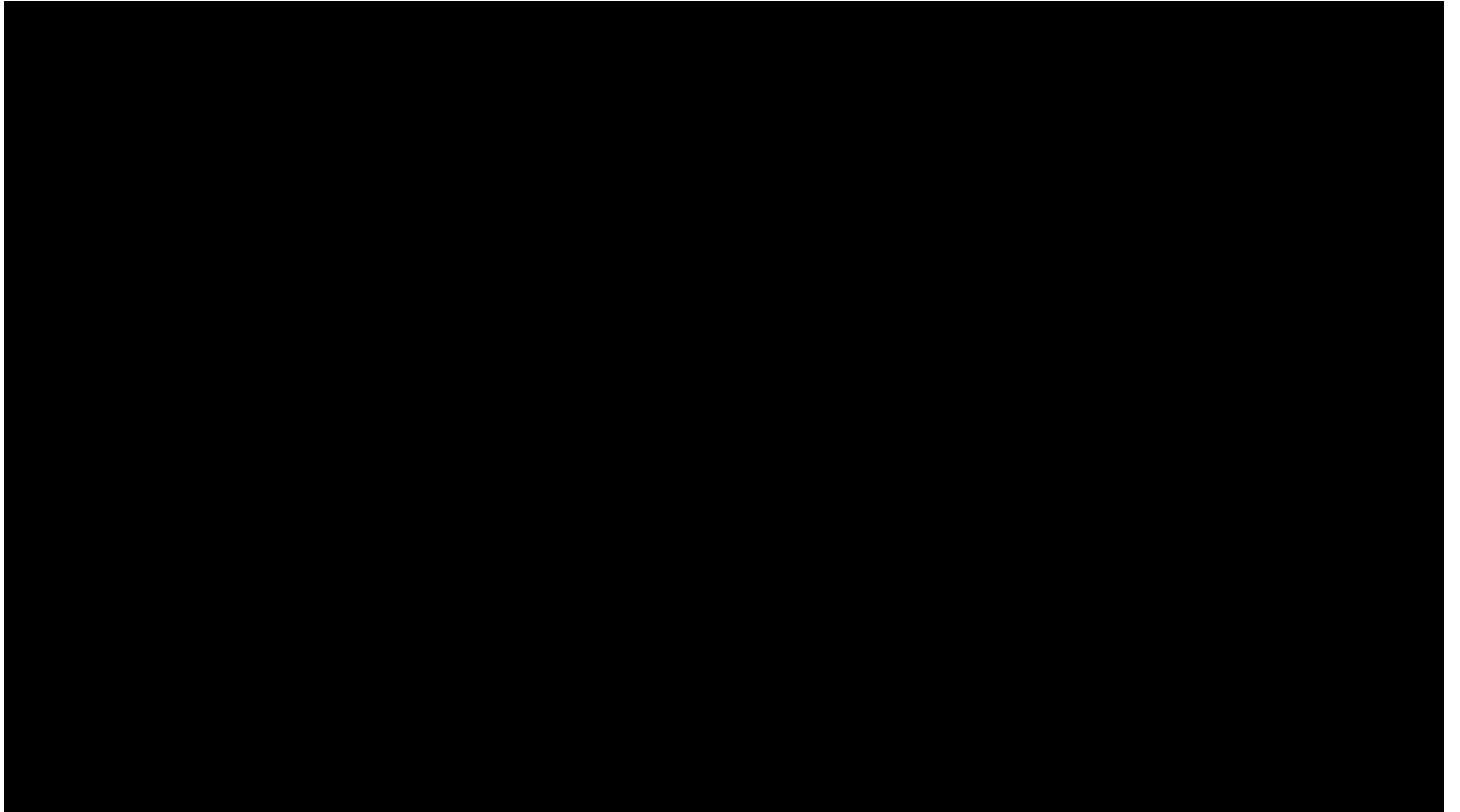
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# Evaluating written reflection

Engineering Reflection Guidebook





# Holistic Model for assessing reflection (Hatton & Smith)

## Descriptive

- A description of events without any attempt to explain the “why”

## Descriptive reflection

- A description of the experience that includes reasons

## Dialogic reflection

- A reflection that is more dialogical in nature by questioning things and considering alternatives

## Critical reflection

- A reflection where students question assumptions, consider alternatives, consider consequences of actions and decisions on others and engage in reflective skepticism

# Holistic model for assessing reflection: Feedback

## Descriptive

- Feedback: focus on prompting student to provide reasons for what they report & connecting this existing knowledge

## Descriptive reflection

- Feedback: focus on prompting students to begin to question how different factors played a role and to identify new perspectives

## Dialogic reflection

- Feedback: focus on prompting students to question assumptions and consider consequences of actions/decisions of and on other and themselves; to make connections (where relevant to class concepts/theories)

## Critical reflection

- Feedback: focus on prompting students to articulate how the experience transformed how they view a particular issue/concept/problem and how that will change them going forward

# Putting it all together



Identify the criteria for reflection (as they relate to course LOs)



Determine when students will reflect



Identify the format will the reflections take



Identify relevant guiding questions



Provide guiding feedback

# Reflection in action pt. III

## Post-activity reflection

### Padlet

- What did you learn? Why is that important/significant?
- What will you do next, considering what you've learned today?



## EL Reflection workshop

The EL Office offers reflection support to instructors and staff. By the end of this workshop students can describe their EL experience to different audiences. This includes:

- Describing what they enjoyed / disliked about the experience.
- Listing the intended learning outcomes for the experience.
- Identifying transferable / technical skills they have developed.
- Identifying a challenge they faced and how they overcame / developed a solution.
- Describing how they applied knowledge gained from their program during the experience.

# Contemplative Pedagogy

## Contemplative pedagogy to promote reflection and well-being

- Contemplation, described by Hart (2004) as a ‘third way of knowing’ that is complementary to ‘rational and sensory knowing’ has emerged in an array of classroom practices from primary through higher education. Research links contemplative practices to cognitive and character development through activities that improve concentration, self-awareness and overall well-being.
- Contemplative practice in education is distinct from the spiritual roots of contemplation. These practices foster mindfulness and reflection to deconstruct positionality, belief and culture, and thereby allow for deeper learning and inclusive classroom environments.

Source: Concordia University – [Contemplative Pedagogies](#)  
Faculty Interest Group – Centre for Teaching and Learning

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# We want your feedback!

Please take a few minutes to complete the form to help us improve on future events like this.

Winterfest 2024 Feedback-  
Integrating reflective learning into  
courses - Feb. 15





**Winterfest 2024: Learning by doing**

# Questions?

CONCORDIA



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# Thank you

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