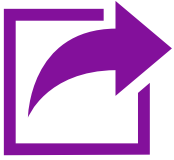


Critical reflection



Strategies to share with students

Suggested ideas and practices educators can share with students to support awareness of the topic and development of the skill. Strategies can be adopted/adapted as needed.

- Review different **models** for reflective practice to see which ones resonate and are most useful for your context (e.g., Gibbs' Reflective Cycle; Borton's What-So What-Now What Model (1970); Seidel and Blythe's Compass Model (1996))
- Develop a daily or near-daily **writing habit** so that you are writing brief reflections on your learning while it is still fresh in your memory
- Focus on the **analytic components of reflection** (how I experienced the learning, how I will use what I learned moving forward) over the summary components (what I learned)
- Partner with peers to create a supportive **community of practice** in which you make time to write together and share your reflections on your learning journey
- Be patient**—it takes time to develop reflective capacity and writing about subjective experiences can be more challenging than writing that emphasizes logic and argumentation. Take time to understand your own social **location** (i.e., your intersectional positionality along axes of power and oppression such as race, ethnicity, gender, sexual orientation, class, religion, and ability) and how this affects your learning.

