Critical Reflection in Service-Learning:
Generating, Deepening, and Documenting Learning

Challenges, Strategies and Activities

Duke University
Service-Learning Program
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www.readwriteact.org
Reflection in Higher Education (Expanded)
http://www.servicelearning.org/instant_info/fact_sheets/he_facts/he_reflection/expanded.php

"Kolb illustrates the process of reflection in the Experiential Learning Cycle (Figure 1). The process begins with a defining and sharing of the "What?" of the student's experience and follows a continuous cycle towards "So What?" and "Now What?". Answers to the what, so what and now what questions are tied together to form a comprehensive and integrated discovery and learning cycle for the student throughout the duration of a service-learning experience (Eyler 1999)."

**The Experiential Learning Cycle**

**Experiencing**
The activity phase

**Applying**
Planning Effective Use of Learning

"Now What?"

**Generalizing**
Developing Real-World Principles

"So What?"

**Sharing**
Exchanging reactions and observations

"What?"

**Processing**
Discussing Patterns and Dynamics

Figure 1
ABCs of Reflection

The "summary posts" space is for preliminary reflection and will be evaluated as to whether or not you include 3 aspects of reflection: affective, behavioral, and cognitive. The purpose of this reflection space is to help you capture observations about your service and class experiences that will later make it easier for you to write more structured reflective responses. To help you make the most of the preliminary postings, you will receive feedback on the responses as to whether or not you are including the 3 aspects at a sufficient level.

Affective — exploring feelings and emotions
This aspect of your response should include some discussion about your feelings regarding the information and experience you have encountered in class and at your service site, including things discussed in class, observations at your service site, etc. You should identify what you are feeling and why you think you feel the way you do. There are no wrong or right ways to feel and you are NOT being evaluated on how you feel, but whether or not you acknowledge how you feel.

Behavioral — action
While you will report a descriptive account of the events that occur at your service site, including what you do, to add a behavioral component to your post you must examine your behavior — past, present, and future. For example, you should reflect on your past actions in similar situations and how that influenced your actions in the current situation. Did you act according to the way you hoped/thought you would or did your behavior surprise your? Why did you act the way you did and was your action effective? Also, reflect on how the past and current situations will affect your behavior in the future. Are there things about your actions, thoughts, beliefs that will be different/remain the same because of what you are experiencing?

Cognitive — course content
The cognitive component of your response should include some discussion of how you have thought about and applied what you have learning in the course. The learning could include, but is not limited to, information, concepts, skills, or terms from class materials/discussions. Your discussion should demonstrate your understanding of the course concept in addition to acknowledging that it relates to your service site. Include discussion of the significance of the relation of the course concept to your service site. Think about how the course concept is related, why it is related, why that relation is significant and what it means for you and the others affected by and involved in the service site.

Reflection in Service-Learning: Principles & Practice

From PowerPoint presentation by Marshall Welch

www.weber.edu/wsuiimages/.../Reflection-Presentation-Marshall.ppt

ABC/HHH An "Elementary" Example...

- As a class...we've been collecting plastic bags.
- **Head** – What have you learned about plastic bags?
- **Heart** – How do you feel about what you've learned or done in our project? Why?
- **Hands** – Describe what you've done in this project...how you used plastic bags in the past and how you might change your behavior in the future now that we've done this project.

Assigning Points – Based on Bradley’s Assessment Method

- Level 1 = cursory discussion without elaboration of “why” or “how”
- Level 2 = deeper observation but still limited in context or application
- Level 3 = complex application, understanding & articulation
- Qualitative points
  - 3 pts for rich/in-depth response
  - 2 pts for marginal response
  - 1 pt for cursory response
  - 0 pt for no discussion

Assessment – ABC123

- This next approach is NOT an evaluation or “grading” method
- This next approach CAN be used to assess & monitor depth of students’ reflection
- This next approach CAN provide an additional framework to guide reflection
  - Level One = self-centered perspective
  - Level Two = empathic or “other-ness” perspective
  - Level Three = global or systemic perspective of political and cultural issues
Schematic Overview of the DEAL Model for Critical Reflection

[Engage in experience → Describe experience objectively → Engage in experience and test learning and/or implement goals]

Examine per category

- Academic Enhancement
- Personal Growth
- Civic Learning

Articulate Learning and set (new) goals in each category
Sample DEAL Prompts

Describe

➢ When did this experience take place?
➢ Where did it take place?
➢ Who else was there? Who wasn’t there?
➢ What did I do? What did others do? What actions did I / we take?
➢ What did I / we say or otherwise communicate?
➢ Who didn’t speak or act?
➢ Did I / others laugh, cry, make a face, etc.?
➢ What did I / we hear? See? Smell? Taste? Touch?
➢ Why did the situation occur?

Examine – Academic Enhancement

➢ What specific elements of academic material relate to this experience?
➢ How was I able to apply a skill, perspective, or concept related to the academic material?
➢ What similarities and differences are there between the perspective on the situation offered by the academic material and the situation as it in fact unfolded?
➢ Does this experience challenge or reinforce my prior understanding of the academic material?
➢ Based on analysis of the experience in light of the academic material, is the material (or my prior understanding of it) adequate? What reasons might there be for any differences or inadequacies? What questions should I ask to put myself in a better position to judge the adequacy of the material?
➢ How can I best express my new understanding of the material?

Examine – Civic Learning

➢ What was I / someone else trying to accomplish? In taking the actions I / they did, was the focus on symptoms of problems or causes of problems? Was the focus (symptom or cause) appropriate to the situation? How might I / they focus more on underlying causes in the future?
➢ What roles did each person / group / organization involved in the situation play and why? What alternative roles could each have played? Did I / other individuals act unilaterally or collaboratively and why? Should I / they have worked with others in a different way?
➢ In what ways did differentials in power and privilege emerge in this experience? What are the sources of power and privilege in this situation, and who benefits and is harmed? How might any inappropriate dependencies be eliminated?
➢ How did leadership emerge in this situation, on my / others part?
➢ What is in the interest of the common good in this situation? In what ways is the individual good (mine / others) linked to and/or contrary to the common good? What tradeoffs between them are involved? In what way did any other tradeoffs (long-term / short-term; justice / efficiency; etc.) emerge in this situation? Who made the trade-offs? Were the trade-offs made appropriate or inappropriate and why?
➢ How does this experience help me to better understand my partner organization’s vision, mission, and goals? What does it reveal about the relationship between the organization and those it serves? What does it suggest about how this relationship might be improved?
Examine – Personal Growth

➢ What assumptions or expectations did I bring to the situation? How did they affect what I did or didn’t think, feel, decide, or do? To what extent did they prove true? If they did not prove true, why was there a discrepancy?
➢ How did this experience make me feel (positively and/or negatively)? How did I handle my emotional reactions (e.g., what did I do as a result of my feelings)? Should I have felt differently? Why or why not?
➢ How did I interpret the thoughts, feelings, decisions, and/or behaviors of others [e.g., How do I think others felt? What assumptions and expectations do I think others brought to the situation (including their assumptions about me)]? What evidence do I have that my interpretations were or were not accurate?
➢ In what ways did I experience difficulties (e.g., interacting with others, accomplishing tasks,) and what personal characteristics contributed to the difficulties (e.g., skills, abilities, perspectives, attitudes, tendencies, knowledge)? In what ways did I succeed or do well in this situation (e.g., interacting with others, accomplishing tasks, handling difficulties) and what personal characteristics helped me to be successful (e.g., skills, abilities, perspectives, attitudes, tendencies, knowledge)?
➢ How did this situation challenge or reinforce my values, beliefs, convictions (e.g., my sense of right and wrong, my priorities, my judgments)? My sense of personal identity (e.g., how I think of myself in terms of gender, sexual orientation, socioeconomic status, age, education level, ethnicity, nationality, mental/physical health)?

Articulate Learning

➢ What did I learn?
➢ How did I learn it?
➢ Why does it matter?
➢ What will I do in light of it?
<table>
<thead>
<tr>
<th>Integration</th>
<th>Provides no clear connection between the experience and the learning</th>
<th>Provides minimal and/or unclear connection between the experience and the learning</th>
<th>Provides adequate and reasonably clear connection between the experience and the learning</th>
<th>Provides thorough and very clear connection(s) between the experience and the learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>Misclassifies the learning and/or inappropriate shifts from one category of learning goal to another; fails to keep the discussion specific to the learning</td>
<td>Discusses learning that is relevant to the category of learning goal, but much of the discussion is not related to the learning</td>
<td>Discusses learning that is relevant to the category of learning goal and keeps the discussion reasonably well focused on the learning</td>
<td>Discusses learning that is relevant to the category of learning goal and keeps the discussion well-focused on the learning</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Consistently makes inaccurate statements and/or fails to provide supporting evidence for claims • Academic category: Incorrectly identifies, describes, and/or applies academic concept(s)</td>
<td>Makes several inaccurate statements and/or supports few statements with evidence • Academic category: Not accurate in identifying, describing, and/or applying academic concept(s)</td>
<td>Usually but not always makes statements that are accurate and well-supported with evidence • Academic category: Accurately identifies, describes, and applies appropriate academic concept(s)</td>
<td>Consistently makes statements that are accurate and well-supported with evidence • Academic category: Accurately identifies, describes, and applies appropriate academic concept(s)</td>
</tr>
<tr>
<td>Clarity</td>
<td>Consistently fails to provide examples, to illustrate points, to define terms, and/or to express ideas in other ways</td>
<td>Only occasionally provides examples, illustrates points, defines terms, and/or expresses ideas in other ways</td>
<td>Usually but not always provides examples, illustrates points, defines terms, and/or expresses ideas in other ways</td>
<td>Consistently provides examples, illustrates points, defines terms, and/or expresses ideas in other ways</td>
</tr>
<tr>
<td>Precision</td>
<td>Consistently fails to provide specific information, descriptions, or data</td>
<td>Only occasionally provides specific information, descriptions, or data</td>
<td>Usually but not always provides specific information, descriptions, or data</td>
<td>Consistently provides specific information, descriptions, or data</td>
</tr>
<tr>
<td>Writing</td>
<td>Consistently makes typographical, spelling, and/or grammatical errors</td>
<td>Makes several typographical, spelling, and/or grammatical errors</td>
<td>Makes few typographical, spelling, and/or grammatical errors</td>
<td>Makes very few or no typographical, spelling, and/or grammatical errors</td>
</tr>
<tr>
<td>Depth</td>
<td>Fails to address salient questions that arise from statements being made; consistently over-simplifies when making connections; fails to consider any of the complexities of the issue</td>
<td>Addresses few of the salient questions that arise from statements being made; often over-simplifies when making connections; considers little of the complexity of the issue</td>
<td>Addresses some but not all of the salient questions that arise from statements being made; rarely over-simplifies when making connections; considers some but not all of the full complexity of the issue</td>
<td>Thoroughly addresses salient questions that arise from statements being made; avoids over-simplifying when making connections; considers the full complexity of the issue</td>
</tr>
<tr>
<td>Breadth</td>
<td>Ignores or superficially considers alternative points of view and/or interpretations</td>
<td>Gives minimal consideration to alternative points of view and/or interpretations and makes very limited use of them in shaping the learning being articulated</td>
<td>Gives some consideration to alternative points of view and/or interpretations and makes some use of them in shaping the learning being articulated</td>
<td>Gives meaningful consideration to alternative points of view and/or interpretations and makes very good use of them in shaping the learning being articulated</td>
</tr>
<tr>
<td>Logic</td>
<td>Draws conclusions and/or sets goals that don’t follow at all from the line of reasoning presented</td>
<td>Draws conclusions and/or sets goals that only occasionally follow reasonably well from the line of reasoning presented</td>
<td>Draws conclusions and/or sets goals that usually follow well from the line of reasoning presented</td>
<td>Draws conclusions and/or sets goals that consistently follow very well from the line of reasoning presented</td>
</tr>
<tr>
<td>Significance</td>
<td>Draws conclusions and/or sets goals that don’t address the most significant issue(s) raised by the experience</td>
<td>Draws conclusions and/or sets goals that only minimally address the significant issue(s) raised by the experience</td>
<td>Draws conclusions and/or sets goals that usually address fairly significant issue(s) raised by the experience</td>
<td>Draws important conclusions and/or sets meaningful goals that substantially address the most significant issue(s) raised by the experience</td>
</tr>
<tr>
<td>Fairness</td>
<td>Consistently represents others’ perspectives in a biased or distorted way</td>
<td>Occasionally represents others’ perspectives in a biased or distorted way</td>
<td>Often but not always represents others’ perspectives with integrity</td>
<td>Consistently represents others’ perspectives with integrity without bias or distortion</td>
</tr>
<tr>
<td>Critical Thinking Standards Table</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Previous</strong></td>
<td><strong>Interpretation</strong></td>
<td><strong>Facts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The position holds if it would agree with my</td>
<td>Interpreted from personal bias or distortion</td>
<td>Connected to one's experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Points of View are Represented With</strong></td>
<td><strong>Significance</strong></td>
<td><strong>Significance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The conclusions of others represent a view of</td>
<td>Significant.</td>
<td>Represented by a question on this or another issue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preceded</strong></td>
<td><strong>Logic</strong></td>
<td><strong>Logic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do my conclusions match the evidence that I have?</td>
<td>Significant.</td>
<td>Represented by a question on this or another issue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does what I said at the beginning ring true with what I</td>
<td>Significant.</td>
<td>Represented by a question on this or another issue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Does this look the same from the perspective of...</strong></td>
<td><strong>Integrity</strong></td>
<td><strong>Integrity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does this look the same from the perspective of...?</td>
<td>How does this look the same from the perspective of...?</td>
<td>How does this look the same from the perspective of...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discussed</strong></td>
<td><strong>Depth</strong></td>
<td><strong>Depth</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would this be easy to do?</td>
<td>Acknowledges the complexity of the issue</td>
<td>Acknowledges the complexity of the issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would I like for this to happen?</td>
<td>Questions that the reasoning raises and answers</td>
<td>Questions that the reasoning raises and answers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are some of the complications here?</td>
<td>Exemplifies the reasoning behind conclusions</td>
<td>Exemplifies the reasoning behind conclusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why is this so?</td>
<td>General point</td>
<td>General point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does this help us move the issue being discussed?</td>
<td>Some statements are relevant to the question</td>
<td>Some statements are relevant to the question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does this lead to the issue being discussed?</td>
<td>Selected statements support the question</td>
<td>Selected statements support the question</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tie In</strong></td>
<td><strong>Relevance</strong></td>
<td><strong>Relevance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the claims supported by evidence?</td>
<td>Relevant.</td>
<td>Relevant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All statements are relevant to the question</td>
<td>Relevant.</td>
<td>Relevant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accurately</strong></td>
<td><strong>Clarity</strong></td>
<td><strong>Clarity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All statements and思考 accurately connect and</td>
<td>Another way to provide examples of</td>
<td>Another way to provide examples of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>did I give an example?</td>
<td>Explain ideas in detail.</td>
<td>Explain ideas in detail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience and my learning</td>
<td>Represented by a question on this or another issue.</td>
<td>Represented by a question on this or another issue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I clearly shown the connection between my</td>
<td>Experience and my learning</td>
<td>Experience and my learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Associated Questions to ask to check your</strong></td>
<td><strong>Integration</strong></td>
<td><strong>Integration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking</td>
<td></td>
<td>Integration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflection "Strategy" vs. Reflection "Mechanism"

Designing a Reflection **Strategy**: General Principles

- Match with design of learning process and integrate with other assignments / activities
- Combine multiple mechanisms: Written, oral, individual, and collaborative ... let them build on each other
- Use early – middle – late overlay
- Provide scaffolding and guided practice (learning to learn through reflection) ... in part through feedback
- Create "safe yet critical" context for reflection

  - *Answer* "what," "when," "where," "who," and "why"
  - *Consider*:
    - How will you help the students learn to learn through reflection?
    - Will the students receive feedback on their reflection? From whom?
    - How might various reflection mechanisms build on each other and/or connect to other assignments?

Designing a Reflection **Mechanism**: General Principles

- Determine learning goals in advance
- Develop prompts to guide reflection in accordance with the learning goals
- Share with the students elements of sound reasoning and apply them as standards to deepen reflection (don’t “miss the meaning”)
- Develop a mechanism capturing and expressing key learnings
- Support students in using / acting on their learning, including setting goals

  - *Answer* "how"
Articulate learning
I learned that ....

I learned this when / by / through ....

This learning matters because ...

In light of this learning I will ....

I learned that ....

I learned this when / by / through ....

This learning matters because ...

In light of this learning I will ....
## 2.1 Sharing Information About Historical, Legal, & Social Conditions Affecting LGBT Families

**Human Bingo!**

We are going to get up and move around! This game's purpose is to get to know other people in the group while filling in as many boxes as possible. Read the description in each box and then ask a classmate if it applies to her or him. If it does, write her or his name in that box (make sure you spell their names correctly!). Your job is to fill in all the boxes, linking a different person with each box. You can use each person's name only once! As soon as you fill in all the boxes, yell “BINGO!”

<table>
<thead>
<tr>
<th>Has a pet.</th>
<th>Knows their own primary learning style.</th>
<th>Can name three children's books about LGBT families.</th>
<th>Can remember wanting a toy or article of clothing but were told that it was &quot;not for boys&quot; or &quot;not for girls&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows someone who has struggled to find adequate childcare.</td>
<td>Has heard someone insulted with a homophobic term.</td>
<td>Speaks more than one language.</td>
<td>Can name three legal rights that LGBT people don't have.</td>
</tr>
<tr>
<td>Recognizes a way their action or language has excluded an LGBT person.</td>
<td>Has seen young children ask questions or make comments about LGBT issues.</td>
<td>Is both nervous AND excited about this class.</td>
<td>Knows someone who is/identifies as gay, lesbian, bisexual, transgender, intersex, or questioning.</td>
</tr>
<tr>
<td>Can name a symbol of LGBT liberation.</td>
<td>Can identify one way in which homophobia hurts people who identify as straight.</td>
<td>Can name a famous person you learned about in K-12 education who was identified as an LGBT person.</td>
<td>Can name a stereotype about lesbian, gay, bisexual, transgender, or straight people.</td>
</tr>
</tbody>
</table>
First day of class activity —Myra Moses. Eng 331 “Professional Communication for Engineering and Technology”

The purpose of my class is to expose engineering and technology students to many aspects of professional communication that they will encounter in their careers. I wanted to create a first-day activity that could serve as a microcosm to surface many of the topics we discuss in my class throughout the semester, as well as an activity that would introduce them to reflection. This activity uses the steps of the DEAL model of reflection. While the learning goals I have for this activity are not focused on service-learning per se, my colleagues are easily able to adapt this activity (specifically, the reflection prompts and the debrief) so as to use it effectively to introduce students to the service-learning process.

Activity
On the first day, at the time class when is supposed to start, I walk into the room, go to the front, and say, “Please line up alphabetically by your last names without speaking and write your name and social security number on a sheet of paper.” I repeat the sentence and then step back and let them do it. I try not to say anything else until they have completed the task. Once they have completed the task, I let them go back to their seats and we reflect on what happened.

Reflection on the Activity
Describe objectively
We start by describing what happened. I ask them, “If you had to go home and tell your roommate, or friend what happened in the first 10 minutes of class what would you say? Just tell them the facts and details of what happened. Make the description as detailed as possible.” I make notes on the board as they call out the details of what happened until we get a thorough description of what happened.

Examine – we begin to analyze what happened and what it means
I start this phase of reflection by holding up the sheet with names and SS#s and asking:

“What did you give me?” — They answer “our name and SS#,” then eventually someone says “Oh, we gave your our identities.”

I ask, “Why did you do it?” — They answer “because you told us to.”

I ask, “Does anyone here know me?” — They answer “no” and usually start looking around at each other

I ask, “So, why did you do it?” — They answer “because we thought you were the instructor.”

We then start discussing what it was about me that made them think I was the instructor. They mention things like what I’m wearing, that I went to the front of the room, the fact that I addressed them as a group, etc. This lets me begin leading them through a discussion of many of the topics we’ll discuss throughout the semester. Here are a few examples:

Topics
Non-verbal communication – We discuss how my clothing, how I walked, where I stood in the room all worked together to communicate to the students “I am the instructor,”... “I am in charge.” We talk about what the location of the seat they choose in a room can communicate to their teachers, to their bosses, or clients in a business meeting.
Verbal communication – We discuss how I used my voice – such as the inflection in my voice, the tone, level, etc. – to reinforce the same message I was communicating non-verbally. I use this to introduce the oral presentations that they will do later in the semester as well as the importance of this skill in a work environment.

Instructions – We discuss any issues they may have had following the oral instructions I gave. I explain that one of the assignments they will do is to write a set of instructions, so we discuss how even though I repeated the instructions, there are things I could have done to make them easier to understand – e.g., I could have written them on the board, had a sheet of paper ready for them to write names and SS#s on, answered questions if they were confused, etc.

Working in Teams – We discuss how they worked as a team to complete the task I gave them. They had to interact (without speaking) to determine the best way to line up, how to start passing around a pen and paper, how to let any students who were late or didn’t understand the instructions, etc. I then relate this to the importance of working in teams as engineers and give a brief description of the group project they will do in my class during the semester.

Audience – Once of my course concepts is audience analysis. I want to teach students that any time they have a written or oral communication task they should consider “Who is my audience?”; “What do I know about them?”; and “What is the best way to reach them based on what I know about them?” So we discuss what I thought about when I was creating the “line up alphabetically” activity; how I might have answered the “audience” questions and how the answers helped me craft the activity.

Purpose – Purpose is another key course concept. We talk about the different levels of purpose I might have had and how I developed the activity to meet those purposes. My own purposes could include: to take roll; have an ice-breaker activity; create a way to get them to think about the content of the syllabus that overviews the main class topics; develop an expectation that this class will be different; etc.

NOTE: I could stop here, or if I wanted to follow the DEAL model completely, I could have my students start to articulate a learning achieved through reflection on the activity by having them answer the articulating learning questions:

- What did I learn?
- How, specifically, did I learn it?
- Why does this learning matter, or why is it important?
- In what ways will I use this learning, or what goals shall I set in accordance with what I have learned in order to improve myself and / or the quality of my learning and / or the quality of my future experiences?

I have only listed a few of the concepts that are surfaced in this activity, and this is only part of the way I introduce the course. I still have to discuss the logistics of the class such as textbook, office hours, etc. as well as what types of assignments they will be doing. However, they typically pay better attention to the logistical part than students used to before I started using this activity. They also tend to remember this opening activity often referring back to it as we reach the corresponding parts of the course later during the semester.
Additional Select References Related to Critical Reflection


