

CRITICAL REFLECTION IN A VIRTUAL ENVIRONMENT

Reflection is a pivotal component of an Experiential Learning experience. Well designed reflective activities link classroom content with the student service experience. This document highlights the key steps an instructor should consider when engaging students in meaningful reflective practice within a virtual environment. Further information about the principles and typologies of experiential learning can be found [here](#).

DETERMINE THE MODEL FOR REFLECTIVE PRACTICE

Suggested models include:

- [DEAL Model](#) (Ash & Clayton, 2009)
- [What? So What? Now What?](#) (Rolfe, 2001)
- [ORID Method](#)
- Ensure student reflection is continuous and occurs before, during, and after the experience.
- Questions to guide reflection activities for each of these stages can be found [here](#).
- Consider the [4 C's of Reflective Practice](#): Connected, Continuous, Challenging, and Contextualized

CONSIDER ONLINE TOOLS FOR FACILITATING VIRTUAL REFLECTION ACTIVITIES

- [Padlet](#) (useful for large classes)
 - [30 Creative Ways to Use Padlet for Teachers and Students](#)
- [Flipgrid](#) (best for <100 students but can be used for larger groups)
 - [Remote Learning in Higher Education with Flipgrid](#)
 - [15 Ways to Flipgrid in Higher Education](#)
 - [15 Ways to Infuse Flipgrid](#)
- [Zoom](#)
 - Facilitate breakout rooms to engage students in virtual small group discussions
 - Invite community partners into the virtual classroom for introductions or reflection activities/discussions
- [Microsoft Teams](#)
 - Use for video calls, team chats, resource/document sharing, and project planning

CREATE A SAFE ONLINE COMMUNITY FOR STUDENTS TO SHARE REFLECTIONS

- Personalize your course by sharing a photo (or video) introducing yourself and encourage students to do the same. Continue to share personal anecdotes throughout your teaching.
- Make yourself available to answer questions and provide feedback throughout the term.
- Encourage student-to-student advice and feedback.
- Create a 'water cooler' or 'café' discussion board allowing students to discuss current events and common interests to help them connect outside of course content.
- Share campus events both related and unrelated to the course to connect students with the wider campus.
- Explain how to access campus student supports and resources.
- Provide various 'modes' for students to engage in the course and reflect (i.e., writing, telling, activities, multimedia).