

A WORKSHOP ON DEVELOPING THE CAPACITY FOR WICKED REFLECTION

Many faculty are interested in adding a reflective component to their assignments. This workshop model (Keynote slides and handout) developed by Paul Hanstedt from Roanoke College and David Hubert from Salt Lake Community College, is designed to engage faculty in thinking about how to incorporate reflection into assignments that deal with complex ("wicked") issues that do not lend themselves to simple answers.

Included are two items: The slides for the workshop and then handout meant to be utilized with the "sample assignments slide."

DEVELOPING THE CAPACITY FOR WICKED REFLECTION

PREPARING STUDENTS FOR A COMPLEX WORLD

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INNOVATION AT ROANOKE COLLEGE (@CURRICULARGEEK)

DAVID HUBERT—ASSISTANT PROVOST FOR LEARNING ADVANCEMENT AT SLCC

WICKED PROBLEMS

- ❖ Gulf Horizon
- ❖ Zika Virus
- ❖ FBI vs iPhone
- ❖ ISIS
- ❖ Education
- ❖ Drug Addiction

WICKED PROBLEMS

- ❖ Dynamics/parameters are constantly changing
- ❖ Resistant to resolution—solution may work one time, but not the next time.
- ❖ Data is incomplete
- ❖ Data is contradictory
- ❖ Problems themselves are difficult to recognize

WICKED STUDENTS

- ❖ Open to new challenges
- ❖ Deliberate and thoughtful
- ❖ Able to draw from multiple areas
- ❖ Able to adapt ideas/technologies to new settings
- ❖ Able to ask the right questions
- ❖ Not afraid to fail/able to try again

WHAT DOES IT TAKE TO CREATE WICKED STUDENTS?

My Answer:

Content Knowledge

+

Skills

+

Our sense of our right and ability to engage
in the meaningful questions of the day

WHAT DOES IT TAKE TO CREATE WICKED STUDENTS?

My Answer:

Content Knowledge

+

Skills

+

“Authority”

EXAMPLES OF AUTHORITY-BASED PEDAGOGIES

- ❖ Seminars
- ❖ Study Abroad
- ❖ Internships
- ❖ Wicked Exams
- ❖ Wicked Papers
- ❖ Signature Projects

WICKED REFLECTION

PHYS 1040 Elementary Astronomy

Physical Science

I took this class my fall semester of 2012 at SLCC. This class fulfills my physical science credit. On this page I have also post my signature assignments in a blogging format (request of the professor). My reflection is below and I encourage you to read my blogs they are really informative!

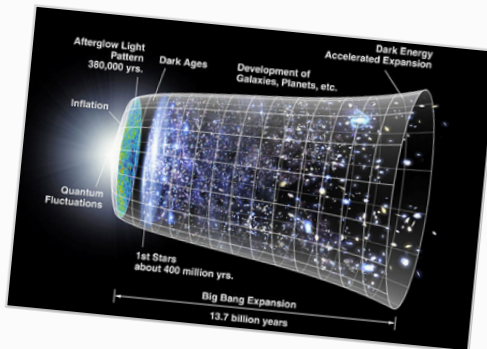
Reflection

These blogs demonstrate the learning that I have acquired over the course of the semester. For this assignment we had to write on a topic of our choosing from each of the four sections in our textbook. For each of the blogs we were required to discuss the science and history behind each topic then give our own opinions; all while keeping the blogs interesting to the reader. This shows my ability to write towards a targeted audience. All the topics that I picked because I wanted to learn more about them. This demonstrates my willingness to go out and learn on my own time. So on top of the things stated above how else does these blogs show my learning in all the SLCC learning goals? By elaborating further in the topics it displays critical thought. Most importantly is these blogs is it helped me to better understand how the world works. Even though this was a simple college assignment, the knowledge that I gained from them will help me later with my future career as an astronomer.

Blog 1: Spectroscopy



What is spectroscopy the answer to the question and which



Intro to Human Sexuality

In FSH 2450 we learned the importance of human sexuality and how it applies to life in all aspects. Below is a brief explanation of my final project for FSH 2450, as well as the link to the website I created for this assignment:

My final project can be accessed by clicking the button at the bottom of this page. By clicking this, you will find a website that I designed for women who want to know more about health exams. The target age group is 18 and older who can read English. I believe that choosing to create a website has many advantages over making a brochure, especially because of how popular the internet is. It's much easier to find a website than to locate where you last put that brochure you just picked up at the doctor's office. Websites are also greener, which a lot of people appreciate. Updating information is also quicker and doesn't require harming trees.

The idea for this project came from searching for the perfect topic to cover, but the topics I found seemed a little overdone. I found a website that listed a number of health problems women should be on the lookout for and thought to myself that bundling up all these exams and covering a wider range of problems would be better. Because the directions for the final project asked for a brochure, my goal was to make a brochure at first, but the suggestion of creating a website really appealed to me. Already connected to Weebly.com, I was confident that I could create a simple website that could cover the information I mentioned in my idea submission.

What I really wanted to cover most in my website were what specific exams women should have at what age and how often. I created the chart myself with the help of a few websites. To go along with this, I wanted to expand on why it's important to have these exams, as well as risks associated with the exams and risk factors that a woman may have that make her more vulnerable to certain health problems. I actually ended up taking out risks associated with the exams, due to its complexity. Lastly upon creating my website I chose to go simple with bright welcoming pictures and bold blues. I should draw the viewer's attention, but not overwhelm them with too much text or pictures. I wanted to keep things very informational, yet to-the-point. The last tab in the website then lists all of my sources.

Though this website is not expected to be something popular or visited regularly, I do hope that it contains the information a legitimate website would have. I also hope that it covers enough information and benefits its visitors. I had a fun time creating this website and hope that if it is worthy enough, that it gets passed on to others so that they may also know the importance of these exams and which ones to partake in.

Final Project

WELCOME
GOALS AND OUTCOMES
COURSEWORK
LEARNING OUTSIDE OF THE CLASSROOM
RESUME

Taken From The Grand Canyon's South Rim
Rattling The Colorado River, December 2011

Welcome to Adam "Eli" Spikell's eportfolio

This page was created as an opportunity for me to share about myself, as well as my goals for and accomplishments in higher education. This page is to be available to Salt Lake Community College professors, administrators, students, and future prospective employers. I hope that this web page serves as a solid representation of my abilities to use creativity, newly gained knowledge, and critical thinking skills to create meaningful and interesting products in a variety of medias and platforms. I hope that this page appears on your screen, and I look forward to accomplishing my goals.

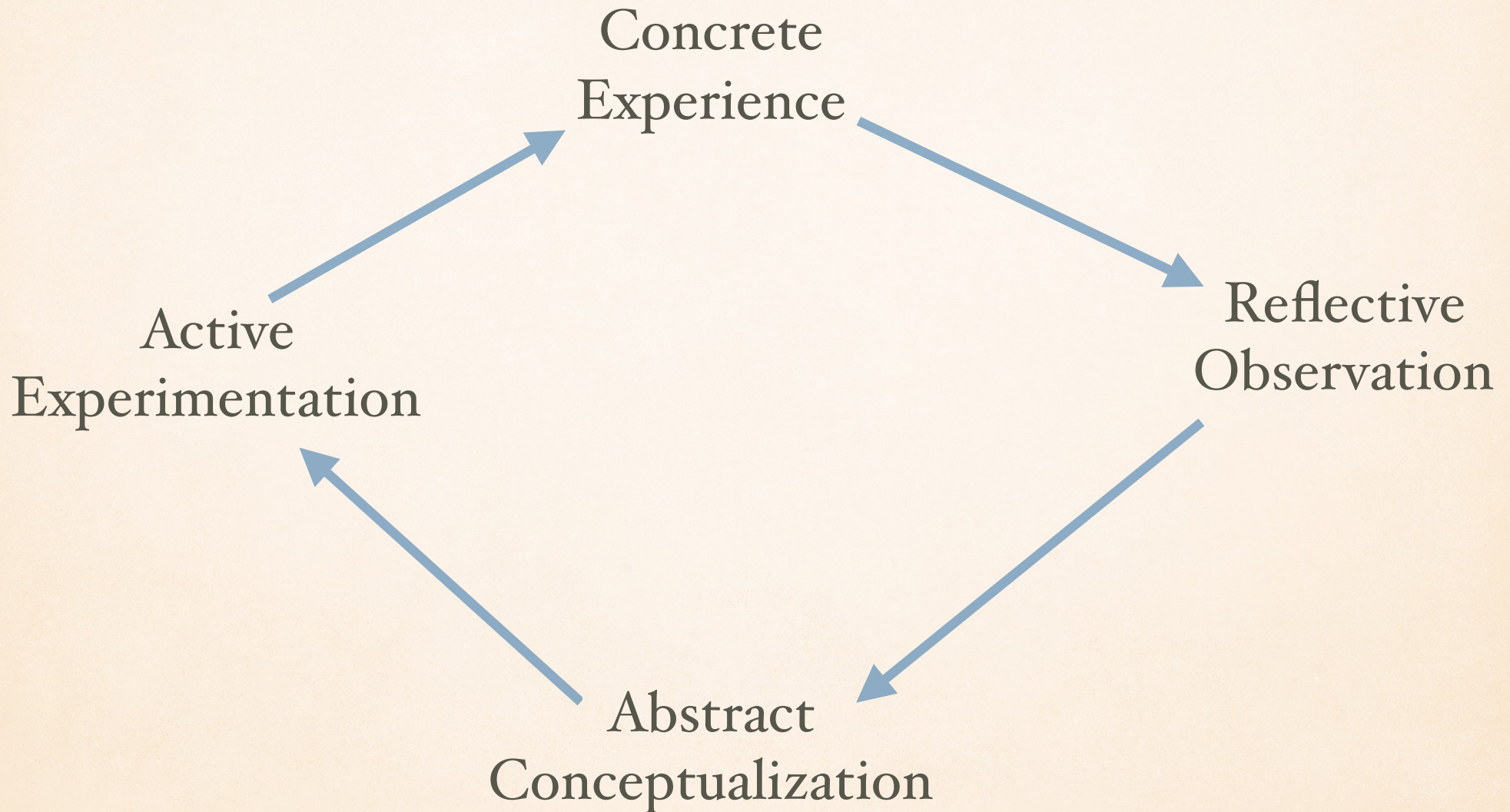
WICKED REFLECTION

- ❖ “Highly productive and creative individuals think about their own thinking while they are thinking. This process, called metacognition, allows people to engage in a valuable conversation with themselves, exploring their background, questioning and correcting their thinking in the process, and pursuing the dynamic power of their minds.”

—Ken Bain, *What the Best College Students Do*. (2012)

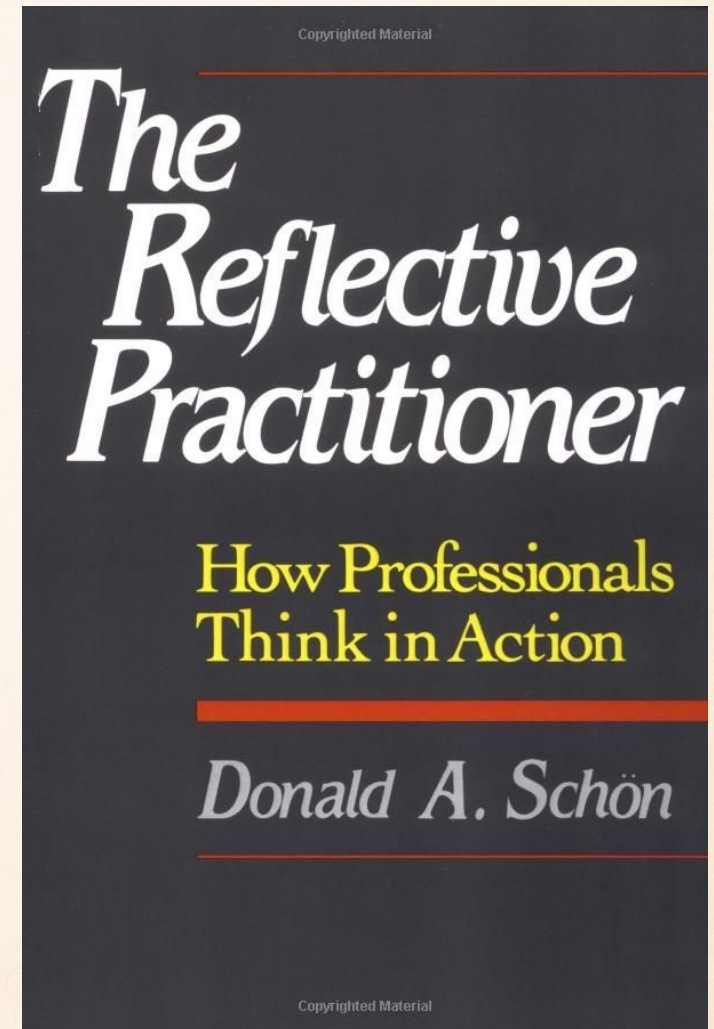


ABSTRACT CONCEPTUALIZATION IN KOLB'S (1984) EXPERIENTIAL LEARNING MODEL



SCHÖN (1983): TWO MODES OF REFLECTION

- ❖ **Reflection on Action** Reflection after an experience is over.
- ❖ **Reflection in Action** "Turning thought back on action" while in the process of doing. "It is this entire process of reflection-in-action which is central to the 'art' by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict."



RODGERS (2002): BENEFITS OF REFLECTION IN COMMUNITY

- ❖ Reflecting with others:
 - ❖ Affirms the the value of one's experience.
 - ❖ Offers alternative meanings, broadening the field of understanding.
 - ❖ Supports one's self-discipline and provides a sense of responsibility.

Defining Reflection: Another Look at
John Dewey and Reflective Thinking

CAROL RODGERS
State University of New York

Teachers College Record 104 (4) June 2002

FORMATIVE AND SUMMATIVE REFLECTION IN SAMPLE ASSIGNMENTS

- ❖ What reflection in action prompts would you use, and where in the assignment would you put them?
- ❖ What reflection on action prompts would help students develop their sense of authority?
- ❖ How might you employ reflection in community?
- ❖ What role might abstract conceptualization play in student reflection associated with the assignment?

THANK YOU

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Assignment #1: Informative/Persuasive Website

Course: Introduction to American Government & Politics

Description: Students individually create an informative/persuasive website about a topic that they choose from a defined list that includes:

- Should we keep, modify, or replace the Electoral College?
- What policies should the U.S. undertake to improve the economic prospects of middle and lower-income Americans?
- Should the U.S. end the War on Drugs, modify its drug policies, or continue to take a law and order approach?
- Should the U.S. undertake domestic policies designed to reduce its greenhouse gas emissions? If yes, why and what should they be? If not, why not?
- Etc.

The website students create should be located within their ePortfolio. They should inform their audience about the nature and history of their topic, take a stance on the question posed in their topic, and fully support their stance (including anticipating and responding to counter arguments) with properly cited credible sources. The website should be structured with 4-6 distinct sections, contain the equivalent of 10 pages of student-generated text, and fully leverage the ePortfolio's ability to embed multi-media and link to outside resources. (David Hubert, SLCC)

Assignment #2: Online Literary Magazine

Course: Introduction to Imaginative Writing

Description: Groups of four students collaboratively create an online literary magazine that showcases the best pieces they created during the semester. Students in each group serve as both the authors of the pieces and the editors of the magazine. Students can draw from the short stories, essays, braided essays, poems, plays, and screenplays they have written during the semester, but each student must have at least three pieces in the finished magazine. The magazine must have a collaboratively written Letter from the Editors, and students must edit each other's work for publication. Students must have at least two meetings during the term to make determinations of which pieces should be polished/edited for placement in the magazine. (Kati Lewis, SLCC)

Assignment #3: Service-Learning Journal and Multi-media Project

Course: Culture and Human Experience

Description: Students engage in a minimum of 16 hours of service with a culturally diverse population. This service must be with one of the following approved community partners:

- Utah Association for Intellectual Disabilities
- Crossroads Urban Center
- Guadalupe School
- Splore
- Utah Pride Center
- Etc.

Students must write 12 reflective service-learning journal entries during the semester—at least three of which must be done before any service begins. At the end of the term, students must create a multi-media project (e.g. video, slide show, song, poem, poster, letter, website, etc.) for future students reflecting on the service-learning experience. (Melissa Schaefer, SLCC)

Assignment #4: Globalization and Nigerian Oil International Simulation

Course: International Politics

Description: Students in this class are divided into teams that each represent an important actor (e.g., Nigerian government, Shell Oil, the IMF, the United States) and participate with nation-state teams from other colleges in a 6-week online negotiation simulation. Students are provided a particular scenario and background information that they supplement with their own research. The simulation is built around a goal, with actors submitting proposals, but is otherwise free-form and unwinds depending on the official diplomatic messages and back-channel communications initiated by each actor. Simulation controllers periodically unveil “developments” during the simulation, which might range from simple things such as declining oil prices to terrorist strikes on the Niger River Delta.

(Inspired by ICONS: <http://www.icons.umd.edu/education/home>)

Assignment #5: Game Creation

Course: Environmental Science

Description: Groups of four students are asked to choose a “wicked” environmental problem from a list provided to them, which will include issues pertaining to resource depletion, water and air pollution, climate change, solid and hazardous waste, and human population. They then collaboratively design a board game that raises awareness of their environmental problem. The game should illustrate the characteristics of this problem that foster wickedness, and provide an opportunity for players to investigate management options for this issue. The game should be based on evidence and accurately represent the scope and complexities of the dilemma. Each student creates a multi-media description of their game and places it in their ePortfolio along with a reflection piece.

(Inspired by: <http://sites.middlebury.edu/environment2/files/2015/08/SENV-3301-Wicked-Environmental-Problems.2015.pdf>)

Assignment #6: Poster Presentation

Course: Intro to American Government & Politics

Description: Small groups of students participate in a lottery to choose from a list of political research the questions about whether candidate demographic variables affect potential voters’ views of the candidate’s qualifications for office and their likelihood of supporting the candidate. Each group investigates the impact of one demographic variable such as gender, race/ethnicity, religiosity, and sexual orientation, and designs an experimental survey that keeps other variables constant. They jointly collect the data, collaboratively analyze it, and collaboratively write up their question, methodology, and results. The group places all of this information on a professionally designed poster presentation (they are shown examples) and the class holds a poster presentation at the end of the term. During the presentation session, students must rotate the responsibility of being by the poster and discussing it with passersby, which include other students, the professor, and a few invited guests from outside the class. When not at the poster, students must go to the other posters and fill out feedback sheets describing what they learned from their classmates’ efforts and offering critiques. These feedback sheets are turned in to the professor.

(David Hubert, SLCC)