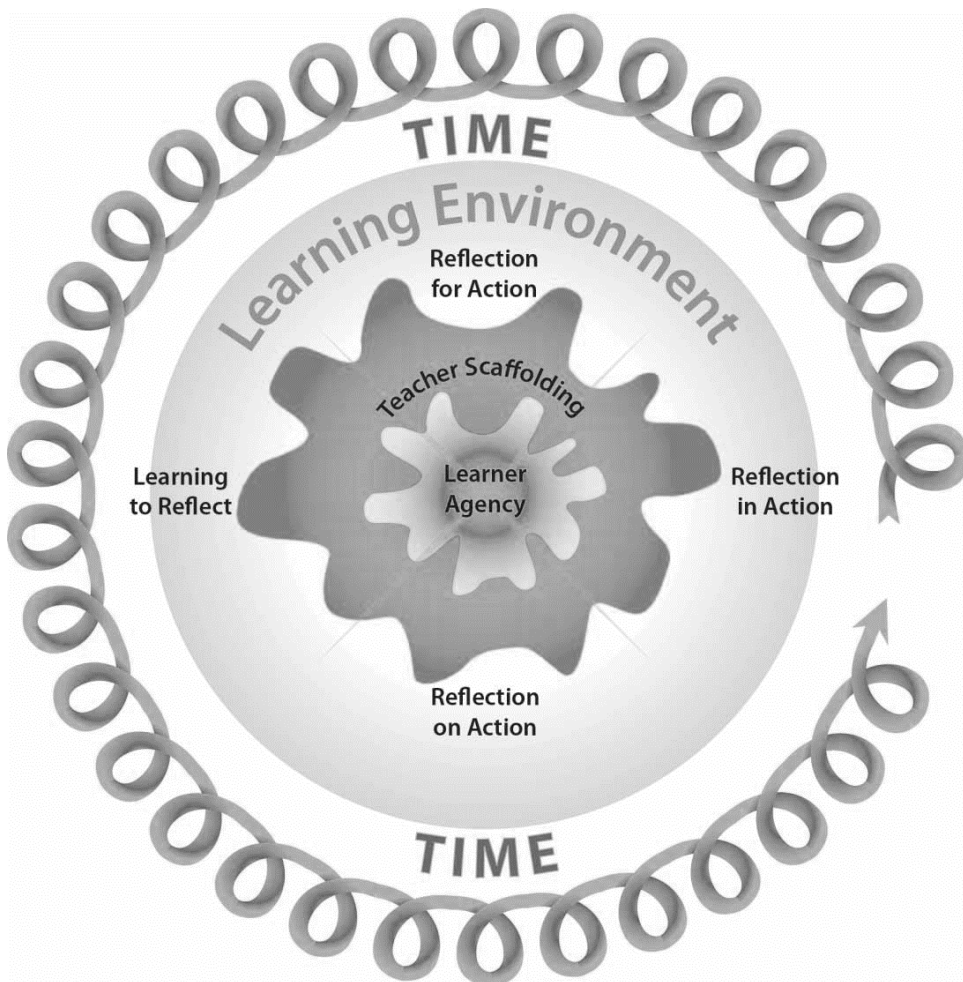


A framework for scaffolding reflection for learning through experience



(Coulson & Harvey, 2003, p. 405)

Reference:

Coulson, D., & Harvey, M. (2013). Scaffolding student reflection for experience-based learning: A framework. *Teaching in Higher Education*, 18(4), 401-413.
doi:[10.1080/13562517.2012.752726](https://doi.org/10.1080/13562517.2012.752726)

Scaffolding Goals for Learning Phases

(Coulson & Harvey, 2003, p. 406)

Learning to reflect

- Reach a shared understanding of the role and expectations of reflection
- Develop learners' capacity for reflective thinking and metacognition
- Introduce reflective tools and diverse media
- Conduct early diagnostic assessment
- Provide formative feedback
- Provide opportunities for learners to increase depth and complexity of reflection

Reflection for action

- Clarify and contextualize reflection
- Prepare learners for the learning experience
- Provide reflective skills practice
- Provide formative feedback
- Conduct early diagnostic/formative assessment

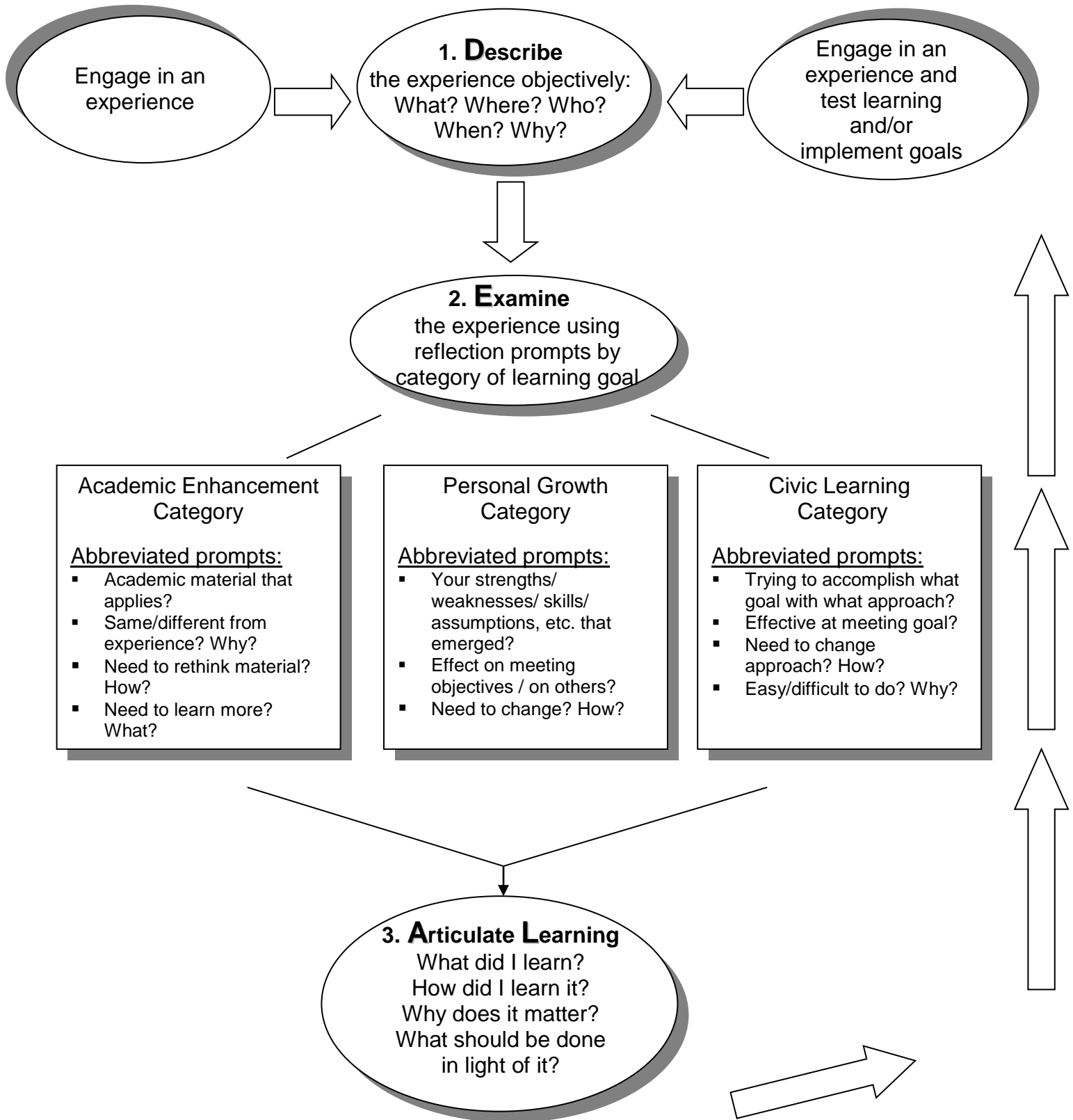
Reflection in action

- Enable learners to make sense of their experience
- Enable learners to develop meaning from their experience
- Work through issues and critical incidents
- Generate options for documenting learning
- Encourage the development of praxis
- Provide formative assessment and feedback

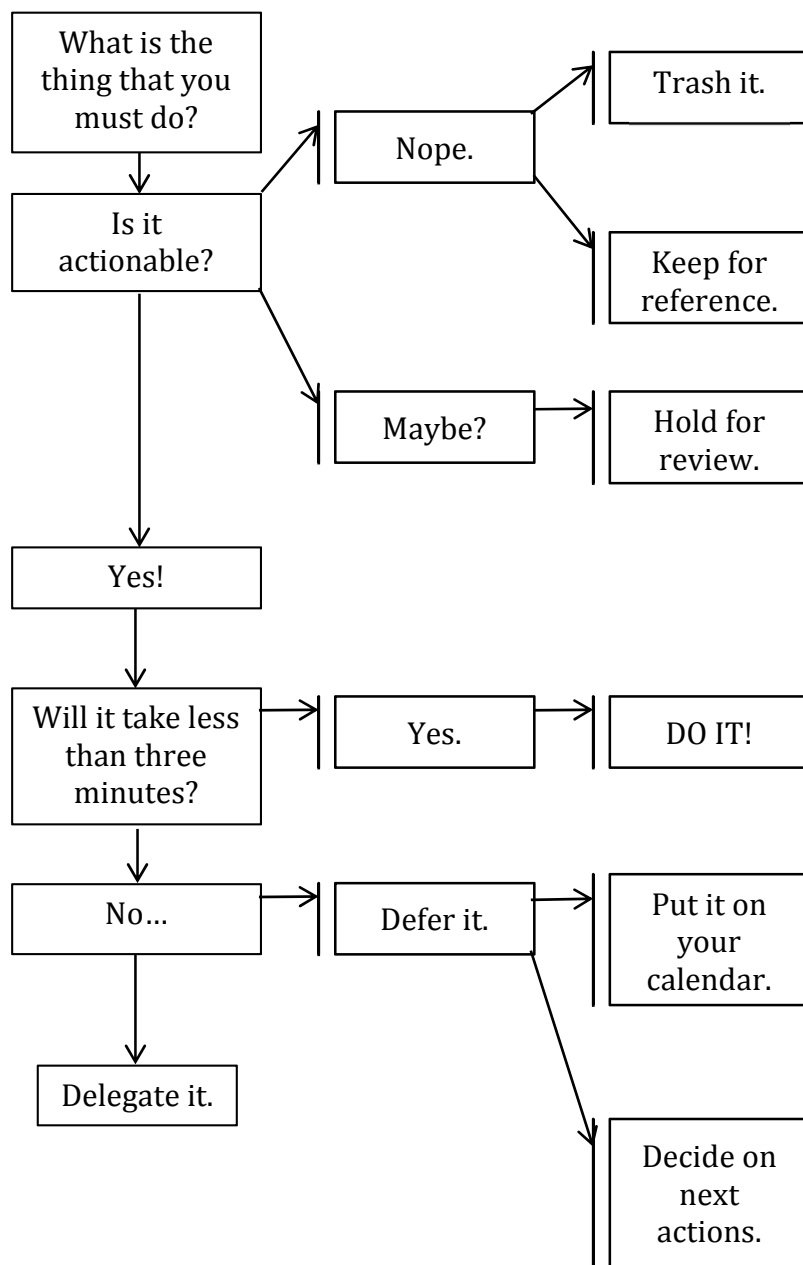
Reflection on action

- Debrief experience, process emotions
- Provide processes for whole person learning
- Encourage application of metacognitive skill
- Develop learner capacity to synthesize learning from experience
- Encourage connections through application of learning to courses, future work, and graduate capabilities
- Encourage application of reflection to lifelong learning and professional practice
- Provide summative assessment and feedback

Schematic Overview of the DEAL Model for Critical Reflection



Problem Solving Flowchart



Adapted from:

Allen, D. (2001). *Getting things done: The art of stress-free productivity*. New York: Penguin Books.

Problem Solving Scenarios

Address each of the scenarios below using the Problem Solving Flowchart. Identify the actionable tasks, and whether you complete the task, delegate the task, or defer the task.

1. You just started your shift in the office, and notice a large pile of papers sitting in the middle of your desk. The stack was left by the previous student worker, but she was running late for a test, and didn't have time to tell you what was what. You go through the stack, which has the following items:
 - a. A flyer from a non-MSC student group requesting clothing donations.
 - b. A brochure advertising the opening of a new restaurant in town. Stapled to the brochure is a small note, stating that the restaurant is looking for student groups interested in doing a profit share.
 - c. A phone list for the office in which you currently work. At the top of the sheet, someone has hand written "UPDATED CONTACT SHEET." The sheet is dated for yesterday.
 - d. A note from Emily, the graduate assistant in the office. Emily is expecting a call from Lone Star Coaches to confirm a bus reservation, but will be out of the office for the rest of the day. She has asked that the front desk take the call, and for whoever takes the call to email her with the company's message.
 - e. A how-to sheet for accepting applications for one of the MSC's leadership conferences. Applications are not due until next week, but students often call with questions in advance.
 - f. A stack of papers from Katy. The note on top requests that someone type up the responses and email them to her.

2. Your shift ends in 10 minutes. Jane, another student worker, will arrive in about 5 minutes to take over the desk. You still have the following tasks remaining:
 - a. Return a phone call to Dr. James. Dr. James called less than five ago to speak to your supervisor, but your supervisor is in a meeting. You need to call him back and let him know. You do not know why he wanted to meet with your supervisor.
 - b. Place flyers in staff mailboxes. They are flyers advertising an Auntie Ann's franchise. You do not know who asked to have them put in the staff mailboxes.
 - c. Compile an alumni contact list. One of the professional staff members is trying to compile an alumni contact list based on old program applications. All of the applications are on hard copy, and have been filed in the back room. The staff member has asked you to pull the files and type the alumni's contact information into an excel sheet.

3. Today is Tuesday, and your supervisor has asked you to make copies of a program flyer for next Monday's staff event. However, the printer is out of ink, and only Mrs. Renee is able to order more. Mrs. Renee has left for the day, but should be able to order more tomorrow (Wednesday) if you ask. Once Mrs. Renee places the order, it will take until the end of the day Thursday for the ink to arrive and be installed. You will work a shift tomorrow (Wednesday) and next Tuesday, but will not be in the office Thursday, Friday, or Monday.
4. You and one of your fellow staff members are working with one of the MSC's student groups, and have been tasked with stuffing 50+ envelopes for mailing. Each envelope should contain a letter describing the program, a brochure, and a large raffle ticket. As the two of you work to stuff the envelopes, you encounter the following issues:
 - a. You and your partner realize that you don't have enough letters. You try to call the group's advisor, but he is out of the office, and you don't know when he will return.
 - b. You run out of raffle tickets. However, the advisor warned you that that might happen, and told you that the box office could print more if needed. It will take about 20 minutes to print the needed tickets.
 - c. You finish stuffing all of the envelopes, but realize that you don't know whether or not to seal them. You vaguely recall one of the group members mentioning that there is more stuff to add, and want to leave them unsealed. Your partner insists that she was told by a group member to seal the envelopes and return them to the advisor's desk. You know that the student group will be meeting in an hour, just before you and your partner's shift ends.

Problem Solving Worksheet

Problem #1

Task A: Actionable? Y/N
Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Task B: Actionable? Y/N
Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Task C: Actionable? Y/N
Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Task D: Actionable? Y/N
Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Task E: Actionable? Y/N
Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Task F: Actionable? Y/N
Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Comments:

Problem #2

Task A: Actionable? Y/N
Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Task B: Actionable? Y/N
Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Task C: Actionable? Y/N
Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Comments:

Problem #3

What are your tasks?	Actionable? Y/N
1.	Actionable? Y/N
2.	Actionable? Y/N
3.	Actionable? Y/N
4.	Actionable? Y/N
5.	Actionable? Y/N
6.	Actionable? Y/N

For each task, above, do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Problem #4

Task A: Actionable? Y/N
 Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Task B: Actionable? Y/N
 Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Task C: Actionable? Y/N
 Do you...
 Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Comments: _____

Problem #5

What are your tasks?

1.	Actionable? Y/N
2.	Actionable? Y/N
3.	Actionable? Y/N
4.	Actionable? Y/N
5.	Actionable? Y/N
6.	Actionable? Y/N

For each task, above, do you...

Trash it Do it!
 Keep for reference Defer it – put it on your calendar
 Hold for review Defer it – decide on next actions
 Delegate it. (To: _____)

Name: _____

Self Evaluation	I Can Statements.....	
Name the problem:			
Corresponding ULO: Critical Thinking, Communicate Effectively, Social Responsibility, Global Competence, Lifelong learning, Work Collaboratively			
Corresponding Skill Builder: Customer service, time management, team building, confidence, prioritization, organization, other:			
I got it!	Sort of got it!	Didn't get it.	Next time I can....
Explain....			

Self Evaluation	I Can Statements.....	
Name the problem:			
Corresponding ULO: Critical Thinking, Communicate Effectively, Social Responsibility, Global Competence, Lifelong learning, Work Collaboratively			
Corresponding Skill Builder: Customer service, time management, team building, confidence, prioritization, organization, other:			
I got it!	Sort of got it!	Didn't get it.	Next time I can....
Explain....			

Self Evaluation	I Can Statements.....	
Name the problem:			
Corresponding ULO: Critical Thinking, Communicate Effectively, Social Responsibility, Global Competence, Lifelong learning, Work Collaboratively			
Corresponding Skill Builder: Customer service, time management, team building, confidence, prioritization, organization, other:			
I got it!	Sort of got it!	Didn't get it.	Next time I can....
Explain....			