

CRITICAL REFLECTION: IMPACTS ON TRANSFORMATIVE LEARNING

A POSTER PRESENTATION

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ABSTRACT

The University of Central Oklahoma recently implemented the Student Transformative Learning Record, STLR, to document and exhibit students' growth in the Central Six Tenets of global and cultural competencies; health and wellness; leadership; research, creative, and scholarly activity; and service learning and civic engagement. Participation in STLR activities requires submission of some type of reflective artifact to be evaluated by an instructor, event coordinator, or advisor. Even with the implementation of this program and various opportunities for transformative experiences, many students are unaware of the skills they gain through participating in transformative learning experiences and/or are unequipped to articulate those skills. This exploratory study will compare STLR designated student groups to determine if certain types of reflection activities influence the perceived learning outcomes of students.

The purpose of this study is to determine if certain reflection exercises contribute more to student learning than others. The study compares the perceptions of learning from students at the University of Central Oklahoma participating in transformative learning experiences as part of the Student Transformative Learning Record (STLR) Program. A better understanding of which reflection exercises best help students to make meaning of their experiences will be valuable in program and curriculum planning as well as evaluation.

SELECT REFERENCES

Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1(1), 25-48.

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