

Morning Reflection

Pull out your responses to yesterday's prompt

- What was your main takeaway from service yesterday?
 - What did you learn as a community member?
 - What did you learn as an instructor?

What is the DEAL model?

- DESCRIBE objectively
- EXAMINE
 - Personal growth
 - Civic learning
 - Academic enhancement
- ARTICULATE LEARNING

What is positionality?

Continuum dialogue

<- comfortable ----- not comfortable ->

Reflecting on role as instructor

- Positionality & vulnerability
- Discomfort versus bias

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- What are you teaching? What is the lens taken in that class, and how will this frame the discussion mode?

Reflecting on role as instructor

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- What are you teaching? What is the lens taken in that class, and how will this frame the discussion mode?
- What is reciprocity?

Practicing your role as the instructor

- Get in a group of folks who went to the same service opportunity as you
- Recall Larivee's levels of reflection that we discussed yesterday
- Based on the class you're teaching this year, what kinds of questions could you ask your students about the service you did yesterday?

Larrivee's levels of reflection

1. Pre-reflection: teacher interprets classroom situations without thoughtful connection to other events or circumstances; is reactive, believing that situational contingencies are beyond the teacher's control; beliefs and positions about teaching practices are generalized and not supported with evidence from experience, theory, or research
2. Surface reflection: the teacher's examination of teaching methods is confined to tactical issues concerning how best to achieve predefined objectives and standards; beliefs and positions about teaching practices are supported with evidence from experience, not theory or research
3. Pedagogical reflection: the teacher is constantly thinking about how teaching practices are affecting students' learning and how to enhance learning experiences; the teacher's goal is continuously improving practice and reaching all students; reflection is guided by a pedagogical conceptual framework; beliefs and positions about teaching are specific and supported by evidence from experience, as well as being grounded in theory or research
4. Critical reflection: the teacher is engaged in ongoing reflection and critical inquiry concerning teaching actions as well as thinking processes; the teacher consciously considers how personal beliefs and values, assumptions, family imprinting, and cultural conditioning may impact on students; teacher is concerned with promoting democratic ideals and weighs the ethical and social implications of classroom practices

Closing CAT

- What have you learned about reflection that you will use in your class?
- What modes of reflection worked well for you here? How did they serve different purposes, and what were you drawn to?