Dynamic Reflection Activities
*Reflection activities to address the four reflection criteria from Carol Rodgers (2002).*

**Reflection as Meaning-Making**

**Journey Mapping**
Ask students to create a journey map that illustrates how their experience relates to other experiences, knowledge, relationships, etc.

**Arts-based Reflection**
Provide students with alternative modes of expression for reflective thinking including visual, creative forms such as drawing, poetry, etc.

**Mind Maps**
Ask students to create mind maps about their learning/experience using free-word association to explore their deeper levels of understanding and meaning-making.

**Reflection as Rigorous Way of Thinking**

**Felt Difficulty**
Engage students in reflective writing about a “felt difficulty” or moment of discomfort, confusion in their learning. Students can write about this experience in the form of a letter to their classmates. Engage students in small group or partner discussions to share their “felt difficulties”.

**Process Maps**
Ask students to create a process map that indicates the conditions that led to/created their current state. Follow up with questions to consider what could have been changed, what conditions were most significant, etc.

**Alternate Realities**
Ask students to describe or write about an imaginative alternate experience. For example, if a student worked in an internship and had a negative experience, ask them to imagine having a positive experience and describe what it might have been like. Follow up with questions that “unpack” the alternate reality in contrast with the student’s true experience.

**Reflection in Community**

**Practicing Teamwork**
Step 1: Break students into pairs or small groups and have students participate in a team building activity (such as building the tallest tower, solving brain teasers by a certain timeframe). Step 2: Have students rate how they did and compare the approach to the activity, their role, and experience to how teams worked together in their prior experience.

**Compare/Contrast**
Step 1: Give students index cards or post it notes. Have them list a skill (technical or social) that they learned, practiced, or enhanced during their experience.
Step 2: Ask students to gather in pairs or groups of three and have students discuss their items and place their index cards into a similarity column and dissimilar column based on their answers/recollection and compare/contrast their experience. Prompt the students to discuss: What was similar and what was different between their experiences?

Reflection as a Set of Attitudes

Learning through Metaphor Examples

- Quote Cards
  - Display quotes on cards or slips of paper and have participate chose the one that bests represents their experience. Frame the quotes around the concept you are discussing for that session. (P. 26)

- Pick a Postcard/Picture
  - Display pictures/postcards and ask participants to chose the picture/card that bests represents their experience. Often use this one for students to describe their role within a team and then in contrast a picture of what they envision the perfect time to function like... (P.29)

- Computer Keyboard Keys
  - Prompt: Choose a computer key that represented your final thoughts regarding your most recent experience or a goal you have for your next experience. Why did you choose this key and what does the key represent? (P. 138)

Body Part Debrief
Source: Michelle Cummings: Training Wheels

*Now What?: Using objects (body parts) to discuss the experience and how the experience will influence the next time. Body Part Debrief.*

- Stomach: How will you go out of your comfort zone?
- Eyeball: How will the experience look differently?
- Brain: What will you learn or enhance?
- Smiley: How will you continue to enjoy the experience?
- Nose: Something that you sense will change next term?
- Foot: A next step you will take in your career path.
- Ear: Something that you heard today that you will continue to think about.