

Teaching Critical Reflection

Meixun Sinky Zheng, PhD

Sr. Faculty Developer & Instructional Designer

Associate Professor

Arthur A. Dugoni School of Dentistry

University of the Pacific

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.

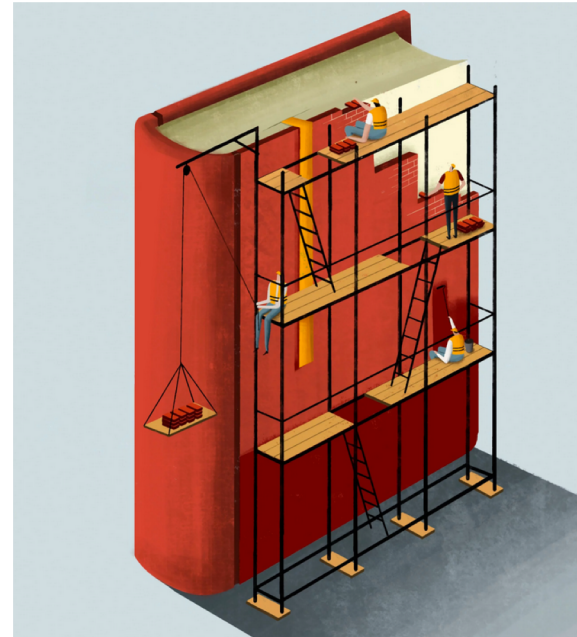
Reflection is a skill that
needs practice.



teaching &

Scaffolding

Two squirrels at UCLA (3-min): https://youtu.be/_345nwbT9os



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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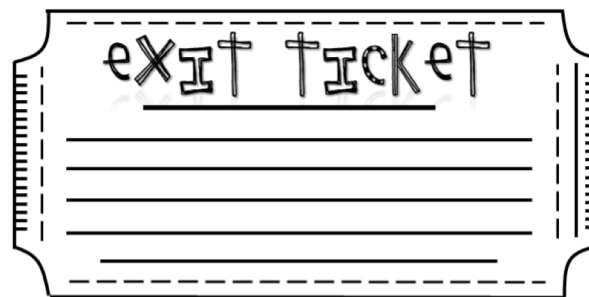
#3. Provide evidence of benefits to students

- 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.



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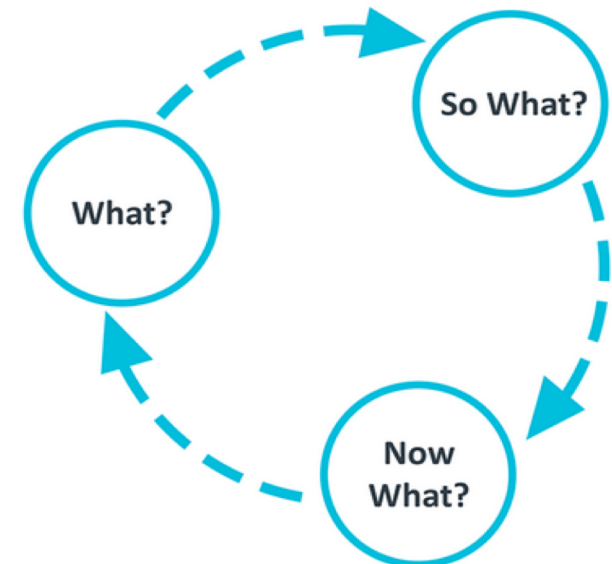
#4. Outline components of critical reflection

- 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?

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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

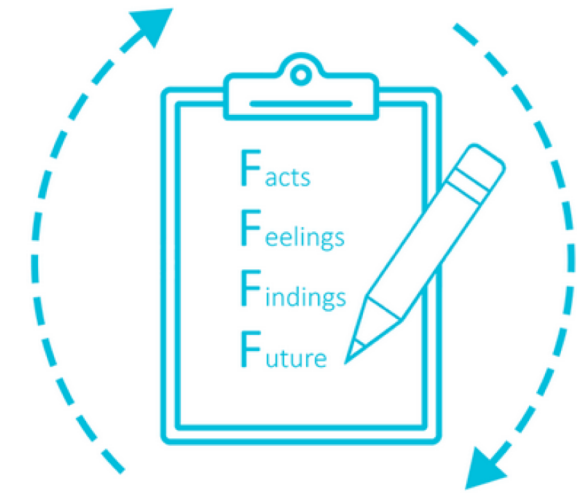
- **Example 4: The CARL framework**
 - **Context:** Describe the context of your experience
 - **Action:** Explain what actions you took
 - **Results:** Explain what happened as a result of your actions
 - **Learning:** Identify what you have learned



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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



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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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#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

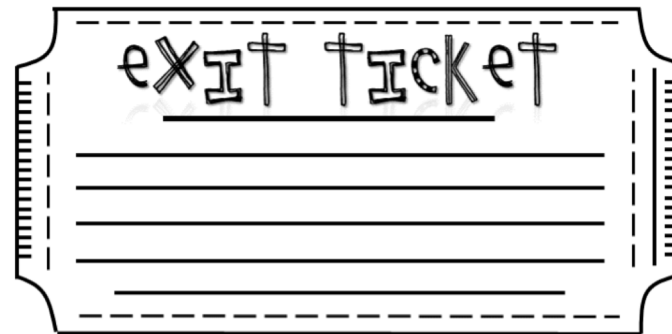
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#7. Model reflection

- 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>