Teaching Critical Reflection

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Learning objectives

• To define critical reflection.
• To understand the importance of critical reflection.
• To learn evidence-based strategies for teaching critical reflection.
• To promote and scaffold student critical reflection in your teaching.
Reflective practitioners (Schon, 1983)

Experience alone doesn’t necessarily lead to new learning; critical reflection on the experience is essential.

Reflection is a skill that needs practice.
Scaffolding

Two squirrels at UCLA (3-min): https://youtu.be/_345nwbT90s
Guiding principles: Teaching reflection

#1. Define reflection for students
   • A process of critically analyzing and evaluating an experience in order to improve future practice.

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#2. Provide clear expectations

- Explicitly state the expectations in the syllabus
- Verbally reinforce during course introductions in class
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#3. Provide evidence of benefits to students

• Education related benefits
  • Identify areas of strengths and weakness
  • Become more effective learners
  • Become lifelong learners

• Practice related benefits
  • Become better oral healthcare providers
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#4. Outline components of critical reflection

- Example 1: “3-2-1” exit ticket
  - 3 most important things you have learned.
  - 2 facts that surprised you; 2 ideas for implementation.
  - 1 question you have about X; 1 more thing you want to learn about X.

https://www.pinterest.com/pin/47217496074180652/
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#4. Outline components of critical reflection

• Example 2: Critical incident reflection
  • Describe a particular event occurred during the day?
  • Why is it significant?
  • What did you learn from it?
  • How will it influence your future behavior?

https://canicollege.com/critical-thinking-a-model-for-critical-thinking/
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#4. Outline components of critical reflection

• Example 3: Rolfe et al's (2001) reflective model
  • What? Facts and feelings.
  • So What? What did you learn? What could you have done differently?
  • Now what? Action plan for the future.
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#4. Outline components of critical reflection

• Example 4: The CARL framework
  • Context: Describe the context of your experience
  • Action: Explain what actions you took
  • Results: Explain what happened as a result of your actions
  • Learning: Identify what you have learned
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#4. Outline components of critical reflection

- **Example 5: Greenaway’s 4 F's of reflection**
  - **Facts**: An objective account of what happened
  - **Feelings**: The emotional reactions to the situation
  - **Findings**: The concrete learning that you can take away from the situation
  - **Future**: Structuring your learning such that you can use it in the future

Dr. Roger Greenaway’s active reviewing cycle: [http://reviewing.co.uk/learning-cycle/](http://reviewing.co.uk/learning-cycle/)
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#4. Outline components of critical reflection

- Example 6: Before, During, and After (BDA) strategy

  [Minimally structured]

  Before going to the site/rotation
  - Describe your expectations, goals and objectives for this practicum experience

  First visit
  - Describe and reflect on your first impressions

  Periodic entries
  - Describe some of your experiences at the site, successes, challenges, questions

  Final reflections
  - What are your most important lessons from this experience?
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#4. Outline components of critical reflection

- Example 7: Before, During, and After (BDA) strategy

  [Structured]

  **Before going to the site**
  - What do you imagine your site will be like?
  - What are your goals for this practicum experience?
  - What experiences have you had that might contribute to your success in this practicum?
  - What concerns do you have?

  **First visit**
  - Describe and reflect on your first impressions

  **Periodic entries**
  - What were the most surprising observations from your practicum experience?
  - What are the most important lessons you have learned?
  - What questions do you still have based on this experience?
  - Did the experience affect how you think about your next steps? If so, in what ways?
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#4. Outline components of critical reflection

- **Example 8: Double-entry journal (reflection on readings)**
  - Left column: Quotations from reading
  - Right column: Comment and analysis
    - What strikes you about this?
    - What was your first thought when you read this? And then? What does this passage/idea make you think of?
    - Do you want to challenge or qualify this author’s claim? In what ways do you agree with it? Disagree?
    - What else have you read/experienced that connects with this author’s ideas?
    - Does something confuse you or lead to further questions?
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#5. Provide examples of reflection
  • Good and poor
  • Annotated
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#6. Respond to students’ reflection
   • Example: Provide feedback to students’ reflective writing
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#7. Model reflection
  • Reflect on your own teaching and practice
Your exit ticket...

• 3 most important things you have learned at the seminar.
• 2 ideas for implementation in your teaching.
• 1 more thing you want to learn about this topic.
Resources

Faculty Development webpage on the school website

• https://dental.pacific.edu/information-for/faculty-and-staff/faculty-resources/teaching-and-learning-resources/instructional-strategies