



## Reflective Learning Teaching Tips

Reflective questioning is a method in which the teacher/facilitator asks questions designed to encourage participants to expand their thinking, knowledge, experiences, and ideas. It is a method to help debrief, process, and review the lesson, activity, or experience and is an essential part of learning.

The Experiential Learning Cycle includes reflection on the doing (SHARE/EXPLORE section of lessons) and then application based on reflection (APPLY/PROCESS/ GENERALIZE section of lessons).

Reflective questions are open-ended, promote a nonjudgmental process, and encourage self-learning and problem solving. At its simplest form, it is the **What? So What?** and **What Now?**

### **Characteristics of Reflective Thinking Environments:**

- Provide enough wait-time for students to reflect before responding.
- Provide emotionally supportive environments that encourage expressions of opinions and analysis of the situation.
- Provide a learning environment that encourages youth to explore what they think is important.
- Provide social-learning environments such as those in small group activities to allow youth to see other points of view.
- When needed, review what was discussed during the SHARING/EXPLORE section – what is known, what is not known, and what has been learned.
- Prompt the youths' reflection by asking questions that seek reasons and evidence.
- Provide some explanations to guide youths' thought processes during explorations.

### **Structuring Questions:**

- Ask a broad question
- Listen to responses and try to find out their ideas
- Ask for the evidence for their explanation
- Ask for alternative opinions or ideas
- Ask a question leading back to the main discussion topic

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More on other side



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### **Question Examples:**

- Can you compare...?
- Can you share an example...?
- Is the evidence/data clearly linked to...?
- What evidence supports...?
- Can you elaborate on the reasons why...?
- What differences...? What similarities...?
- Is there a relationship between...?
- Why do you think this is happening...?
- What are changes that happened...? Why did these changes happen...?
- What conclusions can you draw...?

### **More Questions Examples:**

- What seem to be the root causes of the issue addressed?
- What other work is currently happening to address the issue?
- What learning occurred for you in this experience?
- How can you apply this learning?
- What would you like to learn more about, related to this project or issue?
- What follow-up is needed to address any challenges or difficulties?
- What information can you share with your peers or the community?

### **RESOURCES.**

Eyler, Janet, and D.E. Giles. *A Practitioners Guide to Reflection in Service-Learning*. Nashville: Vanderbilt University, 1996.

Planning, Facilitating, Assessing: Reflecting (2005). Retrieved from <http://www.cotf.edu/ete/teacher/reflect.html>

Reflecting on Practice. MARE: Marine Activities, Resources & Education. The Lawrence Hall of Science. <http://mare.lawrencehallofscience.org/professional-development/reflect-on-practice>

Reflection in service-learning classes (2011). Retrieved from <http://www.servicelearning.umn.edu/info/reflection.html>

Reflective Thinking: RT. Retrieved from <http://www.hawaii.edu/intrel/pols382/Reflective%20Thinking%20-%20UH/reflection.html>