

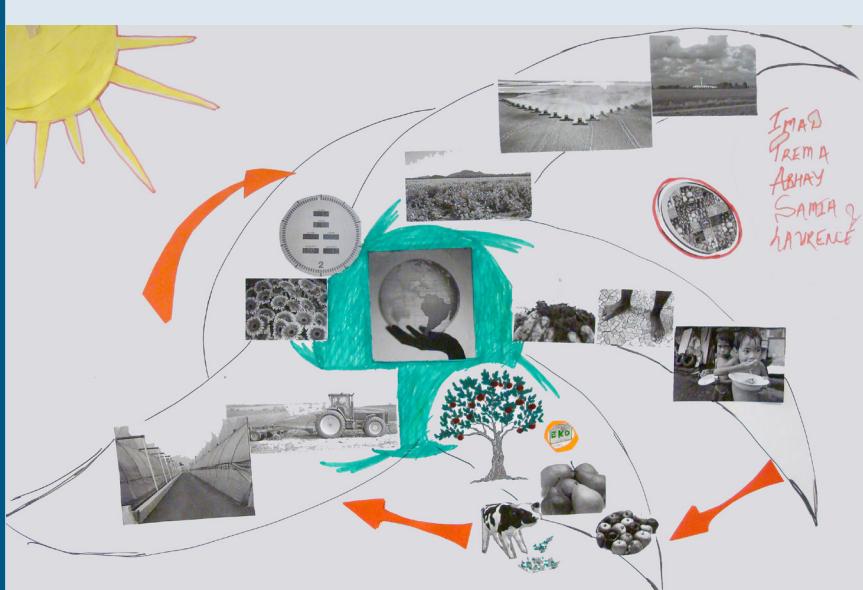
Reflection Methods

Tools to Make Learning More Explicit

Femke Gordijn

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The Centre for Development Innovation (CDI) works on processes of innovation and change in the areas of secure and healthy food, adaptive agriculture, sustainable markets and ecosystem governance. It is an interdisciplinary, internationally focused unit of Wageningen University and Research Centre within the Social Sciences Group.

Through facilitating innovation, brokering knowledge and supporting capacity development, our group of 60 staff help to link Wageningen UR's expertise to the global challenges of sustainable and equitable development. CDI works to inspire new forms of learning and collaboration between citizens, governments, businesses, NGOs and the scientific community.

More information: www.cdi.wur.nl



Innovation & Change



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Sustainable Markets



Secure & Healthy Food

This manual has been developed by CDI, in cooperation with Femke Gordijn (InnerAction.nl), Natalia Eernstman and Djura Prins (www.prinsincommunicatie.nl).

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Manual for Facilitators and Trainers

July 2012

Centre for Development Innovation, Wageningen UR

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This manual summarizes a number of tools that can be used to facilitate the process of reflecting on the knowledge and experiences participants acquire during a course. This will make their learning more explicit and articulated.

Photos

Jan Helder & participants in 2010 & 2011 courses

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Preface

Our course participants often tell us how inspiring they find our courses and how valuable they find the information being shared. But the challenge they face is how to digest all this information and how to translate it to their own context. A two or three week course should not remain a stand-alone exercise after which people get back to business as usual. It is critically important to integrate the lessons learned into one's own work environment.

There are different ways in which we make sure the learning is embedded in the context in which the participants operate, and also that it is adapted, transferred and applied, resulting in positive change in society. One example of how we try to ensure learning is embedded in participants' context is the reflection sessions we facilitate during the courses.

This manual summarizes tools for facilitating this reflection process to advance learning and promote positive change. Our course participants are invited to reflect frequently on their newly acquired knowledge and the experiences they get during the course. The aim is to make their leaning more explicit, articulate this learning and make it applicable.

As a follow up to this guide, videos will be developed during the next course season to demonstrate the use of the tools. These can be found on:
www.wageningenportals.nl/msp, under Tools and Methods. Also feel free to have a look at our other resource portals at: www.wageningenportals.nl.

Dr. A.J. Woodhill
Director
Centre for Development Innovation, Wageningen UR

Acknowledgements

It was Natalia Eernstman who was first asked by the Centre for Development Innovation to start collecting, designing, redesigning and describing reflection methods for the Market Access for Sustainable Development 2009 course. I would like to acknowledge her effort, inspiration and creativity in contributing to this reflection manual.

The reflection methods were further developed by us during the course in 2010, and new methods were added. I would really like to thank Djura Prins for her input, professional expertise and fruitful collaboration that resulted in a new set of reflection tools.

Of course I would like to thank all the participants from the different courses who put the methods into practice and gave their valuable feedback. The reflection sessions were a useful start to the day and we also had a lot of fun with them!

We did not design all the methods ourselves, so we acknowledge also the various colleagues, friends, books and our own experiences that we used as input for this collection of methods. Still, since this is the first effort to bring all reflection tools together, please quote this 'open source', if only to share its existence to other interested individuals and organisation.

Last but not least, I would like to thank Jan Helder, who asked us to design, facilitate and finally produce this manual in combination with a toolkit containing physical materials. Thank you for your inspiration, your ideas and the trust you had in us!

Femke Gordijn
July 2012

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Executive Summary

This manual has been written for facilitators and trainer who are facilitating a reflection and learning process. It summarizes a number of tools that can be used to facilitate the process of reflecting on the knowledge and experiences participants of short courses acquire, with the aim of making their leaning more explicit and articulated and contribute to their professional performance in their own working context.

The first chapter gives an introduction of the work we do within the Centre for Development Innovation and the international context in which we operate. In the second chapter the different learning concepts we use are described followed by an explanation of reflective learning. The last chapter gives an overview of the actual tools that can be used to facilitate reflective learning.

Each tool has been described in detail. In addition the necessary materials are listed and there are some specific remarks for the facilitator. There is a special (physical) toolbox developed for staff of the Centre for Development Innovation with all the materials for these reflection tools.

Videos to demonstrate the tools will be developed during the 2012 and 2013 course season. Those videos can be found on the following website:
www.wageningenportals.nl/msp (under Tools & Methods).

1 CDI and the Context in which we Work

This chapter gives a brief overview of what we do, the context we work in and how we work on creating capacities for change.

The Centre for Development Innovation, Wageningen UR (CDI) is an interdisciplinary and internationally focused unit within Wageningen University & Research Centre (Wageningen UR). We work on innovation and change processes in the areas of secure and healthy food, adaptive agriculture, sustainable markets and ecosystem governance.

Our core expertise is innovation processes and developing capacities for change. This we combine with expertise from across Wageningen UR's five Science Groups to offer knowledge services that link technical content with processes of innovation, learning and change. CDI seeks to inspire new forms of learning and collaboration between citizens, governments, businesses, NGOs and the scientific community.

The services and support we provide include process design and facilitation; policy and technical advice; monitoring and evaluation; action research; training and organizational development; knowledge brokering; and organizing forums for dialogue and debate. An important part of CDI's portfolio is its international programme of short courses in the Netherlands and abroad.

Our core strategy is to create capacities for change. Capacity development is the process by which individuals, organizations and institutions enhance and organize their systems, resources and knowledge. The degree of capacity development is reflected in their ability, both individually and collectively, to perform functions, solve problems and achieve objectives.

Capacity development is crucial in bringing about sustainable change and development. The pace of change and complexity of issues that individuals and organizations face are such that they need to be constantly updating and improving their capacities. There is growing demand for need-driven, interdisciplinary capacity development to complement traditional forms of academic education. This kind of capacity development goes beyond 'training'. It involves longer-term processes of engagement and on-the-job facilitated learning.

CDI realizes this kind of capacity development in a variety of ways: through projects, consultancy and training. We help stakeholders develop and implement effective learning and innovation processes. We do so by ensuring to link up to their 'reality' as experienced by them.

CDI's programme of short training courses offers mid-career professionals the opportunity to gain relevant new insights into their work and professional sectors. We link the theory to policy developments and practice. In addition we feed back findings and experiences from the field. Using conceptual knowledge to structure participants' own experiences, the courses offer valuable opportunities for reflecting on and analysing new approaches, tools, methods and their practical use and relevance together with peers. The courses (approximately 40 regular and tailor-made courses every year) are characterized by a high level of interaction and the use of participatory facilitation methods. The three-week 'Market Access for Sustainable Development' course is one such example.

This manual summarizes a number of interactive tools that can be used to facilitate a reflection process in order to contribute to the advancement of learning of the mid-career professionals. The collection, design, redesign and description of the reflection methods were carried out for the Market Access for Sustainable Development regular course in 2009, 2010 and 2011, and the refresher course in Kenya in 2010.

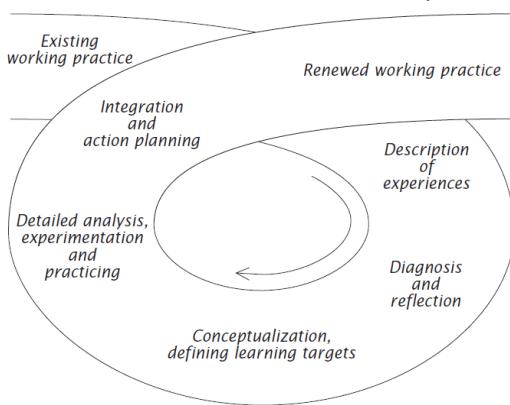
2 Learning Approach

The following sections contain a description of our learning approach.

2.1 Experiential and life-long learning

The specific training approach that is used in our courses is based on three important conceptual foundations: experiential learning, life-long (adult) learning, and building knowledge, skills and attitudes.

Firstly, experiential learning builds on the notion that participants learn from experiences and build new knowledge on existing practice. They are able to conceptualize ideas by reflecting on practice, linking the problems in the real world to new theories and concepts. Participants can use analysis, experimentation and practice to decide what new knowledge is relevant and how it can be applied. Skills and knowledge can then be integrated into existing work and action plans, and thus become the new working practice.



Secondly, this training approach is also based on some underlying assumptions about adult education:

- Adults learn mostly from peers if they consider an issue or topic relevant to their lives. They have developed self-knowledge and need self-motivation to change. They want both to receive and give knowledge. They have strong personal dignity and should be treated with respect. Most adults do not need (and do not like) to learn from a teacher.
- Adults are not empty vessels. They build on the knowledge they already have, hence they may also learn different things than was intended depending on their motivation, the learning climate and the learning method.

- The role of an adult educator differs from a traditional teacher's role. Adults are stimulated by sharing their own experiences, engaging in dialogue with their peers, and actively participating in the search for causes and solutions.

These assumptions concerning adult education imply that courses should be motivating participants by building on their existing knowledge and carefully facilitating the learning process. Our courses mix classroom lectures, given by experts, with active learning sessions in which peer learning is central.

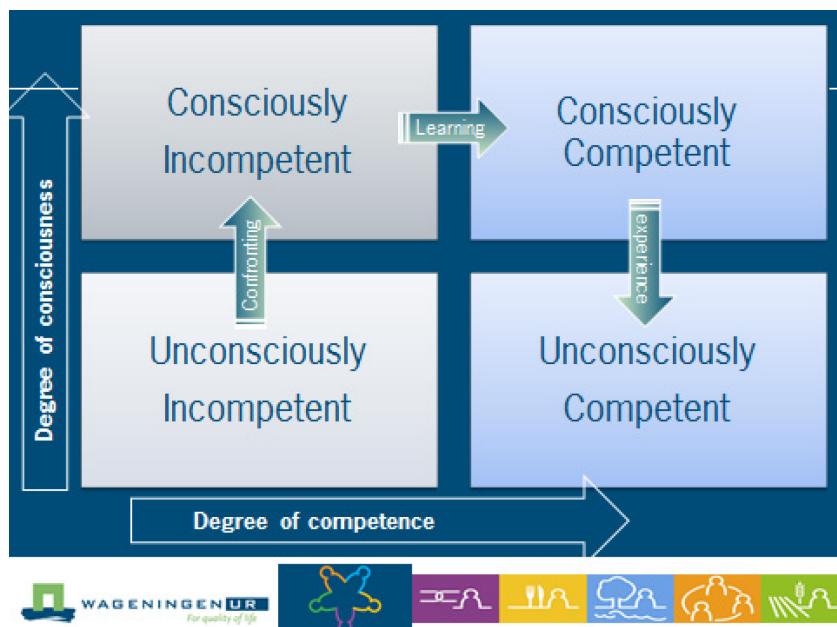
Our training programme aims to cover three aspects of participants' capacity: knowledge, skills and attitude. The training programme seeks to create change agents in the adaptation of agriculture and nature resource management (NRM) to climate change. Becoming a change agent requires development in at least three aspects of individual capacity: knowledge, skills and attitude. As a trainer, it is important to be aware of these different aspects, and to be explicit about them to participants. Ideally, a table of skills, knowledge and attitudes should be created for the specific group. An example is given below:

Knowledge	Skills	Attitude
Background information, impact, risks, opportunities, response, policy processes, financing options, etc.	Being able to analyse a situation, carry out a vulnerability assessment, to translate the approach to their own context, communicate their message to policymakers, etc.	Business as usual is not an option: we have to do something while facing uncertainty and complexity; Change processes require multiple actors to act at different levels and scales; A learning/adaptive management approach is needed in the change process.

2.2 Cycles of learning

Apart from the experiential learning cycles (based on Kolb), there are two other cycles we use in our learning approach: the model where the learner moves from unconscious incompetence to unconscious competence, and the triple-loop learning model.

2.2.1 Competence-based education



1 Unconscious incompetence

- The person is not aware of the existence or relevance of the skill area.
- The person is not aware that they have a particular deficiency in the area concerned.
- The person might deny the relevance or usefulness of the new skill.
- The person must become conscious of their incompetence before development of the new skill or learning can begin – this can be through confrontation.
- The aim of the trainee, or learner, and the trainer, or teacher, is to move the person into the 'conscious incompetence' stage by demonstrating the skill or ability and the benefit that it will bring to the person's effectiveness.

2 Conscious incompetence

- The person becomes aware of the existence and relevance of the skill.
- The person therefore also becomes aware of their deficiency in this area, ideally by attempting or trying to use the skill – this can be frustrating.
- The person realises that improving their skill or ability in this area will improve their effectiveness.
- Ideally, the person has a measure of the extent of their deficiency in the relevant skill, and a measure of what level of skill is required for their own competence.
- The person ideally makes a commitment to learn and practice the new skill, and to move to the 'conscious competence' stage.

3 Conscious competence

- The person achieves 'conscious competence' in a skill when they can perform it reliably at will.
- The person will need to concentrate and think in order to perform the skill.
- The person can perform the skill without assistance – giving a feeling of success.
- The person will not reliably perform the skill unless thinking about it - the skill is not yet second nature or automatic.
- The person should be able to demonstrate the skill to someone else, but is unlikely to be able to teach it well to another person.
- The person should ideally continue to practice the new skill and, if appropriate, commit to becoming 'unconsciously competent' in the new skill.
- Practice is the single most effective way to move from stage 3 to stage 4.

4 Unconscious competence

- The skill becomes so practiced that it enters the unconscious parts of the brain - it becomes second nature.
- Common examples are driving, sports, typing, manual dexterity tasks, listening and communicating.
- It becomes possible for certain skills to be performed while doing something else, for example, knitting while reading a book.
- The person might now be able to teach others the skill concerned, although after a long period of being unconsciously competent the person might actually have difficulty in explaining exactly how they do it - the skill has become largely instinctive.
- This arguably gives rise to the need for long-standing unconscious competence to be checked periodically against new standards.

Principles of Competence-based Education

1. The competencies that are the basis for the curriculum are defined.
2. Professional core issues are the organizing unit for (re-)designing the curriculum.
3. Students' competence development is assessed frequently (before, during and after the learning process).
4. Learning activities take place in several authentic situations.



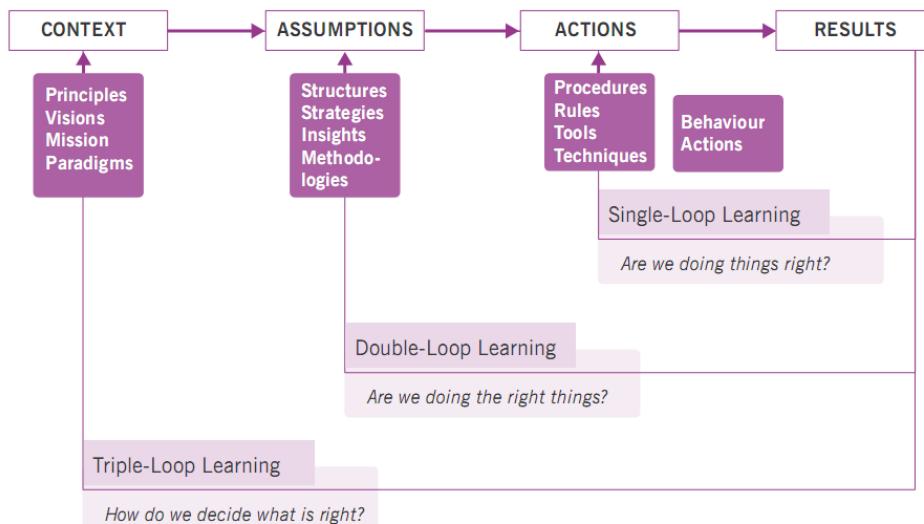
Principles Competence Based Education, cont.

5. Knowledge, skills and attitudes are integrated in learning and assessment processes.
6. Students' personal responsibility and self-reflection are stimulated.
7. Lecturers balance their roles as coach and expert, both in class and in practice.
8. A basis is created for students to focus on lifelong learning.



2.2.2 Triple-loop learning (C. Argyris)

Double-loop and triple-loop learning are about learning to change underlying values and assumptions. The focus of the theory is on solving problems that are complex and ill-structured, and which change as problem solving progresses. We use this learning approach for deeper learning and reflection, which can help bring about changes in attitudes.



Three fundamental questions form the bases for these learning loops:

1. Are we doing things right?
2. Are we doing the right things?
3. How do we decide what is right?

Single-loop learning is more about following the rules and improving existing actions. Double-loop learning is about changing the rules and thinking out of the box. Triple-loop learning is about the context and paradigms at a very fundamental level; learning about learning.

2.3 Training individuals in organizations

A common difficulty of many training courses is the application of the training results in the day-to-day work of participants. This is even more the case for training courses aimed at knowledge sharing and changing attitudes. The translation from the abstract, often simplified, training context to the chaotic reality of day-to-day work in teams and hierarchies with established routines (“this is the way we do things”) is discouraging for people and erodes their enthusiasm. After one or more attempts to apply new insights,

they acknowledge defeat and 'accept reality'. The social aspects of the course remain a highlight while the content is blurred by disappointment or frustration.

We are therefore working on developing ways and means to address these problems, and we do this from the perspective of continual learning. In the belief that we are constantly learning from experiences in our work, we see the training course less as an exception to the daily routine, and more as an opportunity to accelerate the learning process and to take stock of recent experiences. We see such a training course as enabling participants to dedicate some time to learning in a conducive environment together with a group of colleagues with similar backgrounds, the course functioning as a laboratory for experimenting and gaining new insights in a safe and trusted environment. The inputs in such a setting can be both scientific and experience-based knowledge, as well as various forms of active application and testing.

2.4 Principles of learning

Learning, as we see it, is not just about increasing knowledge and skills and changing attitudes. Learning is making sense of reality in order to understand what is happening and why it happens, in order to act more effectively and meaningfully. This type of learning is also linked to social or societal learning: the process by which communities, stakeholder groups or societies learn how to innovate and adapt in response to changing social and environmental conditions (adapted from Woodhill, 2005, pp. 2-3).

When participants arrive at a training course, they may feel insecure: What do people expect from me? What are we going to do? How is this training going to be helpful? Participants may also feel dependent on others because they cannot control the environment and cannot predict what is needed from them. This is especially important in a multicultural setting. Equally, as a trainer you may feel a strong need for trust and orientation. Will participants be motivated to learn? What are their needs? How do they learn best?

There are several tips for trainers on how to reduce tension and feelings of insecurity and dependency.

- Assess the learning needs of participants and try to tailor the training course to these needs as much as possible.

- Take time for participants to get to know each other and share information about their experiences and their expectations. Building trust will make people feel more at ease and open for learning.
- Define the objectives of the training course and draw up a 'learning contract' with the participants, explicitly stating expectations concerning individual and group behaviour and commitment.
- Be aware of the effect of room arrangements, group size and group dynamics on building trust and openness.
- Take time for reflections after sessions and at the beginning of each day.

Critical reflection can help participants to make sense of what is happening and relate it to their own realities and existing experiences, as well as stimulating new ideas about improved strategies for effective change.

2.5 Active participation

The training courses use active participation as a key instrument in stimulating learning and group dynamics.

Two group representatives are chosen by the group to be the contact people for the course management.

Experiential learning is central to these training courses. This means that a lot of personal and group reflection is built into the programme in order to learn from the experiences and new concepts.

These training courses are also clearly oriented towards action: they are expected to have an impact on the work of the participants and their organizations. We expect participants to know more about how to integrate the new concepts and ideas into their work and to be able to implement the things they learned. This orientation towards action should be central throughout the course, since without action, the course will be rather meaningless. Tools helpful to integrated this action perspective in the learning process are the pre-course assignment and a learning journal. Moreover, participants will work on personal products and action plans towards the end of a course.

2.6 Groups and learning dynamics

As CDI we take the different learning styles, group dynamics and diversity of learning methods into account in our training courses and capacity development processes. We work with a mixture of cognitive, mental and theoretical approaches, that is balanced with more pragmatic, practical and experiential methods.

Furthermore we work with different group sizes: some sessions are with the whole group (e.g. plenary presentations, excursions and discussions) but we also work a lot with smaller groups of five to seven participants (group work, practical assignments, analyses of cases, application of tools, etc.). We also do some work with pairs (e.g. having a buddy, peer-to-peer coaching, sparring partner, etc.) or individuals (learning journal, individual action plan, individual coaching by trainer/coach).

When considering the reflection tools presented in this manual, it is also important to take the size of the group into account in which you will be using the tools, and when and why. We suggest diversifying and changing the way you work throughout the process. At the start of the course it can be good to do more work in a large group since the group building process is still very important in this stage; people are getting to know each other and finding their place in the group. On the other hand, working in small groups can create a greater feeling of security. Alternatively you could combine the two. Towards the end of the course it can be good to work more with individuals and their reflection since they are the ones who will have to transfer the lessons learned into their own context.

2.7 Types of questions

Different types of questions can be used to facilitate the reflection. Some questions are directly linked to Kolb's learning model (What happened, why, so what and now what?), or the triple-loop learning model (Are we doing things right and are we doing the right things?). Other questions are linked more to the emotional level, reflecting on the feelings of people (How do you feel about the presentation yesterday? Did anything happen that made you feel inspired/frustrated/happy/moved/uncomfortable, and why?). When you are affected emotionally, you learn.

Furthermore, there are questions that stimulate creative thinking (Can you visualize what you learned yesterday?), or deepening questions that draw out the deeper meaning and experience (What does this mean to you? What underlying assumptions make you think like this?). Some questions are more probing, asking for opinions and arguments (Do you agree with that? Can you develop a statement?). Questions can be linked to the head (thinking), heart (feeling) or the hands/feet (action/experience).

Asking questions can bring up things from the unconscious. It is very important to think carefully about the questions you use as facilitator to support learning. This is also illustrated by the following quote:

“For your information may I ask you a question?” (Kurt Lewin)

2.8 Facilitation and practicalities

Who is facilitating the reflection sessions? This should be a conscious choice. The facilitation can be delegated to one or a few participants (small group). The advantage of this is that there is greater ownership of the process within the group, and it offers them a possibility to practice their facilitation skills. A disadvantage is that the quality of the reflection is sometimes poor in terms of deeper learning and distinguishing key issues (often they are doing a recap/summary of what was done, which is more a repetition than a deeper reflection).

It can also be useful to have a neutral ‘external’ facilitator to facilitate these reflections since participants can speak out more freely on how they felt about the sessions and the trainers. Furthermore, not every content specialist is also a good facilitator of learning and reflection sessions. Although practising helps a lot, also for content specialists!

The timing of the reflections can be at the end of each day, or at the start of each day, but can also be less frequent, e.g. halfway through the process. We are talking here about reflection on what has been learned, to be more conscious of what they have learned and to articulate this, rather than an evaluation.

Language is another important issue when working in an international context. Some of the tools are more visual so people with a language problem can still use those tools. Another option is that they work in subgroups in their own language, in order to have a deeper discussion. Working with an interpreter is always a bit of a disadvantage in

terms of having direct feeling and connection with your participants. If you do work with an interpreter, make sure the reflection questions are translated properly so that the reflection goes in the right direction.

Some things the facilitator should be careful about because they could have a negative effect on the reflection and learning process. This includes cultural sensitivity and personal boundaries (don't overstretch those boundaries because people might get into a panic zone, they will close themselves and not learn anymore), or games where people will drop out one after the other which stops their active participation in the reflection process. Or games where people will get rewarded or punished for something which has a negative effect on their learning process.

3 Description of Reflection Methods

The objective of the reflection methods is on the one hand to make learning more explicit and connected to the participants' own context and on the other hand to shape the learning environment and create a certain atmosphere. Reflection can be seen as icebreaker, making participants more alert and energetic, and fostering group dynamics and curiosity. Safety, trust, personal expression and group building are very important for creating the right learning environment. An important effect of the reflection is that one learns from the other one's lessons learned. The following sections contain a description of the different reflection tools.

The tools are presented in an order that could be used in a training course. The order allows for the fact that there is a need at the start of the process to become familiar with reflection and how to formulate a lesson learned. It also takes into account diversity in the use of tools so reflection does not get boring. One advantage is that the tools can work as an attractor for people to be on time.

In general the reflection tools are meant for a session lasting 30 minutes, unless specified otherwise.

A personal learning journal for short reflections could also be used for daily use in addition to the learning tools. Give participants the last five to ten minutes of the day to look back and reflect on what the important insights were that they got during the day, at the individual level as well as the organizational level. This is a very good way to keep track of the different elements and lessons learned during the whole course and it helps participants when summarizing and developing an action plan at the end. It is an individual tool, and it depends on their personal learning style whether participants like this way of reflecting (some will never use it).

3.1 Grading reflection

Method

Start with a short interactive recap of the day before.

Discuss in a plenary group: "What makes a good learning point? What are the characteristics of a lesson learned?" Write these down on the whiteboard. Then the participants are asked to think individually and in silence of the (one) most important learning point of yesterday's session and write it down on a card (writing clearly).

Subsequently, the participants mingle and pair up into new pairs. The pairs exchange learning points, discussing their value and accuracy. Participants try to talk to as many people as possible. This is followed by a brief discussion in the plenary group about the most important learning points and how to formulate a learning point.

Examples of lessons learned:

- I learned that poverty reduction can only be achieved by focussing on farmers as economic actors in the value chain.
- I understand now what the impact is of my assumptions on my decision-making behaviour.
- I learned how to do a stakeholder analysis using the DFID tool.

Optional: The pairs exchange learning points, discussing their value and accuracy and eventually scoring both on a scale of 1 to 10 (1 being the lowest and 10 being the highest). Once they have done so, they swap cards and move on to the next person, with whom they do the same. They try to talk to as many people as possible. Then they sit down again and calculate the average of the final card they have in their hand. The facilitator asks for the five highest averages and writes these learning points down on the whiteboard. These are discussed briefly, depending on the time available.

It helps to have an example of a lesson learned to show how to formulate a lesson learned.

Material

- Cards
- Marker / pens

Remarks

Advantage. This reflection method is particularly valuable at the beginning of the course as a way of discussing the concept of a learning point/lesson learned. It is important that this is understood by all participants; it is an investment for the rest of

the reflection sessions. Furthermore, the participants get to know each other by mingling and talking. This method is also very good at loosening up the group and creating a level ground for further discussion.

Disadvantage. There is little creativity involved, and the focus and discussion are more on the process (how to formulate a lesson learned) and not on the content (what was learned).

3.2 Reflection ball

Method

The trainer throws a ball to one participant and asks them for the most important lesson learned from yesterday. After answering this question, this participant throws the ball to another person, etc.

Depending on the time available a few participants will reflect, or all participants will have a go. If you sit in a circle, you can first ask everyone to stand up, and after they have had the ball and shared their lesson learned, they can sit down, so you can easily see who still has to get the ball.

This method can be combined with how to formulate a ‘good lesson learned’. So first you have a brainstorm on what a lesson learned is, then participants think individually about the most important lesson they learned yesterday, and then you use the ball to hear some examples.

Material

Soft ball, not too small.

Remarks

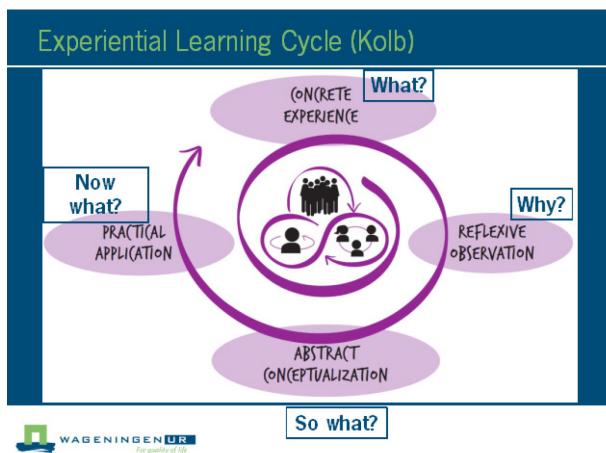
Advantage. It is a nice and quick way to hear some reflection. After the first ball the participants decide who should be the next person to receive the ball and speak.

Disadvantage. Sometimes the most dominant people will be the first/only ones to get the ball. When a participant suddenly receives the ball, it encourages a quick response with limited reflection. So it could help if you allow some time in advance for everybody to think. Also there will be repetition of lessons after a while.

3.3 Kolb learning cycle

Method

Start with a brief introduction of Kolb's experiential learning cycle.



Then the group is divided in small groups of about five participants. Each group discusses the four questions that are related to Kolb's learning cycle:

1. What? What was yesterday's programme, expressed in key words? What were the most important things we did yesterday? What happened, what did you observe, hear, etc.?
2. Why? What surprised and impressed you yesterday, and why? What were the special moments, questions or challenges you saw? With what do you agree/disagree and why? What was most important or interesting for you, and why?
3. So what? So considering your reflection, what did you learn from yesterday's session? What does it mean looking at it from a broader perspective? In other words, what conclusion can you draw or generalizations can you make?
4. Now what? Now what does this mean if you were to apply this in practice? What are the implications of this learning for you in your work, and for your organization? Which lessons or ideas can you apply? Which questions do you still have and what actions will you take to explore them?

Fishbowl (if time allows): After ten minutes one group is invited to sit in the middle and discuss the lessons learned, taking on the role of experts. Others observe the discussions and if they have something to add or different opinions, they can join the group. If one person joins the group, another person will have to leave the group. One chair in the middle is always empty and the person who is next to the empty chair is the first to move if a new person comes to join the group. If little movement happens in the group, the entire group in the fishbowl is moved on and another group replaces it.

Material

PowerPoint slides or flip-chart with explanation of Kolb's experiential learning cycle.

Remarks

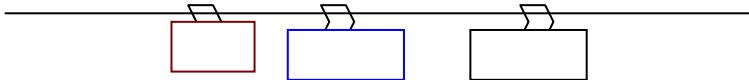
Advantage. It is a good way of getting participants familiar with Kolb's learning model. This is not always easy to understand at first, but if you refer back to it later in the course, it can really help to make learning explicit and applicable. This tool can be especially interesting in relation to a discussion of values and different perspectives
Disadvantage. If people are not familiar with this model, it can be somewhat difficult to distinguish between the four different steps of learning (action, reflection, conceptualisation and application).

3.4 Hang out the laundry

Method

Participants pair up and reflect: Thinking of yesterday's session, what questions, items for clarification and other discussion issues do you still have? These are then written down on cards (one issue per card) and attached to the laundry line (a maximum of two per pair). After 15 minutes all participants walk in pairs along the laundry line, read the questions, items for clarifications and other discussion items, and choose one or two cards. They then join another pair to discuss the items on the cards. It is not necessary to find answers to all items.

In the plenary group you ask for some arguments or insights.



Source: Adapted from Rob Hoekstra, 2006

Material

- Laundry line
- Pegs
- Small cards
- Marker pens

Remarks

Advantage. This is a nice exercise for finding out what kinds of issues are important but still not clear and can be clarified using an exchange of knowledge and experience without the involvement of external experts. It is also a nice, interactive way of making people move around and explore.

Disadvantage. It does not always generate very deep reflection and dialogue about the content. Sometimes it can become somewhat chaotic.

3.5 Interviews in pairs

Method

Participants pair up. They have to interview each other following a few questions that are written on the whiteboard and related to the topic they are reflecting upon.

Example questions that can be posed in the interviews:

- What was yesterday's session about?
- What are the most important issues, according to you, in this topic?
- What was the most important learning point that you gained from yesterday's session?
- How can you link this to your own experience?

After interviewing each other, each pair develops a ‘conclusion’ about the topic under discussion. After that, the pairs meet up with one other pair, so that there are four people in a group. Then they try to develop a statement on the topic, merging the two conclusions. Then each group of four presents their statement to the rest of the plenary group.

Material

Interview questions

Remarks

This could be a good exercise to do at the beginning of a course when the participants are getting to know each other and practicing listening to each other.

Advantage. You can have very deep and meaningful reflections in pairs, stimulating some form of peer-to-peer coaching.

Disadvantage. If two people don’t feel at ease together (or don’t like each other), that will hinder their reflection. Good listening skills are important.

3.6 Collage/rich picture

Method

Participants are asked to form groups of five people and make a ‘Rich Picture’ or collage from the insights, lessons learned and learning moments from the previous two days.

Really encourage them to move beyond the level of depicting what they have done/seen, but also integrate the lessons learned, harvesting the results of the session, seminar and/or excursion. They can use marker pens, paper, old magazines, etc. to make their collage in 30 minutes.



Next, we take 20 minutes to have two teams exchange their collages and present them to each other, or let all teams present their pictures in a plenary session. Alternatively one participant can remain with the collage to explain to others and the rest of the team goes around to see the other collages.

The last 10 minutes are in a plenary session to share views. What did this session bring you, do you have any comments or things to say?

Take one hour for this session! Making the collages requires some extra time. You can use quiet music to create an appropriate atmosphere while people work.

Alternative approach. You can also ask participants to visualize their lessons learned in a drawing/painting without the aid of visual materials or magazines, just by drawing. This will stimulate more reflection and creativity.



Guiding questions for making the collage: Think about the last two days and what you have done, heard and seen. What were your new insights, lessons learned and learning moments from the previous two days? Visualise those in a collage or Rich Picture.

Really encourage them to move beyond the level of depicting what they, but also integrate the lessons learned, harvesting the results of the session, seminar and/or excursion.

Material

- Old magazines (at least five per group)
- Glue (at least one tube per group)
- Scissors (at least one pair per group)

Remarks

Advantage. This method makes use of other parts of the brain and triggers more creative thinking. Also, a picture can sometimes say more than a thousand words. It

helps participants to make connections between what they learned, and they often enjoy doing this assignment.

Disadvantage. You really need enough time to do this as it is quite a lot of work. It can become more of a recap than a deep reflection, i.e. encouraging people to visualize their learning (not just what happened).

3.7 Reflection cards & networking

Method

All participants receive a card with two questions for discussion and reflection.

Participants walk around for a while, then stop in front of someone else and ask to discuss a question. The pairs discuss one of the questions on each of the cards and exchange ideas. (If answers are important discussion items for the participants, they can write them down). Subsequently when a pair has finished their discussion, they swap cards, say goodbye and continue walking around to meet someone else with whom they discuss a new question, etc.

(Adapted from: NATURE Outdoor Training & Education, Belgium 2010)

Questions for the cards:

1. Identify one element of the presentations or discussions in the programme you did or did not agree with? What was the most important lesson learned yesterday?
2. What did you like/dislike most about yesterday's session, and why? How can you educate others or raise awareness about yesterday's topics?
3. What was the most challenging/provoking issue yesterday? What aspect in the programme would you like to experiment with once you are back home and whom do you need to involve?
4. Did anything surprise you yesterday? If so, what? Do you feel the need to respond to/act upon what you have learned? How?
5. What was the funniest moment yesterday? What important trend might be an opportunity for your organization?
6. Did anything happen that made you feel uncomfortable? If so, what, and why do you think it made you feel this way? How could what you learned yesterday affect your life/work?

7. What joke or humorous saying can you make about yesterday's session? (Make the other person laugh!) What could you teach your colleagues about yesterday's topics? How can you engage your colleagues?
8. If you were giving yesterday's lecture, how/what would you do differently? Based on what you learned, what is the smallest step you can take to create a positive change?
9. What did you learn during the informal interaction yesterday? What did you find most inspiring in yesterday's session?
10. How did you feel about yesterday's experience? Why? What more do you want to know?

Material

Reflection cards (sets of 10).

Remarks

Advantage. It creates nice interactions between people, it leaves room for preferences about whom you want to exchange with, it can create surprises and it works a bit as an energizer.

Disadvantage. You need to have an even number of people (preferably), and two questions per card is quite a lot; you can give them the option of choosing one of the two questions. At some point the questions overlap a bit.

3.8 Mood and lessons learned meter

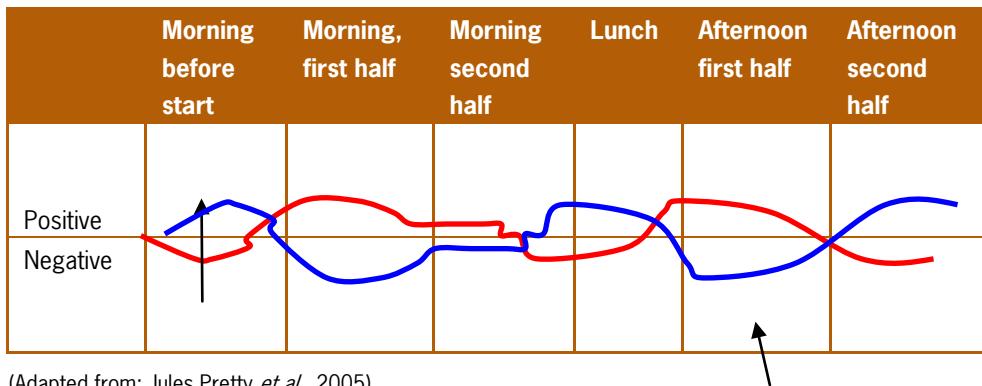
Method

Participants prepare individually a diagram with two lines: one line showing their energy level at different points during the training course, and the other line showing their learning level (intensity with which they were learning). They are asked to identify the most important moments in their diagram: When was their energy level high? Why? When were the most useful lessons learned?

Participants form groups of four people to exchange diagrams and analyse what the important lessons learned were and what conclusions can be drawn in relation to their

own learning process. What were important learning moments? How does the energy level influence your learning capacity?

In a plenary session we share the most important conclusions concerning the lessons learned and the important conditions for learning.



(Adapted from: Jules Pretty *et al.*, 2005)

Material

Blank paper and markers

Remarks

This exercise is especially useful as a means of showing that learning is not a steady, continuous process and that people have their own moments (including when they are not on the course) and rhythms in learning; it may be that in two weeks' time you suddenly find out something that was dealt with in the course, and possibly learn very different things.

Advantage. It gives people insights in their learning process, when they learn best and what influences their energy level.

Disadvantage. It can be easier to do this for a longer process (e.g. a week). If you do it just for one day it could give less surprising insights.

3.9 Debating statements

Method

Participants reflect in groups of three to four people on the previous day's programme. They have a maximum of 10 minutes in which to prepare a challenging, provoking or surprising statement about what was learned, with the pros and cons.

In the plenary session there are two options:

1. The statements are shared and all participants take sides, either agreeing or disagreeing (two groups facing each other). Then they try to convince each other/the other group. When a participant changes their mind, they move to the other side. If you can make someone move to your side, you score one point.
2. Some members of the team defend the statement. For the debate, six chairs are positioned in two rows facing each other. Participants contributing arguments sit on one of the chairs, either on the 'pro'side or on the 'con'side of the statement. The idea is to score as many arguments as possible and have the best quality arguments so that more people move to your position. The group that ends up with the most people is the winner.

Try to have a short, lively debate and discuss at least three statements.

At the end of each statement the facilitator concludes asking for the three most convincing arguments in the group and possible lessons learned.

Material

Paper and marker pens.

Remarks

If you have a large group you have to make the subgroups bigger because discussing the statements takes time and you don't want too many statements. It is better to use this tool at a later stage in the course, when there is enough trust.

Advantages. It generates good discussions and encourages people to look for critical arguments, take sides and reason why. It stimulates critical thinking and helps people to reflect and debate opinions.

Disadvantages. The more dominant people will probably do most of the talking, and it could influence (reduce) people's feeling of security and therefore reduce their openness and willingness to look at things from other people's perspective.

3.10 Write a haiku

Method

Individually, everyone chooses four to five words that capture the essence of what was learned and what was important in the previous day's session. Then they form groups of four, in which they exchange and explain the words. Each group prepares a haiku. A haiku is a Japanese poem consisting of:

5 syllables in the first line

7 syllables in the second line

5 syllables in the third line

In the subgroup they prepare a small presentation of the haiku for the plenary meeting, performing like a professional Japanese poet. In the plenary session all the groups present their haiku, then the plenary group reflects on the main lessons learned. In Japanese tradition a haiku is used to represent a certain feeling or experience.

Examples of haikus

Hello Mister Sun Blazing bright in the daylight Bye when it is night	SMART vision and goals Always have causes behind Strength and weaknesses	Problems define goals SWOT has goodies and baddies Goals depend on SWOT
Financing value chain Mitigating transactions For the poor farmers	In the value chain Internal and external Financing the needs	Value chain mapping Chain actors, linking actor Functions, product flows

(Adapted from Marjo Korrel, 1995).

Material

Paper and marker pens

Remarks

Advantage. This tool stimulates a different, more creative way of thinking and also encourages a search for the essence of the experiences. Furthermore it is a team exercise, so they have to work together as a team, making use of each other's contributions.

Disadvantage. The focus on the format can draw attention away from the content. It can also restrict free thinking and deep reflection.

3.11 Reflection with images/postcards

Method

The facilitator puts a number of images (pictures) on the wall or on the table and asks the participants to “select an image that (symbolically) represents the most important learning point in yesterday’s session”. Everybody has a maximum of one minute to present their case, explaining the learning point and its relation to the picture. If you are using pictures on the wall, they leave the picture on the wall. The participants are asked to come forward one by one and present their case. Make sure everybody comes forward and speaks clearly.

If you are using pictures/postcards on a table, each participant can pick one and present this in the circle. You can also do this with little objects they can choose from. Then you need to bring different objects instead of postcards/images.

Material

- Postcards (or small objects)



Remarks

Advantage. It helps participant to think about the essence, doing so in a creative way, and to make use of a metaphor, which can generate very beautiful and meaningful stories and comments.

Disadvantage. It can take a bit more time in a large group, if everybody is saying something in a plenary session.

3.12 Find an object/symbol outside

Method

Besides using images or pictures for reflection, you can also ask participants to go out for a walk, discuss in pairs what they have learned and find an object that symbolically represents what they have learned. When they come back, all the participants present their object and explain what they have learned. They can pick a flower, a stone, a seed, a piece of wood, etc.

You can also make it a guided walk where they follow you but walk in pairs and get the same assignment. In this way you keep them together and have a clear start to the process right away, and the participants don't need to think about where they are going.

Material

- Outside area, preferable where there is some nature
- Nice weather!

Remarks

Advantage. Reflecting while going for a walk works really well, and finding an object will also stimulate creative thinking. Often people like going out of the room and experiencing a different environment; it will refresh their mind.

Disadvantage. Whether you can do this depends on the venue (is there some nature/a garden/forest nearby?) and the weather (sunny?). It is a little more time consuming to use this tool.

3.13 Margolis wheel

Method

Participants sit in two circles facing each other (the inner circle facing outwards, the outer circle facing inwards). Everybody is facing one other person. If the group has an uneven number of people, one threesome is formed or the facilitator can join. Make sure that it is clear who is facing whom; this can be done by asking everybody to shake hands with the person opposite. Do three to four rounds. Each round consists of a question, which is then discussed in the pairs for two to three minutes. Emphasize the fact that three minutes is short and that each participant should take care to leave time for the other to talk.

Then the facilitator asks for a couple of comments of a few pairs what has been discussed. Subsequently, the outer circle moves one place to the left, and the next question is asked.

Examples of questions that can be posed:

- What was the most important learning point, on a personal level, that you gained from yesterday's session?
- What was the most important learning point, on an organizational level, that you gained from yesterday's session?
- What is the most important learning point that you will be implementing in the coming six months?
- What is the most important question that came up for you during yesterday's session and hasn't been answered so far?



Material

- Enough chairs for everybody, in two circles
- Reflection questions

Remarks

Advantage. It is a very nice way of having some brief interactions with different people.
Disadvantage. You need rather a large room and it can generate a lot of noise, which can disturb the conversations in the pairs.

3.14 Gallery of posters

Method

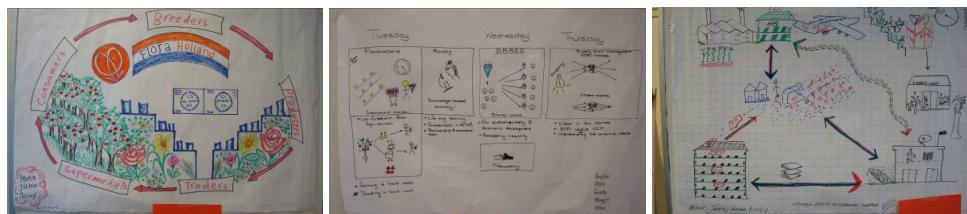
Groups are formed and each group makes a poster. The posters are put on the wall or a flipchart, and together they form a museum of learning points. Everybody walks around and looks at the different posters. There is always a representative of the group responsible standing by each poster to explain, answer questions and discuss things. The group members circulate in order to allow everybody to look around.

If there is time, there can be a short debriefing by the facilitator, asking the participants:

- Was there anything that caught your attention or surprised you?
- What were the big differences/similarities between the posters?
- How did the creation process go (group work + method-wise)?

Material

- Large white sheets of paper
- Marker pens



Remarks

See also the description of tool 3.6, although this one is drawing more on the creativity and imagination from the reflector.

Advantage. It stimulates creative reflection and linking of the different lessons learned.

Disadvantage. Some people don't feel at ease with drawing assignments.

3.15 Debating rounds

Method

Participants form groups of five people. They are asked to work individually and in silence, and write down a statement that summarizes yesterday's session. Emphasize that the statement has to make sense and be provocative, specific and written down clearly.

The statements are collected and handed out again in such a way that each group has another group's statements. Then explain the rest of the exercise (write the different steps down on a whiteboard).

1. Select a statement.
2. Decide who will be in favour of the statement (two people: supporter A and supporter B), who will oppose the statement (two people: opposer A and opposer B) and who will be the observer.
3. Then supporters A&B and opposers A&B get two minutes to prepare arguments.
4. Round 1: Supporter A gets two minutes to defend the statement, the others are silent and listen.
5. Round 2: Opposer A gets two minutes to react to supporter A's monologue and attack the statement.
6. Round 3: Supporter B gets two minutes to react to opposer A's monologue and defend the statement.
7. Round 4: Opposer B gets two minutes to react to supporter B's monologue and attack the statement.
8. The observer is asked to give feedback to the others, giving reactions to the content of the debate and the manner in which it was conducted.

If time allows, another statement can be selected and discussed in the same manner.

Material

- Paper and marker pens

Remarks

Advantages. It stimulates reasoning and argumentation for or against a certain statement. It is challenging and a bit provocative. It stimulates critical thinking.
Disadvantage. There is little real dialogue; it is more a sequence of monologues.

3.16 Reflection poem or song

Method

Participants are asked to form groups of four to five people. Then they have to work individually and in silence, and think of the most important learning point in yesterday's session and of one key word that summarizes/represents the learning point. This can be a concept or emotion or action (verb). Then they are asked to shout out the words while the facilitator writes them down on the whiteboard. Then the groups are asked to select five to seven words and write a poem or song. They can use other words, but only to connect the words they selected.

This exercise can also be carried out more informally: groups are formed and given the task of writing a song/poem about the lessons learned in the previous session.

Finally the poems/ songs are recited in front of the whole group.

Material

None, or some paper and pens

Remarks

This method is similar to the 'write a haiku' method, but now the format is less strict. This is a tool to use later in the process when people know each other and feel at ease.

Advantage. It creates a good group feeling and it is nice to go back to this later in the course, singing the song or reading the poem again. The participants feel ownership, it is a group product and fun to create.

Disadvantage. Deep reflection is sometimes limited; it is more about fun and creativity.

3.17 High five – desire for the future

Method

The facilitator shares an image of what could be a desire for the future concerning a change in a project or a situation. The example is intended to inspire others to think about the future. After this, participants are invited to take a moment to reflect about their organization and situation back home right now and their desire for the future. It should be something they would like to change in relation to a lesson learned during the course or something that comes to mind right then. People are divided into pairs and invited to share their desire for the future. They describe this and try to formulate it in one line.

All participants draw a copy of their hand on a sheet of paper. Each finger indicates a step to take in the future in order to make their desire come true. People can think up steps themselves. The following steps can be taken as example:

1. I have ... an overview of all topics so that I can set priorities.
2. I usually do first what I like to do. This time it will be...
3. I will ... have to stimulate the team back home to take the multi-stakeholder perspective more into account by practicing it in the group.
4. I have ... to plan an appointment to make sure the team can practice the tools.
5. I should not return back home without sharing anything.

In the plenary group the participants share one important step that needs to be taken, by answering the question: To make the desire X come true I will take step Z.



Alternative questions to be used in the hand picture:

- Thumb: What I liked yesterday was...
- Index finger: What I should be careful about is...
- Middle finger: What I did not like...
- Ring finger: How it is related to my other experiences...
- Little finger: A small step I can take when I arrive back home...

Material

- Paper and marker pens
- Possibly a sheet of paper with a hand printed on it

Remarks

This reflection method is especially well suited to the end of a training course as a means of transferring what has been learned to the practical situation. Suggestions for the facilitator: give an example of a step, make people copy the steps from their hand picture into their agenda, and/or send the hand picture to the participants three weeks after the course.

Advantage. A bit symbolic and a nice way to reflect and think about the future. It allows time for true reflection and application.

Disadvantage. It is more of an individual reflection method and does not generate a lot of energy in the group.

3.18 Snoopy

Method

All the participants get a copy of a comic strip in which the text is eliminated (see Snoopy example below). People get 10 minutes to make up their own story based on the lessons learned, activities and reflection about the programme. After 10 minutes the participants are divided into groups of three people in which they exchange their stories. Each group is asked what were the important elements mentioned.

This can be used in addition to a personal course journal as a somewhat funnier way of letting people reflect first individually and in silence. This can be nice for people with a preference for individual reflective learning.

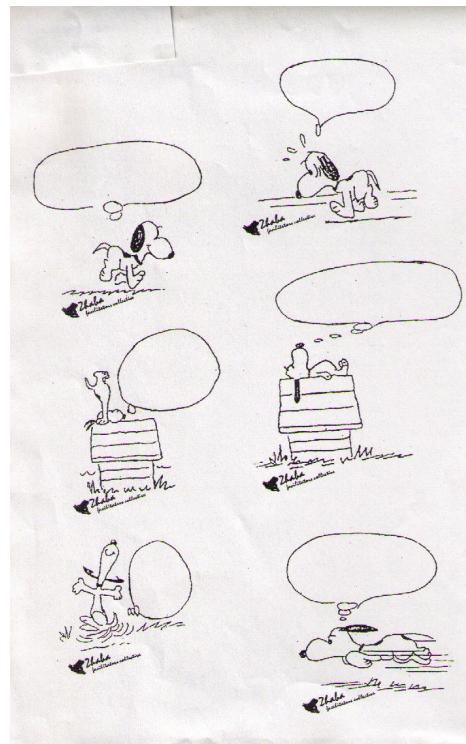
Material

- Snoopy strip with blank text boxes

Remarks

Advantage. It is a playful and symbolic method. It stimulates some creativity.

Disadvantage. By using this format you also limit freedom in thinking during the reflection.



3.19 Quiz

Method

Ask participants in small teams to prepare one question for a quiz, to test who remembers what! The question should be about the content of the previous day's sessions. You can encourage a bit of competition to make people more active.

The question must be formulated so as to have two possible answers - answer A or answer B (right or wrong) - and preferably written down on paper so everybody can read it.

Then share the questions in the plenary group with each team asking their question. People can answer by writing down their answers, which you then check, or by demonstrating their answer by sitting down = A, or standing up = B. The latter is a bit more chaotic and encourages them to copy each other. Ask people not to look in their notes, just to try and remember.

Alternative: Have one subgroup, or one participant, preparing a quiz for the rest of the group. They will have to do this the evening before.

Material

Paper and marker pens

Remarks

Advantage. A quiz stimulates a bit of competition and it is a playful way of remembering a lot of information.

Disadvantage. This is more of a recap, encouraging people to remember what was done the day before, capturing knowledge. It does not really stimulate deeper reflection. Furthermore there might be discussion about the right answers with people disagreeing, which makes the scoring a bit tricky.

3.20 Talking stick

Method

In a plenary session you go once round the participants with each person mentioning his/her key insight or lesson learned from the day before. The talking stick is passed around, from one person to the next. The person with the talking stick can say a few words, the others listen. There is no discussion. You can only talk when you hold the talking stick. (An option: If you don't feel like talking, you can also pass the stick directly to the next person.)

Alternative: You put the talking stick in the middle of the circle and whoever feels like saying something comes to the middle, takes the talking stick and speaks to the plenary group. Silence is OK.

Material

Talking stick or something symbolic (this could also be a flower, a candle, etc.)

Remarks

Advantage. It is a nice, quiet way for everybody to say a few words. Especially at the end of a training course it is nice to finish with this round.

Disadvantage. Whatever is said, is the right thing to say. The facilitator should not interfere or react, there is no discussion, just sharing.

This method comes from North American Indian tribes.

3.21 Reflection committee

Method

Ask a subgroup (participants) to prepare an interactive (creative) reflection session for the next morning. Emphasize that they will need to make sure there will not only be a recap or summary of the previous day but also a deeper reflection and drawing out of lessons learned.

Material

This depends on what the subgroup intends to do. A! toolbox with material can be provided.

Remarks

Advantage. This is a way of giving the participants more ownership and responsibility for the learning process. It can generate very original sessions and create fun and energy in the group.

Disadvantages. You have limited control over what will happen and you need to give clear instructions on what the purpose is of doing these reflections: to go a bit deeper, make sense of things. Sometimes it remains just a funny recap but it should be prevented from becoming so.

3.22 Speed dating

Method

Ask the participants to sit in two rows, everyone facing someone else. One row is going to ask a reflection question to the other row, the others have to respond (discussing in pairs). After a few minutes, one row moves one (or more!) chairs to the

right (the last person having to walk to the other end of the row)). Now they all face a new person. Now the other row is going to ask a reflection question.

Repeat this speed dating (asking reflection questions) a few times, depending on the time available.

Material

Two rows of chairs (one chair for each participant)

Remarks

Advantage. This is similar to the Margolis wheel (3.13) with nice, short interactions, it creates a lot of energy and surprise about whom one will face.

Disadvantage. Sometimes people face a person whom they don't feel comfortable with and there is limited interaction. But the good thing is that you move on again rather quickly, having another chance...

3.23 If you had to explain to your boss...

Method

Participants are divided into small buzz groups (two or three people) and asked to discuss: "If you had to explain to your boss why taking this training course is worthwhile, what would you say....?"

This exercise helps participants to distinguish the most important things they have taken from the course and that are most relevant to their work.

Material

None

Remarks

Advantage. Stimulates thinking about the key things and forces people to relate this to their work context.

Disadvantage. It can feel like a marketing assignment, so you have to introduce this method well.

3.24 Free writing

Method

Participants are given a prompt and then must start writing without stopping until asked to stop.

Free writing helps access less conscious thoughts and feelings before they are filtered out or corrected by our conscious brain. These less conscious thoughts can hold some surprising insights. Participants are given a prompt to start writing. They have to keep writing, not lifting their pen... writing anything that comes to mind, and if nothing comes then just re-writing the prompt until something does. Don't hurry. They can be given two or three prompts of about five minutes each.



Example of a first prompt: "Looking back over yesterday, I feel....."

After five minutes of free writing, ask them to finish off the sentence and then to read back over their writing and to underline any words or phrases that they like.

Then give them the second prompt and possibly a third prompt. Each time, ask them to repeat the process of reading what they have written and underlining what they like.

The second or third prompt could take them into today, e.g. "Today I intend to..." or even into the future -"When I get back I will..." - so that you have covered past, present and future.

Sometimes it makes sense for the three prompts to follow this order: past, future, present. This can leave them in a creative tension between past and future, focused on the now, today, based on what they have gained from the day before and in the light of future intentions.

After they have finished writing, ask them to turn to a neighbour and share something interesting that they experienced or that came out.

Material

- Paper and pencils
- Reflection journal (if used in the course)

Adapted from The Barefoot Guide to Working with Organisations and Social Change.

Remarks

You can use the free writing approach also for the reflection journal

Advantage. It is a nice way of getting people's thoughts onto paper, freely associating and getting less conscious thoughts on paper.

Disadvantage. It generates some less useful texts.

3.25 Collaboratively answering questions

Method

Participants are asked to form groups of four to six people. Then they write down on two different cards, individually and in silence:

- The most important learning point from yesterday's session;
- A question that came up for them during yesterday's sessions and that remains unanswered so far.

The facilitator collects both cards. He or she mixes the question cards and hands them out to the groups in such a way that each group has questions written by people in another group. The groups are then asked to discuss the questions. They don't necessarily have to be answered, they are simply discussed and the participants jointly decide on possible answers, advice or comments related to the question. These are written down on the back of the cards.

In the meantime, the facilitator clusters the different learning points.

At the end, the questions are collected again and laid out on a table for everybody to collect. The facilitator also gives a small presentation about the learning points, summarizing the main ones, commenting on the categories, naming some surprising features, etc.

Material

Meta cards & marker pens

Remarks

Advantage. It generates group thinking and connections between groups and cards.

Disadvantage. There could be some disconnection between the question and the answer. Also participants might have to discuss a question in which they have little interest while there are other questions that give them energy.

3.26 Additional visual tools

We work a lot with our analytical brain, using cognitive thinking and words. A lot of information is shared during the courses and people have to think a great deal. Therefore working with more visual tools for reflection can help people to digest the information in another way.

The following table will provide a large number of examples of visual tools for reflection. Go online and click on the boxes, a lot of visuals will appear!

A PERIODIC TABLE OF VISUALIZATION METHODS

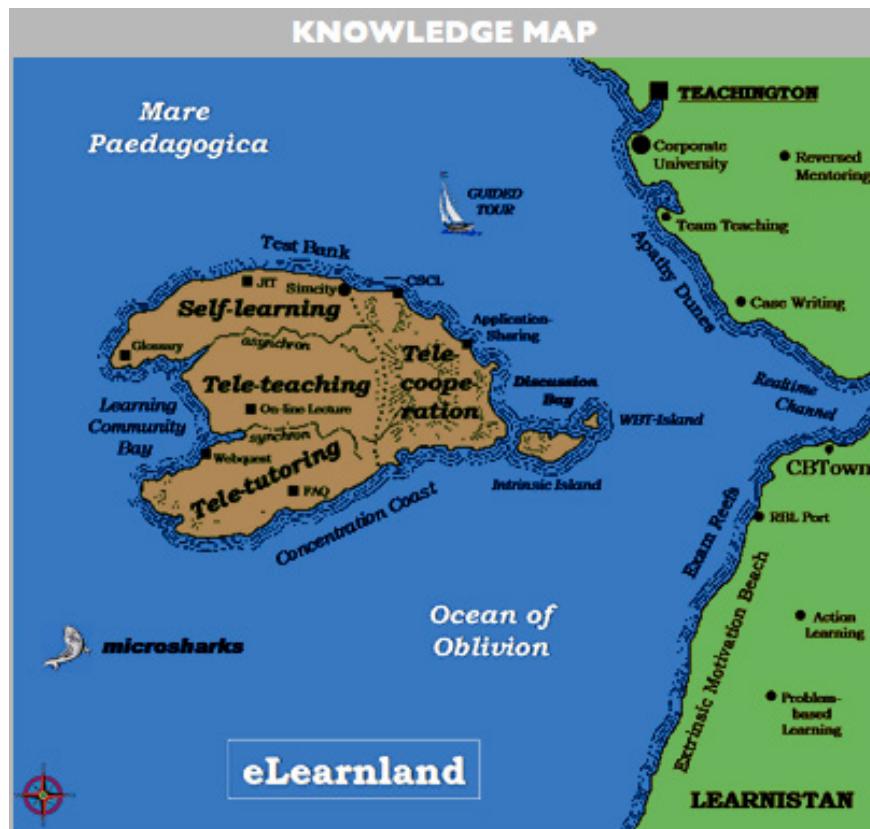
	C continuum		Data Visualization Visual representations of quantitative data in schematic form (either with or without axes)		Strategy Visualization The systematic use of complementary visual representations in the strategy development, formulation, implementation, and evaluation process in organizations.
	Tb categorical		Information Visualization The use of nonmetric visual representations of data to amplify cognition. This means that the data is transformed into an information visualization so that it can be more easily understood by users as they process working with it		Metaphor Visualization Visual Metaphors visualize implicitly to organize and structure information. They also convey an implicit message about the meaning of the message and key characteristics of the metaphor that it is employed
	Ca cartesian coordinates		Concept-Visualization Methods to retrieve, group, qualitative concepts, ideas, plans, and analyses		Compound Visualization The complementary use of different graphic representation formats in one single scheme or frame
	Pi picture		Media: audio, images, qualitative concepts, ideas, plans, and analyses.		Ec environmental sustainabilty
	L line chart				Mm memory map
	B bar chart		T Timeline		Tm temporal
	Hi hierarchy		Pa particular coordinates		St story template
	Hy hypergraph tree		Hy hypergraph tree		Tr carbon
	Sa saliency diagram		Sa saliency diagram		
	Ve visual metaphor		Ve visual metaphor		Ct cartoon
	Mi mapping		Mi mapping		
	Sq square of oppositions		Sq square of oppositions		
	Co cooperation		Co cooperation		
	Ar arc chart		Ar arc diagram		
	Sc scrambled		Sc scrambled		
	R rule chart		R rule chart		
	Ch channel relationship		E entity relationship		
	Fd feedback cycle diagram		Fb feedback cycle diagram		
	Pa panomach		Pa panomach		
	Cl clustering		Cl clustering		
	Lc layer chart		L layer chart		
	Ga gaussian mixture		Ga gaussian mixture		
	Ca causal effect chains		Tl tailored		
	Dt decision tree		Dt decision tree		
	Gp graph partition		Gp graph partition		
	Ev evocative knowledge graph		Ev evocative knowledge graph		
	Co concept map		Co concept map		
	Pr progressive diagram		Pr progressive diagram		
	D diagram		D diagram		
	Pr process flow diagram		Pr process flow diagram		
	Pc process chart		Pc process chart		
	Sw swim lane diagram		Sw swim lane diagram		
	V view diagram		V view diagram		
	Hh hierarchy bell chart		Hh hierarchy bell chart		
	I inferential				
	Cy Process Visualization				
	Hy Structure Visualization				
	Ov Overview				
	Ao Detail AND Overview				
	Dc Detail				
	Dc Divergent thinking		Sd semantic diagram		Ld Mc-cycle reading
	Dc Convergent thinking		Pf partitioning		Tc textual reading
			Sg string diagram		Sm semantic mapping
			Mz memory storage chart		Sp spacy diagram
			Z zweig's metapsychological diagram		Ts textual reading
			Ad adventure diagram		Sc semantic memory
			De deconstruction diagram		St storytelling
			Di diagram		Hy hypertext
			Mm memory map		Is isshawan
			Tm temporal		Ta tag
			St story template		Sd spacy diagram

Source: http://www.visual-literacy.org/periodic_table/periodic_table.html

Towards A Periodic Table of Visualization Methods for Management

Lengler R., Eppler M. (2007). Towards A Periodic Table of Visualization Methods for Management. IASTED Proceedings of the Conference on Graphics and Visualization in Engineering (GVE 2007), Clearwater, Florida, USA.

This Knowledge Map is an example from the periodic table:

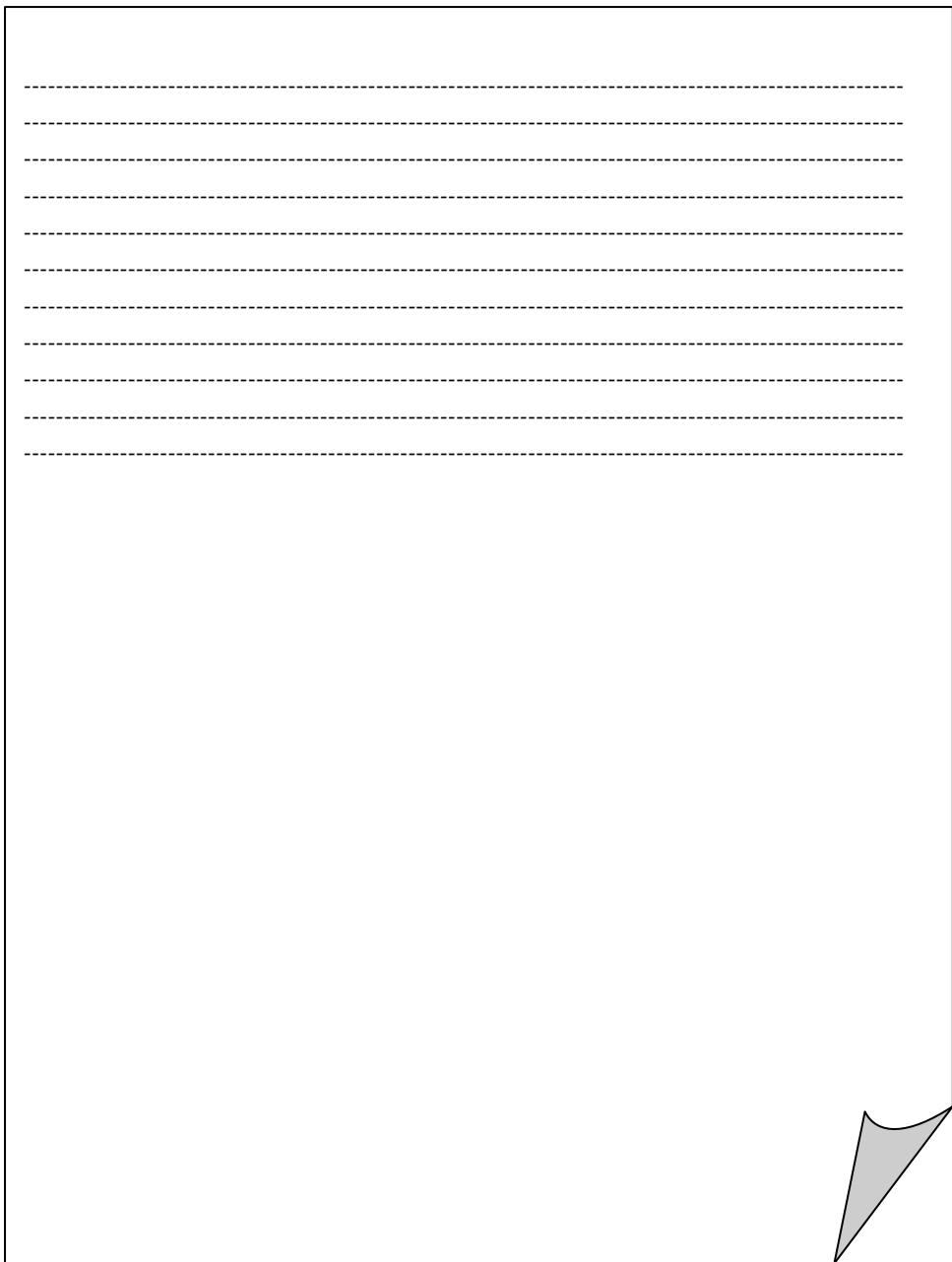


A mindmap is another example of a widely-used tool:

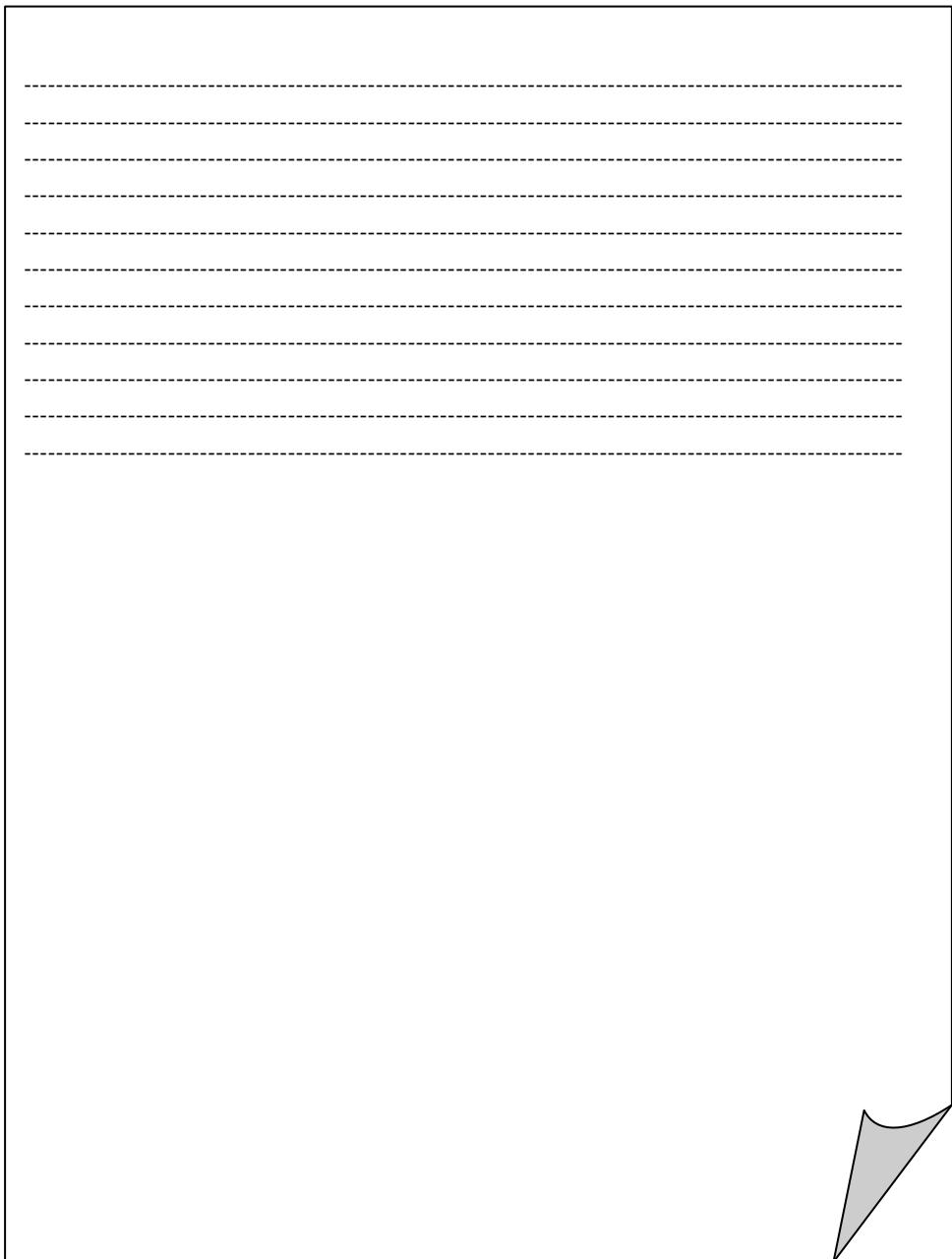


Source: www.learningfundamentals.com.au

My Own Notes



A large rectangular area for writing notes. It features ten horizontal dashed lines spaced evenly down the page. The bottom right corner of the rectangle is shaded with a light gray triangular gradient.



References, Resources and Organizations

- Boef, W.S and Thijssen, M.H, 2007. Participatory tools working with crops, varieties and seeds. Wageningen International.
- ORID – ToP Group Facilitation Methods: Focused Conversation. The Institute of Cultural Affairs, 2000
- The Barefoot Guide to Working with Organisations and Social Change, 2009.
<http://www.barefootguide.org/download.htm>
- Jules Pretty et al, 2005
- Rob Hoekstra, 2006
- Marjo Korrel, 1995
- NATURE Outdoor Training & Education, Belgium 2010
- http://www.visual-literacy.org/periodic_table
- <http://portals.wi.wur.nl/msp/>

Annex 1 – Reflection Questions

Questions structured around the Kolb learning phases

What happened and why? (reflection)

- What are some things we did today/yesterday?
- What happened, to whom, in what circumstances?
- What words stand out?
- What are some events you recall in the past year/week/day?
- What scenes do you remember?
- What caught your attention?
- What lines of dialogue do you recall?
- What were the key points in the speech?
- Identify one element of the presentations or discussions you did or did not agree with?
- What did you like/dislike most in yesterday's session, and why?
- What was the most challenging/provoking issue in yesterday's session?
- Did anything surprise you yesterday? If so, what?
- What was the funniest moment yesterday?
- Did anything happen that made you feel uncomfortable? If so, what, and why do you think it made you feel this way?
- What joke or humorous saying can you make about yesterday's session? (Make a person laugh!)
- How did you feel about yesterday's experience? Why?
- What made you feel appreciated?
- What was inspiring? Most exciting?

So what does that mean? (conceptualization)

- What generalizations do you draw from this?
- What have you learned?
- What seems the most critical?
- What does it mean to have experienced this?
- What appears to be the central issue or key problem area?
- What exceptions are there? How can those exceptions be explained?
- What was the most important lesson learned yesterday?
- What did you learn during the informal interaction yesterday?
- What contradictions do you see, what sense can you make of it?

- What questions did this raise for you?
- What insights are beginning to emerge?
- What is the importance of this?
- What values are we holding here?
- What difference will it make?
- How have others dealt with these issues?
- What would you say underlies these issues?
- How has this been beneficial to you personally?
- What kind of decisions need to be made?

Now what? (application)

- Do you feel the need to respond to/act upon what you have learned? How?
- What does this mean for your future?
- What changes will we need to make?
- If you were giving yesterday's lecture, how/what would you do differently?
- How can you educate others or raise awareness about yesterday's topics?
- What aspect in the programme would you like to experiment with when you are back home and whom do you need to involve?
- If we would do this again, what would you change?
- What would it look like for you to act in this way?
- What application or ideas about action has this session triggered for you?
- What important trend might be an opportunity for your organization?
- How could what you learned yesterday affect your life/work?
- What could you teach your colleagues about yesterday's topics?
- How can you engage your colleagues?
- What are you really committed to?
- Based on what you learned, what is the smallest step you can take to create a positive change?
- What are the first steps you need to take?
- What more do you want to know?
- What remains a puzzle? What would you have to do to begin to resolve that puzzle?

Annex 2 – Schedule for 2010 Reflection Sessions

Date	Topic	Use criteria	Mind!	Tool
3 Nov	Getting to know one another, market access, economics views on poverty	Meet a lot of people + mingle again	Time	Grading reflection
4 Nov	Value chain dynamics, shrimps value chain, social activity	Permits demonstration of relations	Introduce work form + time allocation	Kolb learning cycle
5 Nov	Producers' approaches to RPO, business approach to development	Exchange participants' questions	Speed balance	Laundry line with questions
8 Nov	Finance chain actors, case development, weekend	Solve issues related to cases and visit		Collaboratively answering questions
11 Nov	Supply chain management, excursion, seminar	Allows you to deal with many topics		Collage (Rich Picture)
12 Nov	Supply chain management, issues and trends in sustainable trade	Allows for content development		Cards with questions
15 Nov	Governing food safety, case development weekend, Amsterdam	Final week, good moment to check on moods	Combine with one question on food safety?	Mood and learning
16 Nov	Institutional change, chains and institutions	Provokes critical reflection and reasoning		Statements
17 Nov	From issue to vision of goal	Images relate to vision creation		Haiku
18 Nov	SWOT, strategic planning	Creative, encourages participants to take a step back		Reflection by images/postcards

Annex 3 – Schedule for 2011 Reflection Sessions

Date	Tool
2 Nov	Ball + describe a good learning point
3 Nov	Kolb learning cycle
4 Nov	Cards with questions
7 Nov	Write a haiku
10 Nov	Collage (Rich Picture)
11 Nov	Mood and learning
14 Nov	Quiz
15 Nov	Snoopy
16 Nov	Statements
17 Nov	Reflection using images/postcards

This manual summarizes a number of tools that you can use to facilitate a reflection process about the knowledge and experiences participants have acquired during a course, to make their learning more explicit.

More information and online videos: www.cdi.wur.nl and
www.wageningenportals.nl/msp (videos to be found under Tools and Methods).

