**Individual & Collective Reflection**

**Featured Tool:** TedED & Word Clouds  
**Additional Recommended Tools:** Blackboard™ Journals, Blackboard™ Blogs, Google drive, SurveyMonkey®

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<th>Sample Activity</th>
<th>Before Class</th>
<th>During Class (Promote Active Learning)</th>
<th>After Class</th>
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<td>Reflection related to film</td>
<td>Student individually completes a TedED lesson (short video with questions). Participates in group discussion board that involves reflecting on his/her take-aways from the film. Specific prompts/questions are provided for the discussion board. (ex: reflection-on-action; content reflection)</td>
<td>Instructor synthesizes the student-generated information by selecting key words and themes that frequently appeared in the discussion board using a “Word Cloud” (<a href="http://www.wordle.net">www.wordle.net</a>). Instructor engages the class in conversation related to these key points, and how these key points will affect future professional and life roles (ex: reflection-for-action)</td>
<td>Students revisit the TedED discussion board and consider if/how their response would change following class discussion. Changes are viewable by the group. Students individually apply class/video information to a prior experience they had in clinic and consider what they would do differently next time (ex: reflection-for-action).</td>
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| Reflection related to professional role| Student individually writes a short paragraph related to their assumptions on another professional’s knowledge base, scope of practice, and opportunities for collaboration (ex: premise reflection on what an occupational therapist’s role is on the healthcare team). | Instructor provides a list of assumptions/biases that students shared related to a given professional’s role. Students react in small groups to the assumptions/biases that were present and seek new information to validate or refute those assumptions/biases (ex: premise reflection)  

Students interact and role-play with a given healthcare professional in class. Students stop at time points during the role-play to reflect-in-action on their knowledge, skills, and attitudes. | Students individually read a complex patient case related to differential diagnosis. The case requires integration and interpretation of information from multiple healthcare providers. The last question prompt of the case study asks the student to reflect on their process of determining which other healthcare practitioners would be appropriate to involve on the case (ex: process reflection). |
| Reflection related to clinical experience/patient encounter | Student individually reflects on a specific experience (ex: reflection-on-action: class session, patient encounter, course from a prior semester, etc.) and send 1-2 words that summarize the experience for them. This requires high level of synthesis from the student to be able to reflect on an experience and determine their key “take-aways”. | Instructor creates a “Word Cloud” with the summary of students’ experiences. Since the words which appeared more frequently in the students’ responses are larger, it helps the students calibrate and compare/contrast their own take-aways with others. Engage in discussion related to the words on the screen in terms of content that was learned, processes that were developed/refined, or premises that were confirmed/challenged. | Student individually reflects on another viewpoint/perception of an encounter. (Ex: student physical therapists (PTs) read the blog-entry of a patient’s recap of a physical therapy treatment session). Student must consider how the alternative perspective is related to his/her own perspective and consider their treatment plan for the next clinical encounter (ex: reflection-for-action). |

**Time-Related Reflection:**  
(Plack & Driscoll, 2010)  
- Reflection IN action (while learner is doing activity)  
- Reflection ON action (after learner has completed activity)  
- Reflection FOR action (learner plans future to improve present situation/outcome)

**Content-Related Reflection:**  
- CONTENT reflection (learner explore problem to better understand it; answers "WHAT")  
- PROCESS reflection (learner explores strategies/processes in experience/problem-solving)  
- PREMISE reflection (learner explores/critiques his/her values, biases, assumptions, beliefs)