## Sample Reflection Map

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<th>Pre-work Experience</th>
<th>During Work Experience</th>
<th>Post-work Experience</th>
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<td>Reflect Alone</td>
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<td>Reflect with Course Instructor/WIL Programme Coordinator</td>
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<td>Reflect with Members of the Worksite</td>
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(Adapted from Eyler, 2002)
Sample Reflection Exercises

Daily Bag Drop

• Each person in the class designs a paper bag to hang in his or her workplace environment.

• Design blank cards that have “Positive experience at worksite: _________________________”, “An area to improve: _________________________”, and “Goals for next time: _________________________” written on them, followed by an appropriately sized blank space for the student to fill in with text.

• Following each designated shift at the student’s worksite, the student will sign and date a card and fill in the blank spaces to recognize a positive experience that occurred during placement that day, a challenging experience that requires improvement or an alternate resolution, and the steps that the individual will take to improve practice during his or her next opportunity at the workplace.

• At the culmination of the work experience, the student will empty the bag and recount the various positive aspects, challenges and improvements that he or she made throughout the work-integrated learning opportunity.

• These cards could also provide the foundation for a written analysis or discussion with the class.

Two Things

• Each individual is required to record two things following every opportunity/shift in the workplace that has been significant for his or her learning.

• The individual will then record the ways in which these aspects can be applied to future practice or integrated with other knowledge learned in the classroom.

Field Notes

• Students are to create a small reference book that details one interesting aspect of the work experience, improvements that have been achieved, something useful that the students have learned, and new terms or goals for future action for each letter of the alphabet.

Collaborative Drawings

• Students break up into groups of 3-4. Provide the students with a large piece of paper and writing utensils.

• Request that the students collaborate to create a drawing that represents their experience and learning throughout their work experience.

• Ensure that all students have a personal piece included in the drawing that is relevant to their experience. This is particularly important given that the experiences of each student are likely to be quite different.

• Each group is then required to describe their drawing at the front of the class. Included in this discussion should be each individual student’s personal part of the drawing, as well as the ways in which each of the personal aspects of the drawing connect with each other to address a higher-order theme or topic.

(Adapted from Volpe-White, 2015)
Sample Reflection Exercises (cont’d)

Mind Map

• Select 1-3 words that directly relate to your work experience (e.g., your title, the organization, broad facts about the organization, mission for placement, skills involved) and write it in the middle of a blank sheet of paper.

• Create lines coming from the centre of the paper where the key words have been placed. At the end of these lines, record thoughts on the placement, expectations of what might occur, challenges that are likely to be faced, ideas that you might experiment with, connections you would like to make and learning goals.

• Complete this activity at the beginning, middle and end of the placement experience, and share/discuss or create a written analysis of the similarities, evolutions and differences among the three activities.

Interview

• Pair students in groups of 2 or 3.

• Create a draft of a semi-structured interview guide for students to use within the group. Encourage the students to generate their own questions as well.

• Students take turns engaging in a guided reflection by interviewing their partners using these semi-structured guides.

• The interviewer (or third partner) should record the responses. The recorded responses are given to the interviewee at the end of the activity.

Professional Identity Development

• Provide each student with four circles on paper. The four plates are intended to represent a mask of how we are seen in different contexts: friends, family, school and work.

• On each mask, have the students draw an image of how others see them in that context.

• Discuss the contrast between the masks and how the student would like to be seen.

Object Share

• Have each student bring in an object that represents his or her work experience: e.g., “How I felt about the work experience”; “My contribution”; “What I learned”; “What I will do next.”

• Have the students describe the object and discuss reasons for object selection.

Prospective Planning

• Pretend it is 10 years in the future.

• Ask the students to answer the following questions: “How did your student work experience affect your life?”; “What have you done since this experience?”; “How have you actions impacted others?”

(Adapted from Volpe-White, 2015)