A framework for scaffolding reflection for learning through experience

(Coulson & Harvey, 2003, p. 405)

Reference:
doi: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

1. Describe
   the experience objectively:
   What? Where? Who?
   When? Why?

2. Examine
   the experience using
   reflection prompts by
   category of learning goal

3. Articulate Learning
   What did I learn?
   How did I learn it?
   Why does it matter?
   What should be done
   in light of it?

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Academic Enhancement Category
Abbreviated prompts:
- Academic material that applies?
- Same/different from experience? Why?
- Need to rethink material? How?
- Need to learn more? What?

Personal Growth Category
Abbreviated prompts:
- Your strengths/weaknesses/skills/assumptions, etc. that emerged?
- Effect on meeting objectives/on others?
- Need to change? How?

Civic Learning Category
Abbreviated prompts:
- Trying to accomplish what goal with what approach?
- Effective at meeting goal?
- Need to change approach? How?
- Easy/difficult to do? Why?

Problem Solving Flowchart

What is the thing that you must do?

Is it actionable?

Nope.

Trash it.

Keep for reference.

Maybe?

Hold for review.

Yes!

Will it take less than three minutes?

Yes.

DO IT!

No...

Defer it.

Put it on your calendar.

Delegate it.

Decide on next actions.

Adapted from:
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?

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: ______________________)
## Customer Service Scenarios

Read each situation and mark YOUR opinion of the behavior in the box to the right. Next, indicate how you think MOST STUDENT EMPLOYEES would evaluate the behavior. After everyone in your group has done this, discuss the scenarios and indicate what your GROUPs overall opinion is.

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<tr>
<td>Jason was working the customer service desk and received a phone call from a student that had a question regarding an upcoming program. The student indicated that this was the third time she had called with the same question. She had left messages with three different people and never received a return phone call. Jason did not know the answer to her question off the top of his head so he took her name and phone number and promised to return her call that afternoon.</td>
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<td>Jane was in the middle of a data entry request when a customer approached her desk. The customer could not speak but did know sign language and was clearly in need of some assistance. The customer seemed to be lost. Jane stopped what she was doing and began to write notes back and forth with the customer. It was determine the customer needed to get to the Koldus building. Jane printed a campus map and showed her how to get to Koldus. The customer left and Jane continued her data entry task.</td>
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<td>Johnny is currently assisting Student A with a request when the phone rings. He answers the phone and asks if he could put the caller on hold, but the customer refuses when asked. The customer, Student B, is upset with a program he attended sponsored by a committee in the SPO last week and is demanding to get his money back. Johnny tries to explain that he is not in a position to assist him but would be happy to take a message. Meanwhile, Student A is getting impatient and begins tapping her foot. Johnny again tries to put Student B on hold to no avail. Student B insists on taking Johnny’s name, position and email address. Johnny provides his name but no other information. Student B wants to speak to his supervisor immediately. Johnny says that he will need to place Student B on hold, and does so even though Student B “refuses”. Johnny then finishes helping Student A with her original need and when he is done notifies his supervisor who has just returned from a meeting that a caller is on the phone demanding money back for a program he attended and was dissatisfied with.</td>
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**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:

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Explain....

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