

ENG111 UNIT 1 - Lockbox Exam Group Debrief & Personal Reflection

Assignment:

We will discuss the following questions and reflect upon our exam experience at the end of the class session after we have completed the activity. In addition to our in-class discussion, you will need to write your own reflection. Your reflection should be 750-1000 words (i.e. 3-4 pages, double spaced) and submitted to Moodle by next Sunday evening. Your personal reflection should address some of the questions below.

At a minimum, your reflection should include: 1. An assessment of your experience. 2. An evaluation of your performance/ contributions to the group. 3. One more responses to each of the Content Reflection Areas (CRA's) below.

CRA #1: Applying this experience to the Content of class:

During this activity, you likely practiced Rhetorical Thinking (RT) - Did you listen to your fellow group members, understand their positions/thoughts/ideas, reflect on how best to solve the 'problem'/ complete the task, then respond - participate in the conversations & tasks? How does the **Rhetorical Thinking concept apply to your experience**? How does this mimic what you might do in the workplace/future career fields/other classes/life?

CRA #2: Course Content and Soft Skills

Obviously, you discovered that there were more activities than could be completed in the time frame, therefore you had to 'divide and conquer' to complete the activities in the time allotted. How did you and your group members communicate and decide how to divide up activities? How did people volunteer and **demonstrate their credibility** to be the best person(s) to complete a given task? How did you decide when it was time to switch or change activities with others - were these mutual decisions or coerced/forced? How did these decisions impact you and your group?

CRA #3: Critical Thinking / General Course Outcomes

Not all of the activities directly correlated with the course content - some were logic puzzles, and problem solving activities. These activities required you to work with others to demonstrate **communication, critical thinking, teamwork, patience, and problem solving**. While not specific outcomes of this unit, these are skills needed in future courses, workplaces and careers. What prior knowledge did you use in this activity; how did you use/apply it? **What are some examples of how you demonstrated these "soft skills"?, How did this activity change your understanding of the complexities of group dynamics?** How do you take your experience and the lessons from this 'exam' and apply them to helping you be a better team member and contributor in future projects?

CRA #4: Transformational Learning

One of the core concepts of learning theory is the value of “struggle”.

In Transformational Learning Theory, disorienting dilemmas are commonly seen as an integral part of transformative learning process. (This is Mezirow’s theory). This project was designed to be challenging, have time constraints, and require you to make deliberate decisions regarding where to divide/put your time and energies amongst members of your group. Part of the lesson is learning to embrace “struggle” and practice “resilience”. Perhaps someone in your group perceived this as a competition between your group and other groups. Maybe you got frustrated internally with yourself, the questions, or the ‘exam’ content. Maybe you found others’ actions/behaviors in the group frustrating. Maybe you had an emotional reaction (internally or externally). **Talk through the challenges or struggles you experienced. What assumptions did you make about yourself, others, and the activity? What did you believe this experience would be like vs. what it was actually like? How will you take what you learned in working with others via this ‘activity’ to apply in other aspects of life?**

Theoretical Frameworks:

Critical Thinking & Soft Skills:

Mezirow’s Transformational Learning Theory - how we struggle and achieve perseverance - and make changes (i.e. learn) -- the three facets are changes in understanding of the self, revisions of beliefs, and changes in lifestyle.

Social Change Theory (Komives, Dugan, Buschlen) - Consciousness of self, congruence, and commitment and then reflection / exploration of one’s own experience and the experiences of others in a given situation (project).

Reflective Learning (various) - metacognitive strategies & application, developing an awareness of self and others, taking responsibility for learning and growth (academic and personal), and developing an understanding of personal effort and personal outcomes.

NMC General Education Outcomes - Communications 1, 2, 3, 4 & Critical Thinking 1, 2, 3