

Principles of Reflection How do we know if students are learning?

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The Doctor – Sir Luke Fildes


All real life is
encounter

Alles wirkliche Leben ist
Begegnung.

Martin Buber
Ich und Du.



- Context: adults in post-graduate studies
- Identity formation – professional acculturation
- Learning explicit and implicit messages
- Self-awareness



Reflection – Objectives through guided inquiry:

- *Metacognition
thinking about thinking
complex experience
“think aloud”
- *Critical thinking
content
process
- *Dialogue on perspectives
shared meaning
- *Deep learning about the culture & self
positive messages/ambiguities/
dissonance

THE MUSEUM OF MODERN ART
The Girl Before the Mirror Picasso

Expectations of the student

In reflective writing, what we ask of the **student** is to dialogue in guided inquiry:

Observe – Interpret – Represent

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- **Observe** – attentive and mindful
- **Interpret** – explore one’s own way of seeing the course content the culture
- **Represent** – find one’s own voice or way of expressing in word or image

The student's representation

- an expression of meaning
- meaning shaped by form and process
- transforms the experience from the personal to the public sphere
- To share with the faculty or with a peer or peers
- Engage class in appreciating perspectives of this shared meaning
- Presupposes trust and safe space (relationship)

Expectations of the faculty

- Be clear about the goal – start with endpoint:
What qualities would you like to see in the future colleague you are teaching?



Expectations of the faculty

- Be clear about the goal – start with endpoint:
What qualities would you like to see in the future colleague you are teaching?
- What to query? Use a prompt?
- Clarify significance of an event or teaching methodology within the course?
- Double reflection-reconsider previous perspective?
- Consider another narrative form?
- If using metaphor to show not tell – Does it clarify? Or confuse?

Faculty's Response

- Return to the objectives.



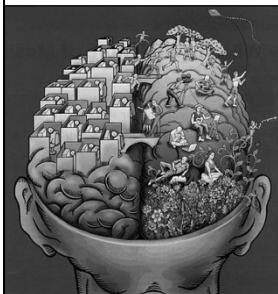
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Response of the faculty

- Return to the objectives.
- Is there something striking in the narrative?
- Does it speak to ambiguity or dissonance?
- To self-awareness and honesty?
- A reflection on the culture?
- A Response that surprised?
- Integration of knowledge and attitudes?

Four themes to transform 21st century medicine:



1. Promote integration in teaching and learning
2. Individualize learning process & standardize learning outcomes (assessments)
3. Foster habits of inquiry & improvement
4. Create supportive yet assiduous environment for professional identity formation

Calls for Reform of Medical Education by the Carnegie Foundation for the Advancement of Teaching: 1910 and 2010

David M. Irby, PhD, Molly Cooke, MD, and Bridget C. O'Brien, PhD

2020 vision
through the narrative lens ?

