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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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

Reflection

These blogs demonstrate the learning that I have engaged over the course of the semester. For each blog post, I had to write on a topic of my choosing from each of the four lectures in our textbook. For each of the blogs, I was required to discuss the science and history behind each topic and then give my own opinions on all while keeping the blogs interesting to the reader. This was my job as well towards a targeted audience. All the topics that I picked because I wanted to learn more about them. This demonstrated my willingness to go out and learn on my own.

In an effort to share some ideas, due to these blogs show my learning in all the SCC courses taught by eliminating further, I believe it displays critical thought. Most importantly, this blog is to help the reader understand how the world works. Even though this was a single college assignment, the knowledge and I picked from them will help me better with my future career as an astronomer.

Welcome to Adam "El" Spikell's Portfolio

This portfolio helps me as an opposing way to think about myself, as well as my goals for the coming term. This draft is a graduation project in Spring 2013. Unlike some college portfolios, this one includes art as well as creative writing. I hope that this will serve as an outline for my career's future. I've included knowledge and visual media that helpOkay
“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.”
Reflecting with others:

- Affirms 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.
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.

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)