

# MEANING-MAKING IN MENTORING

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Mentoring Institute @ Florida State University 12/12/12



# Reflection

- ❖ Process of deriving meaning from experience
- ❖ Engages participants in conscious, intentional, critical thinking for the examination of an experience
- ❖ Giving serious thought to something and connecting it to both past and future actions
- ❖ Allows the participant to clearly develop his or her story about an experience



# Table Discussion

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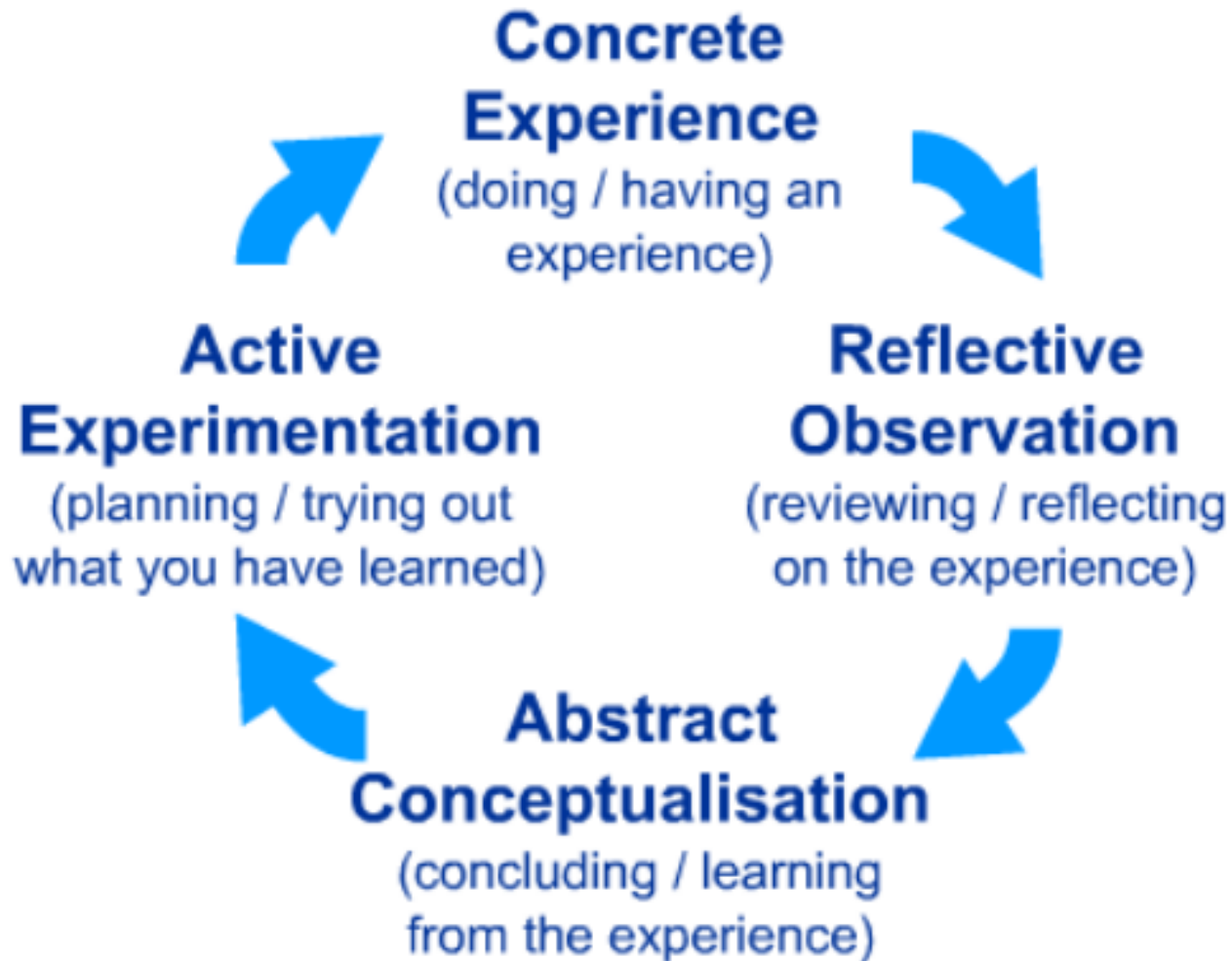
How does reflection happen for you?

- Please discuss the why, what, and/or when of your personal reflective practices.

# How Does Reflection Happen for You?

- What works best for you?
  - ▣ Time – on the drive to work, before bed
  - ▣ Place – coffee shop, nature
  - ▣ Action – running, journaling, dancing
  - ▣ Ritual – prayer, meditation, yoga
  - ▣ Medium – journaling, creative arts, verbal
  - ▣ Technology – social media (Twitter, FB), blogging

# Kolb's Process of Experiential Learning







# Reflection

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Action without reflection leads to burnout.

Reflection without action leads to cynicism.

Albert Einstein

# For me, mentoring is...

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# Reflective Practice

- What?
  - ▣ Facts and occurrences
  - ▣ Objective reporting without judgment or interpretation
- So what?
  - ▣ Looks at consequences of actions
  - ▣ Shifts from descriptive to interpretive
- Now what?
  - ▣ Taking lessons learned and applying them to future
  - ▣ Big picture, goal setting, and long-range planning

# Telling Your Story

## Ira Glass from This American Life:

“And that’s really like a lot of the trick of the whole thing. You know is to have the perseverance that if you’ve got an interesting anecdote that you also can end up with an interesting moment of reflection that will support it and then the two together interwoven...will make something that is larger than the sum of its parts.”

# Methods of Reflection

- Personal journal
- Double-entry journal
- Discussion (email, online, in-class, with peers, or with professor)
- Analysis paper
- Poster presentation
- Class presentation
- Concept map
- Experiential case study
- Portfolio
- Personal narrative paper
- Photo essay
- Creative writing
- Poetry
- Painting/mural
- Storytelling

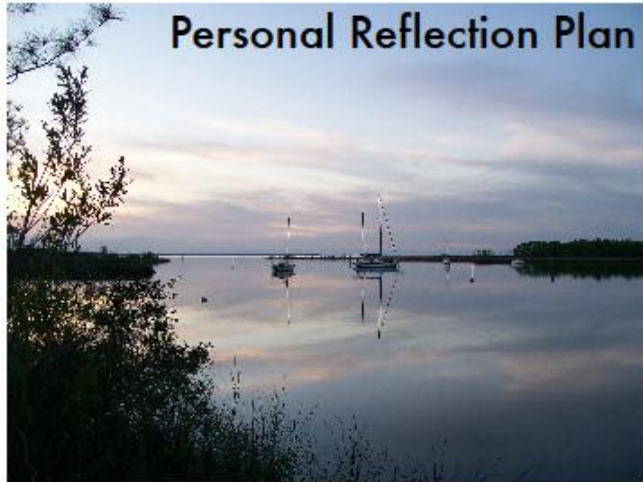
# Scaffolding Reflection

Category	Definition	Sample Verbs	
Knowledge	Remembers previously learned material	Define Identify Label List	Name Recall State
Comprehension	Grasps the meaning of material (lower level of understanding)	Describe Discuss Explain	Locate Paraphrase Translate
Application	Uses learning in new and concrete situations (higher level of understanding)	Apply Carry out Demonstrate Illustrate	Prepare Solve Use
Analysis	Understands both the content and structure of material	Analyze Categorize Compare Contrast	Differentiate Discriminate Outline
Synthesis	Formulates new structures from existing knowledge and skills	Combine Construct Design Develop	Generate Plan Propose
Evaluation	Judges the value of material for a given purpose	Assess Conclude Evaluate Interpret	Justify Select Support



# Sample Reflection Plan for an Alternative Spring Break Trip

	Mon	Tues	Wed	Thurs	Fri	Sat
Activity	Flash  Lifeline Biography	High/Low  Ginger- bread Models	One-Minute Reflection  Four Corners	Emotion Stickers  Concept Map	Flash  3-2-1 Write	Create an action plan  Apprecia- tion Cards
Supplies	chart paper markers	chart paper markers magazines scissors glue	index cards pens	print outs stickers chart paper markers	paper (lined and unlined) pens	nice paper pens
Facilitator	Jane	David	Jane and David	David	Jane	Jane and David
Questions	Use this space to write down questions or prompts for inclusion in the reflection activity. For some activities, like Four Corners, you will need more space whereas for others you may one need one or two prompts.					
Feedback	Use this space for facilitators to write a one to two sentence reaction following each reflection session. This reflection could be about the activity, the process of facilitation, the outcome of the activity, or how a specific participant responded. This feedback is useful for evaluating the process of the group reflection, the utility of the activities chosen, and the students' learning.					



# Personal Reflection Plan

How do you reflect?

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Where do you reflect?

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What do you need in order to reflect? (ex. journal, music, etc.)

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What obstacles prevent you from reflecting?

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Identify supporters who could encourage you to reflect.

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What insights have you gained through reflection?

## What?

Facts and occurrences;  
objective reporting without  
judgment or interpretation

## So What?

Looks at consequences of  
actions; shifts from descriptive  
to interpretive

## Now What?

Taking lessons learned and  
applying them to other  
situations; big picture, goal  
setting, and planning

Action without reflection  
leads to burnout;  
reflection without action  
leads to cynicism.  
- Albert Einstein

## Reflection Prompts

Describe the experience with a  
sense other than sight

Make a list

"In this situation, I most fear..."

"I need to learn more about..."

Create a digram or mind map

Describe someone you met

"I anticipated... What actually  
happened..."

"The most challenging part for  
me was ..."



# Reflection as a Habit

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- Regular practice
- Chance to look at an event, program, etc. holistically and piece by piece
- Discover what is present and meaningful but not urgent
- Must explore the notion that reflection may simply lead to frustration and/or despair

# Questions?

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