

Reflection Four Ways: Knowing, Learning, Growing, & Self-Growth

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Objectives

1. Share insights about the purpose of reflection.
2. Introduce the four *roles* of PE (knowing, learning-to-learn, growing, and self-growth).
3. Consider a six-step guide for reflection that includes ideal criteria with each of the four roles.
4. Introduce Naikan reflection as a complement to PE methods of reflection.

What is your understanding of the Purpose of Reflection?

Discussion Notes:

The Four PE Roles Exemplified

1. Knowing:

- Self-observing social skills
- Solving quadratic equations
- Documenting personal history
- Explaining visual perception

3. Growing:

- Self-challenging to be more effective in life roles
- Analyzing data collected in an experiment
- Being proactive by applying methodologies
- Seeking feedback to learn from negative evaluations
- Seeing prompts about creative opportunities

2. Learning:

- Persisting to toughen self-esteem
- Applying statistics based on quadratic equations
- Interpreting symbolism in novels
- Challenging groupthink in teams

4. Self-Growth:

- Making performance decisions based on forecasting future career needs
- Directing others in research projects
- Being conscientious about strategies to increase fairness of judgments
- Developing an ethical system based on compassion
- Identifying new areas of growth to improve richness of life experiences

Summary of Factors Related to Reflection on Performance*

- 1. Quality of Observations**
- 2. Quality of Self-Assessment**
- 3. Quality of Background Knowledge**
- 4. Quality of Critical Analysis**
- 5. Articulation of Insights**

*Leise (2010). IJPE: Reflecting on Performance Rubric, p. 70

Reflection vs. Self-Assessment in the PE Framework:

From Desjarlais & Smith (2011) A Comparative Analysis of Reflection and Self-Assessment.
International Journal of Process Education, 3(1), 3-18.

Tips for deciding when to do a reflection

1. When you have a hunch that there is something to be gained by replaying a past experience
2. When you begin to question yourself
3. When there is a discrepancy between your values and actions
4. When you are searching for discoveries about yourself, your behaviors, your values, and knowledge gained
5. When stress reaches a critical level

Tips for deciding when to do a self-assessment

1. When the value of a self-assessment is indicated during reflection
2. When you want to improve yourself through a well-thought-out action plan
3. When you want to improve a particular performance by identifying strengths and areas for improvement
4. When there is an external requirement, such as completing an annual performance report
5. When suggested by a mentor

PE Reflection Methodology

1. Recognize a need
2. Pick a time and place
3. Play back the experience
4. Document all insights
5. Play what-if games
6. Organize insights into common themes
7. Identify key insight(s)
8. Generalize key insights
9. Determine the need for other processes
10. Assess the quality of the reflection process

From: Desjarlais & Smith (2011)

Six-Step Reflection Guide (Variation of PE Methodology)

1. Describe a situation that lacks “closure”
2. Identify a source of guidance for analysis, e.g a methodology
3. Hypothesize what the issue or concern is
4. Suggest an ideal criterion related to the role level that fits the context
5. Focus on one growth or mentoring skill
6. Generalize the ideal criterion to other QoL decisions.

See Cy's worked example in resources for this session.

Ideal Reflection Criteria in the PE Framework and in Naikan Practice

PE

Deepen knowledge to an expert level

Self-challenge—conceptualize stretch goals for any role level

Expand uses of tools and strategies

Create new opportunities for performance growth

Expand self-concept by applying broad criteria

Imagine new sources of identity

Continually extend conscious imagination of the ideal self

Naikan

Increase objectivity by observing actions apart from accompanying emotions

Make consciousness of feelings secondary to action choices

Gain an attitude of gratitude about each experience that overrides any negative aspects

Make relationships central by observing how actions made life easier or more difficult for someone else

The 3 Naikan reflection questions:

1. Who (or what) helped me to make this performance or decision possible?
2. What did I do to make it easier on those people or things who helped me?
3. What problems did I cause to people or things who helped me do the performance or make a quality-of-life decision?

The Value of Naikan Reflection:

- The three questions narrow attention to what is **objectively true**, e.g., someone opened the door for me.
- The three questions put our emphasis on **gratitude** for every life experience—we can't grow without appreciating reality.
- The three questions help us become aware of what our observable actions have **contributed or detracted**—our emotions are secondary.

Session Assessment

- 1. How did this session help you to strength your understanding of reflection?**
- 2. How could we have improved our presentation of reflection?**
- 3. What new insights occurred for you about reflection as a process for improving the four role levels?**