

Å ta ansvar – refleksjon som grunnlag for læring

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“På spor av fremragende utdanning”

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Refleksjon – Individuelt og sammen



Agroecology MSc– vårt konseptuelle fundament

“Fra agroøkologien til agroøkologen” (Fra lærersentrert til studentsentrert)

- Læring er en aktiv prosess, ikke en enkel overføring av kunnskap
 - Læring er grunnleggende sett en sosial prosess
 - Læring er identitetsbygging: Hvem ønsker jeg å bli?
- Læring bør skje i tilknytning til omgivelser som er relevante for faget





Hva er refleksjon?

Re-peat (passiv læring)

Re-flect (aktiv læring)

Re-search (forske)

Ikke å kunne *definere* men å kunne *gjøre*.

Forberedelse til yrkeslivet – livslang læring:

Aktiv læring skjer gjennom refleksjon

Integrering av refleksjon i et emne/kurs

1. Som en del av en time (10 – 20 min) – kontinuerlig
2. Egne refleksjonssesjoner (1 – 2 timer) – ukentlig
3. Refleksjonsdokument (inkl. log) – for hele emnet

REFLKSJONSSESJONER KAN OGSÅ LEDES AV STUDENTER

Organisering av refleksjon

1. Introdusere et tema
2. Stille spørsmål som stimulerer refleksjon
3. Presentere *hvordan* studentene skal jobbe med spørsmålene (prosess)
- (4. Refleksjon over refleksjonen)

Som en del av en time

(Fra en time i Master i samfunnsernæring, HiOA)

Question 1: Wendell Berry in his essay ”The pleasures of eating”, suggests that ”Eating is an agricultural act”.

In your opinion, how might that indeed be so?

Process:

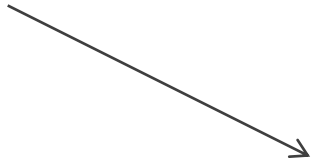
Individual reflection - 3 minutes

Share in the group (3-4 students) – 10 minutes
(Guidelines for dialogue. Listening, no debate)

Plenary presentation and joint reflection – 7 minutes

Conversation continuum

Debate



Discussion



Dialogue

Guidelines for dialogue

- Listen without thinking about a response
- Suspend your need to hear what you agree with, or what you expect
- Dare to ask questions from a place of not-knowing

Guidelines for dialogue...

- Suspend judgment
- Identify and genuinely question your assumptions
- Slow down, allow for silence
- Listen to yourself, the others and the connections between the various perspectives

Egne refleksjonssesjoner – for eksempel hver uke

Think back on the experiences you had
during the case visit last week:

**How will I connect the experiences from
the case visit with the theory (content and process)
dealt with in the course so far?**

PROCESS:

10 minutes individually – IN SILENCE

THEN: 15 minutes in groups of three. Share in the groups.

Finally plenary presentations of findings

Egne refleksjonssesjoner – for eksempel hver uke

Think back on the experiences you had during the case visit last week, and ask yourself:

What are the questions I am asking myself in relation to what I have experienced?

PROCESS:

10 minutes individually – IN SILENCE

THEN: 15 minutes in groups of three. Share in the groups.

Finally plenary presentations of findings

Egne refleksjonssesjoner – for eksempel hver uke

Looking back on the processes and topics encountered during the case visit last week:

What do I now need to learn more about (process and content)?

PROCESS:

10 minutes individually – IN SILENCE

THEN: 15 minutes in groups of three. Share in the groups.

Finally plenary presentations of findings

How might I go about finding the answers to these questions?

Sit in the same groups
and talk about this for 10 minutes



Everybody take five minutes individually to write down three important things they want to do next week

Pick another student and exchange plans.

At the end:

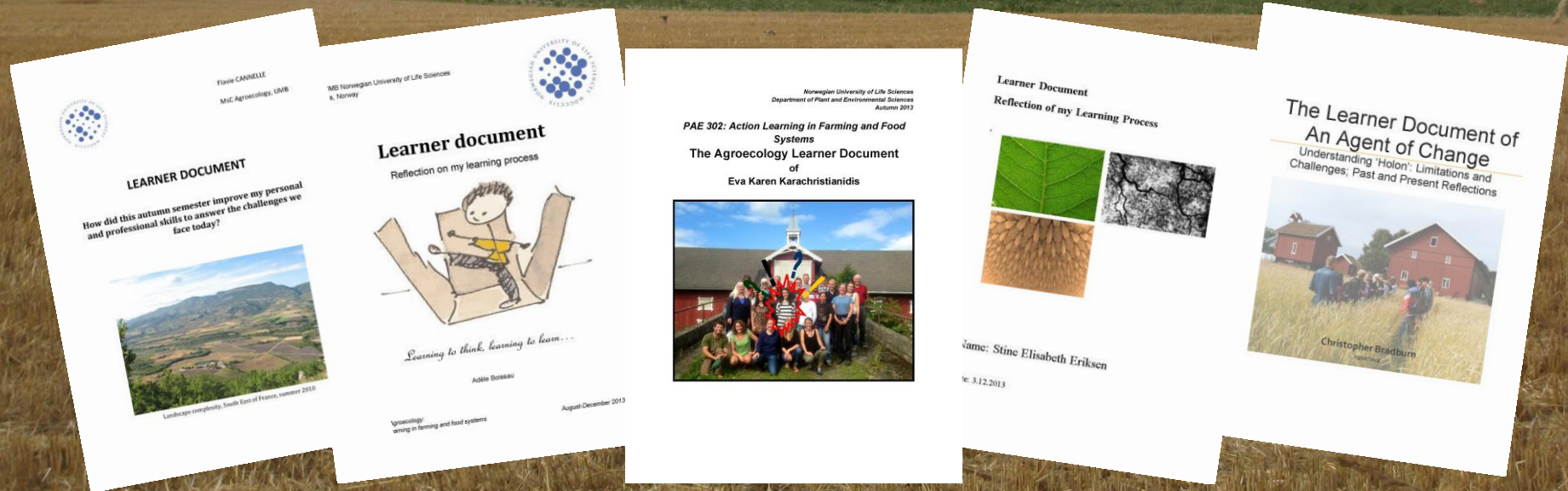
Meta-reflection (to improve ourselves):

What do we think about this reflection session?

What went well, and what went not so well?

The three steps of log-writing – As basis for writing a learner (reflection) document

- What exactly did I observe? What exactly happened? What did I experience?
- What did I feel/think about this?
- What did I learn from this?



*Listen without thinking
about a response. First seek to
understand, then to be
understood*

*Suspend
judgement*

*Be curious – ask questions
with genuine interest and from a place
of not-knowing*

*Suspend your need to
defend your opinions and
your need to hear what you agree with*

*Ask yourself: What question
can I ask that will help
surface new
perspectives and
connections?*

*Hold tensions without
trying to rescue or to
fix them*

*Slow down – allow for silence
and reflection*

*Be open to questioning your
own assumptions and
consider that alternative
ones might be just as valid*

*Move away from
conclusions – and be
open to outcome*

*Ask yourself: Am I willing to
be influenced?*

*Listen to yourself, the others
and the connections between
the various perspectives.*