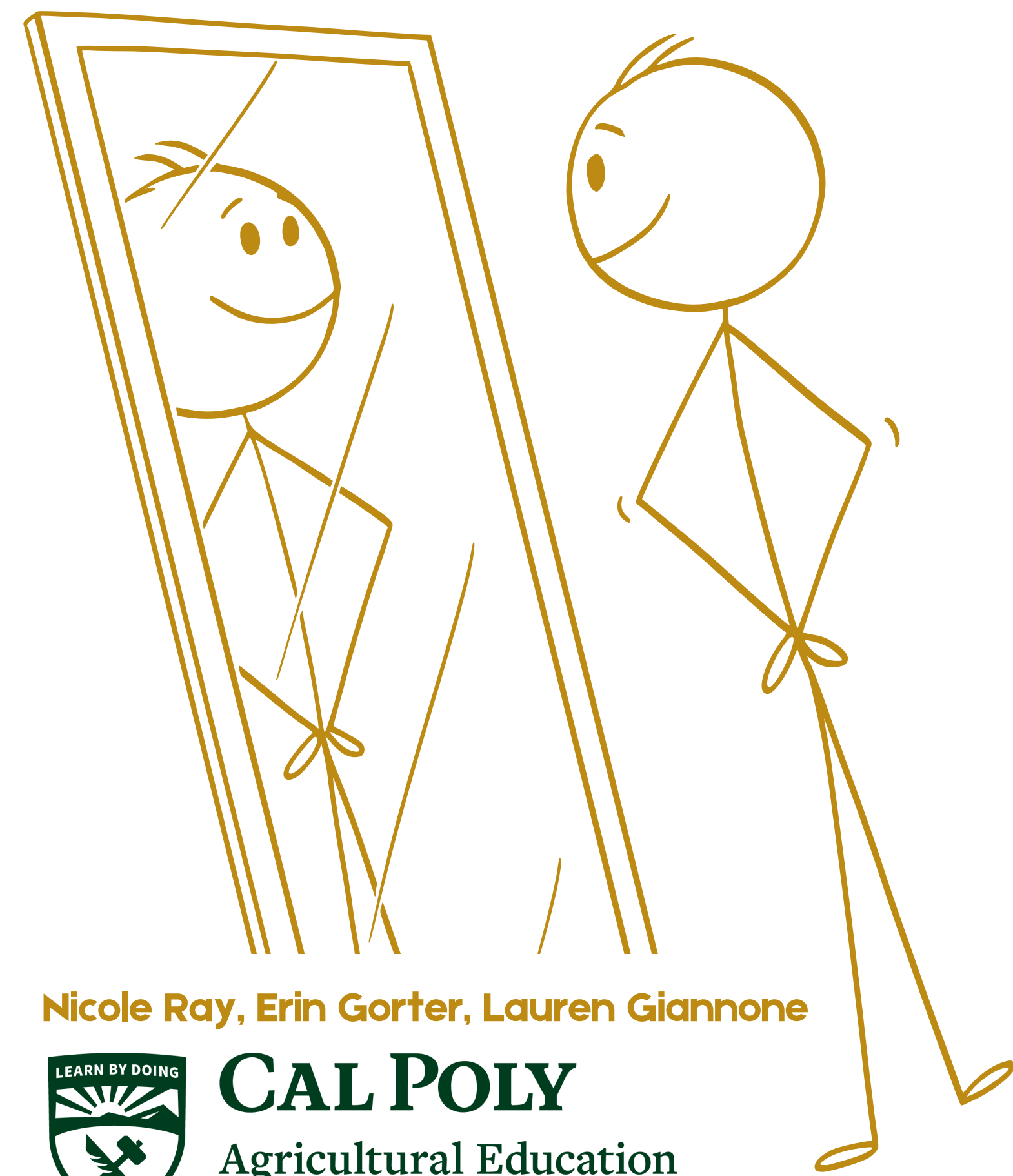


Strategic Reflection

IMPLEMENTING A SHARED DEPARTMENT PROTOCOL



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What

- Faculty in the Cal Poly Ag Education & Communication Department have tested a shared critical reflection protocol across many courses in the undergraduate and graduate level.
- The protocol allows for learners to
 - document what was learned, consider its importance, and plan for the future.
 - focus their efforts on the reflection, instead of learning new routines for assignments across many instructors and courses.

Why?



Promotes Motivation

Student achievement is impacted by learner motivation (Wlodkowski, 2008). Adult learners motivation is known to be impacted by many factors, including their need for personal connection to the learning (Ginsburg and Wlodkowski, 2009; Knowles et. al, 2015).



Promotes Learning

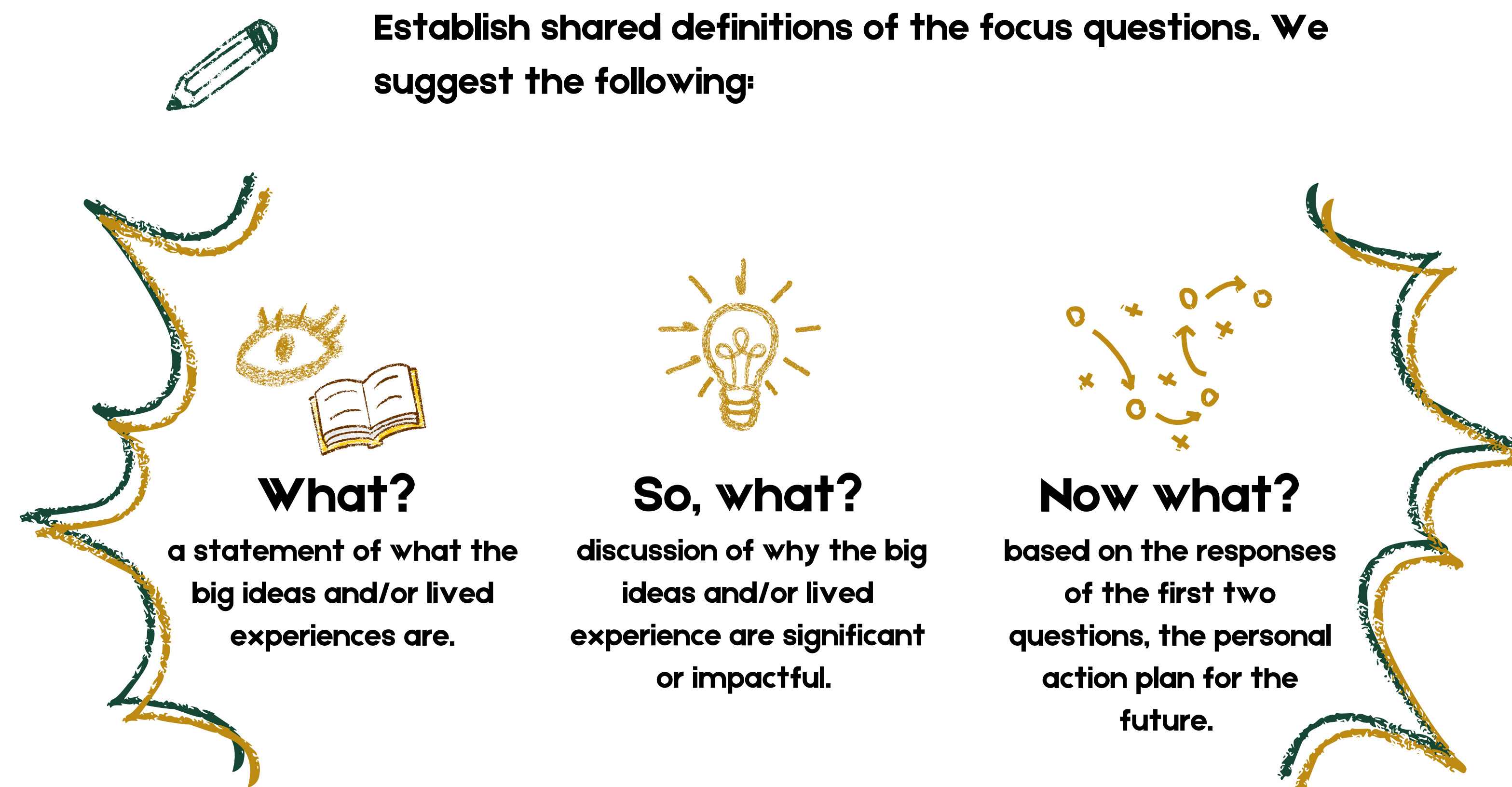
Reflection promotes student achievement and learning (CAST, 2018). Using targeted reflection prompts can create a personal context that can deepen learning and improve motivation for the learner (CAST, 2018; Knowles et. al, 2015).

Manuscript & References



Getting Started

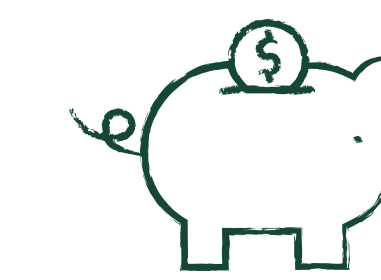
Establish shared definitions of the focus questions. We suggest the following:



Results & Implications

100

Over 100 students have used the protocol, in a variety of undergraduate and graduate courses within agricultural education teacher preparation and leadership.



Using a repeated routine saves faculty time teaching students new formats for learning, and allows for learners to focus on the learning and not learning another new protocol with each faculty.



Faculty have collected critical reflections in a variety of formats including narratives, choice boards, and sketch noting.

Advice Future Plans



Faculty should teach the reflection routine early in the course/program, and provide opportunity for revision of submissions while learners are practicing the routine for the reflection.

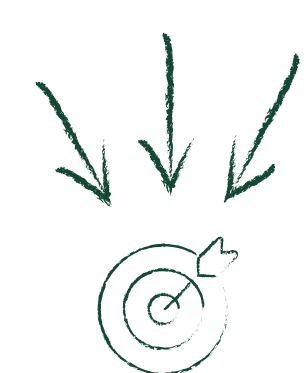


Researchers next steps are to explore learners impressions of the shared protocol in individual courses and across programs.

Costs & Resources



Costs for implementing a shared reflection protocol relate to time to develop a shared protocol and rubric, as well as time to update syllabi with the new opportunities for reflection.



Develop a shared rubric that can be adapted to nuances of each course. Consider adaptability for faculty preferences relating to grading structures like traditional points based, skills based and point - less.



Review individual courses to determine strategic opportunities where critical reflection will deepen the learning experience.



Each faculty determines a plan to communicate the expectations to their students.



Review learners submissions and provide feedback based on the rubric.



As a faculty team, reflect on the student data and process to explore opportunity for continuous improvement.