

PEER-TO-PEER REFLECTION PROTOCOL

This peer-to-peer reflection protocol is a companion tool to the *Survey of Students' Experiences of Learning in Learning Communities*. Its aim is to provide LC Programs with a method which invites students—in the company of peers—to further explore their experiences and perceptions of integrative learning as well as collaborative learning.

Designed to be used *after* students do the online survey, the protocol builds on individuals' anonymous survey responses. It has two distinct and related parts. The first is a written reflection exercise based on a section from the online survey which focuses on integrative learning. The second uses what students' write as a starting-point for a facilitated, exploratory conversation where the intent is to deepen students' *collective understanding* of their learning community experience.

PEER-TO-PEER REFLECTION PROTOCOL (PRP) FOR EXPLORING STUDENTS' LC LEARNING EXPERIENCES

Part I – Post-Survey Written Reflection Exercise

Once the online survey has been administered, distribute the handout in the box below which asks each student to provide examples or situations which support their rating of two questions from the survey most related to integrative learning. *This post-survey written reflection exercise can be done in the same class or in a time-frame which suits the LC Program. You will want to add additional spacing after each prompt; the handout should be around one and a half to two pages in length.*

Directions: *For each of the survey questions below, provide one or two examples or occurrences in your learning community that came to mind as you were responding to the question.*

In my learning community, I:

- a. Work on connecting or integrating ideas, strategies, or skills from classes (or disciplines) included in this learning community*
- b. Reflect on how these connections lead to new insights or understanding*

After all students have had a chance to write responses, facilitate a discussion with students based on their responses and insights (see Part II—Facilitated Discussion, on next page). This can be done in the same class or in a time-frame which suits the LC program. *We recommend that facilitation be done by a member of the teaching team or someone knowledgeable about the LC class.*

Part II – Facilitated Discussion

The purpose of this part of the protocol is to provide an opportunity for students to develop a collective understanding of their learning community experience by considering both the individual and collaborative nature of learning in LC classrooms. You may want to note down or record highlights of the discussion for future in-class use and/or professional development conversations.

1. Introducing the process

The facilitator reviews the role of the facilitator, i.e. to make sure the conversation stays focused on each step in the reflective discussion: 1) listening round; 2) making connections; 3) wondering; and 4) uncovering complexity.

2. Discussion agenda

Listening round: One by one, without interruption, students share examples or situations from their written responses in a round robin fashion.

Making connections: Once everyone has shared their responses, the facilitator asks students to point out any connections or common themes given the range of experiences and situations.

Wondering: Students are invited to raise questions or name anything they are curious about in relation to the kind of learning their fellow students are describing.

Uncovering complexity: The facilitator invites everyone present to share any thoughts they have about “what lies beneath the surface”¹ of their experience.

3. Appreciating students’ contributions to the LC Campus Program

The facilitator thanks students for sharing their insights with classmates and their contributions to improving the LC program on campus.

¹ This expression is from Cultures of Thinking, Harvard Project Zero: http://www.ronritchhart.com/COT_Resources.html.