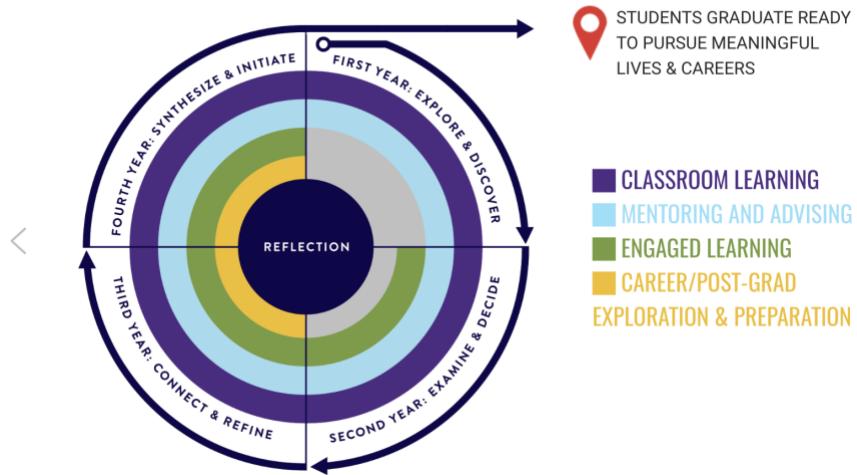


Reflection at Furman



WHAT IS REFLECTION AT FURMAN?

- Reflection is a deliberate process through which individuals deeply and critically examine beliefs, knowledge, experiences, and actions.
- Reflection is a best practice that can be implemented in all curricular, co-curricular, and extracurricular activities.
- Reflection is central to direct and deepen learning, as it necessitates the use of skills related to critical thinking and metacognition, or knowing how one learns.
- Reflection is intentional. Even though reflective moments can take place serendipitously, purposeful and intentional reflection is the best way to guide learners toward making meaning of experiences and achieving academic, personal, and professional goals.
- Individuals engage in "reflection-in-action," which invites them to monitor and adjust their actions in the present moment. Individuals can also engage in "reflection-on-action," which invites them to look back after an experience is completed and articulate the main lessons learned (Schön, 1991).
- Reflection happens repeatedly over time; dialogue and feedback enhance this deliberative process.

WHY DOES FURMAN VALUE REFLECTION?

Reflection...

- deepens and broadens learning.
- facilitates identity formation.
- strengthens connections with others.
- develops self-authorship.
- encourages lifelong learning.

WHY ENGAGE IN REFLECTION?

- To set goals before, during, and after an experience.
- To achieve specific goals. Depending on the experience, goals could fall into personal, academic, professional, civic, and spiritual domains, among others.
- To understand how one learns and how one can enhance their own learning.
- To demonstrate, deepen, and document learning (Ash & Clayton, 2009).
- To make connections with different experiences on and off campus.

WHAT ARE SOME MODES OF REFLECTION?

Examples include the following:

- Writing via journaling, responding to reflection prompts, and completing a survey.
- Speaking with others in pair or group dialogues; collective discussions or debriefing; storytelling; and conversations with peers, professors, mentors, and advisors.
- Using technology for creating blogs, vlogs, videos, e-portfolios, etc.
- Creating art through song, poetry, dance, photography, etc.

Reflection at Furman: Some considerations and resources for facilitators

WHEN IMPLEMENTING REFLECTION, IT IS IMPORTANT TO KEEP THE FOLLOWING BEST PRACTICES IN MIND:

- Align reflection prompts and activities with course/program objectives and goals to maximize learning. Objectives and goals can be strictly academic in nature, or they could include other domains such as interpersonal development, intrapersonal development, civic responsibility, professional competencies, etc.
- Communicate how reflections will be assessed (if at all).
- Inform the group that their opinions expressed in the reflections are not being assessed; however, it is the quality, depth, and breadth of these opinions that are subject to critique.
- Articulate that reflections are confidential and will not be shared without one's permission.

- Provide feedback on the reflections in a timely manner.
- Consider varying the modality of reflections, offering more than individually written reflections. See ideas on page 1.
- Consider using reflections as a formative assessment of learning, which can help facilitators adjust instruction or programmatic details where necessary.

WHAT RESOURCES AND EVENTS ARE AVAILABLE IF FACILITATORS WOULD LIKE TO KNOW MORE ABOUT REFLECTIVE PRACTICES?

- The new landing page for [Reflection at Furman](#).
- The Faculty Development Center's ["Reflection" website](#) has video clips and documents that can assist with the creation of materials.
- A [shared Box folder](#) that has examples of reflection prompts, rubrics, and other resources.
- Stephanie Knouse, The Furman Advantage Reflection Fellow, is available for individual consultations. Send her an email and she will respond to set up a meeting with you in 24 hours.
- Contact one of the Reflection Fellows—Karni Bahti (English), Jenny Colvin (Library), Nancy Georgiev (Study Away), Stephanie Knouse (MLL), and Meghan Slining (Health Sciences and Cothran Center)—regarding discipline-specific reflection activities and general tips.
- Contact one of the Ad-Hoc Reflection Committee members—Eric Cain (Cothran Center), Vaughn Crowe-Tipton (REL and Associate VP for Spiritual Life), Lillian Essaf (Housing and Residence Life), John Harris (MTH and Cothran Center), Michelle Horhota (PSY and Academic Affairs), Stephanie Knouse (MLL), Janet Kwami (COM), Min-Ken Liao (BIO), Beth Pontari (PSY and Academic Affairs)—with any suggestions or ideas.

WORKS CITED

Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25-48.

Schön, D. A. (1991). *The reflective practitioner: How professionals think in action*. Aldershot: Ashgate Publishing Ltd.