# Learning from experience

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| **Student focused learning outcomes:**  By the end of the session, you will be better able to:   * understand the reasons for reflecting on your own and others’ work * use a framework to give peers feedback on their participation on the course |

*‘We do not learn from experience…we learn from reflecting on experience’*

- John Dewey

## Task 1

1. Consider the experiences below. What effect might they have on you?

* I left my phone in a taxi.
* I fell asleep in the sunshine.
* I spent 3 hours shopping online yesterday.

1. Discuss your ideas with your classmates.

## Task 2

Successful students regularly reflect on their work.

1. What does ‘reflect on their work’ mean to you?
2. Can you provide any examples of when you have reflected on your own work?

### Self-reflection

Self-reflective assignments are often used as a mode of assessment at university. Self-reflection involves thinking (and sometimes writing) about:

* how you performed in a task
* what you have learned about yourself
* what you would do differently next time.

Focusing on a **critical incident** that occurred during the task can help you to reflect on something specific. A critical incident is something which:

* was important or significant to you
* made you stop and think, or made you question something
* had (or could have had) an impact on your performance.

A critical incident does not have to be something negative.

Reflecting on critical incidents can help you develop strategies to deal with similar incidents that may happen in the future.

## Task 3

Read Chen and Nick’s experiences.

1. What did they learn from their self-reflection?
2. Did they experience critical incidents?

**Student 1: Chen**

*When I heard about the task, I panicked and started looking up websites in my own language. In the end I had to translate them all and this wasted a lot of time, and my classmates became frustrated with me.*

**Student 2: Nick**

*I didn’t fully understand the task the teacher set. I got confused at the beginning of the discussion because the other students started talking about information I hadn’t researched. I felt so nervous and was afraid that everyone would notice. After a few minutes, I realised that I knew something about the discussion topic and eventually I joined in and made some points.*

## Task 4

Think about your experiences since starting this course. Have you experienced any critical incidents?

Share with your group:

* what the incident was
* how the incident made you feel and why
* why it was interesting/significant for you and your learning

## Peer feedback

University students collaborate on many tasks and assignments. Part of this process is sharing feedback with your peers. This feedback can help you reflect and then improve, but many students feel nervous about giving peer feedback for the first time.

Here is a useful framework for giving peer feedback:

**Compliment**: What have your peers done well?

**Suggest**: What improvements could they make?

**Correct**: Were there errors? How could these be corrected?

All three should be treated in equal measure, with no one step dominating the feedback.

## Adapted from: Moreillon, J. & Seible. M.K. (2019) *Peer Edit with Perfection: Effective Strategies.* Available at: <http://www.readwritethink.org/classroom-resources/*lesson-plans/peer-edit-with-perfetion-786.htm>l* (Accessed: 15 March 2021)

## Task 5

Give some brief feedback to your groupmates on their participation in this course so far.

Think about:

* interaction in the whole-group activities
* interaction in group and pair activities
* confidence
* anything else you consider important.