Reflecting for Disseminating SoTL Project

“Schön identified two types of reflection: reflection on action, which is undertaken retrospectively, and reflection in action, which is essentially ‘thinking on your feet’. He also proposed that by repeatedly carrying out the process of ‘reflecting on action’ can help practitioners to build upon previous experiences and scenarios.”

In the process of SoTL, I use reflection after each class as each student has their introspective moment that generates new neurological pathways.

Maybe the major step that has not been included in the asynchronous learning, is the reflection step that otherwise exists in some traditional in-class learning. Completing the project of scientific research, it could most likely produce a new project that can analyze the hypothesis on how reflection process is used by different countries, cultures etc. Within this new project, the students would have the opportunity to learn from each other while collaborating with no more than 3 individuals who have similar background for online learning.

Engaging in this systematic inquiry about my research practice involves choosing the design study that corresponds with my questions as well as my personality skills and world views. Qualitative research and reflecting on outcomes would encompass interviewing, observing, and analyzing, which are main activities when performing the scientific research. Depending on the findings, the design of the next SoTL project will change since we learn from our reflections on experiences we had.

“We don’t learn from experience. We learn from reflecting on experience.” Dewey

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