



The University of Georgia®



**ENRICHING STUDENT
ENGAGEMENT**

CRITICAL REFLEXIVE ANALYSIS

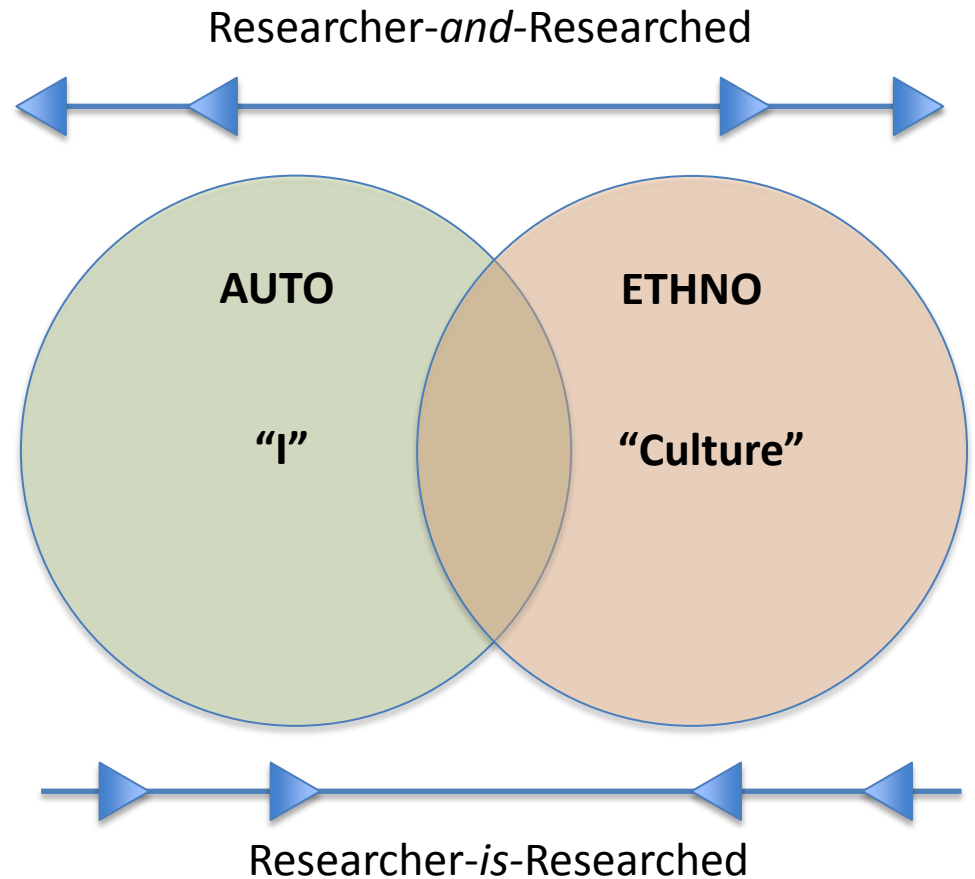
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CRITICAL REFLEXIVE ANALYSIS

WHAT IS IT?

“Critically reflexive practice embraces subjective understandings of reality as a basis for thinking more critically about the impact of our assumptions, values, and actions on others” (Cunliffe, 2004).



Doloriet & Sambrook (2009)

CRITICAL REFLEXIVE ANALYSIS

WHAT IS IT?

Traditional Learning

- Social reality is objective.
- Uses “Banking Approach”
 - We learn techniques, principles & models that can be applied to individual actions and situations.
 - Puts knowledge into “separate accounts.”
- Focus is on repetition, application.

Critical Reflexivity

- Transforms reality by thinking subjectively about the impact of your actions and interactions with others.
 - Equates learning with moments in which we are “struck.”
- Focus is on Praxis – questioning our own assumptions and exploring others

THE “REFLEX”

WHAT IS IT?

Reflex – an action that is performed as a response to a stimulus and without conscious thought

Consider our immediate...

Response

Impression

Reacting-in-the-moment dialogue

Reflex draws upon...

Knowledge/experience

Instinct/habit/memory



THE CRITICALLY REFLEXIVE STUDENT

PERSONAL ASSUMPTIONS & ACTIONS

By thinking more critically about personal assumptions and actions, we can develop more collaborative, responsive, and ethical ways of communicating and engaging.

In examining these assumptions, we can:

- Uncover our limitations and possibilities
- Become less prone to accepting the status quo/traditions
- Develop a greater awareness of different perspectives and possibilities, and of the need to transform old ways of theorizing & managing

SERVICE-LEARNING PROGRAM

CULTURAL ENGAGEMENT IN ROMANIA

Course Title:

Cultural Engagement and Professional Development in Agricultural Communication: A Service-Learning Program in Romania

Objectives:

- To learn about and apply methods of cross-cultural message development and co-construction of participant narratives
- To enhance personal listening skills
- To develop working understanding of Heifer International and Heifer Romania

SERVICE-LEARNING PROGRAM

WHAT IS IT?

Hands-on learning as it relates to:

- Personal responsibility as a communicator
- Potential consequences of personal culture
- Practices of engagement with the unfamiliar

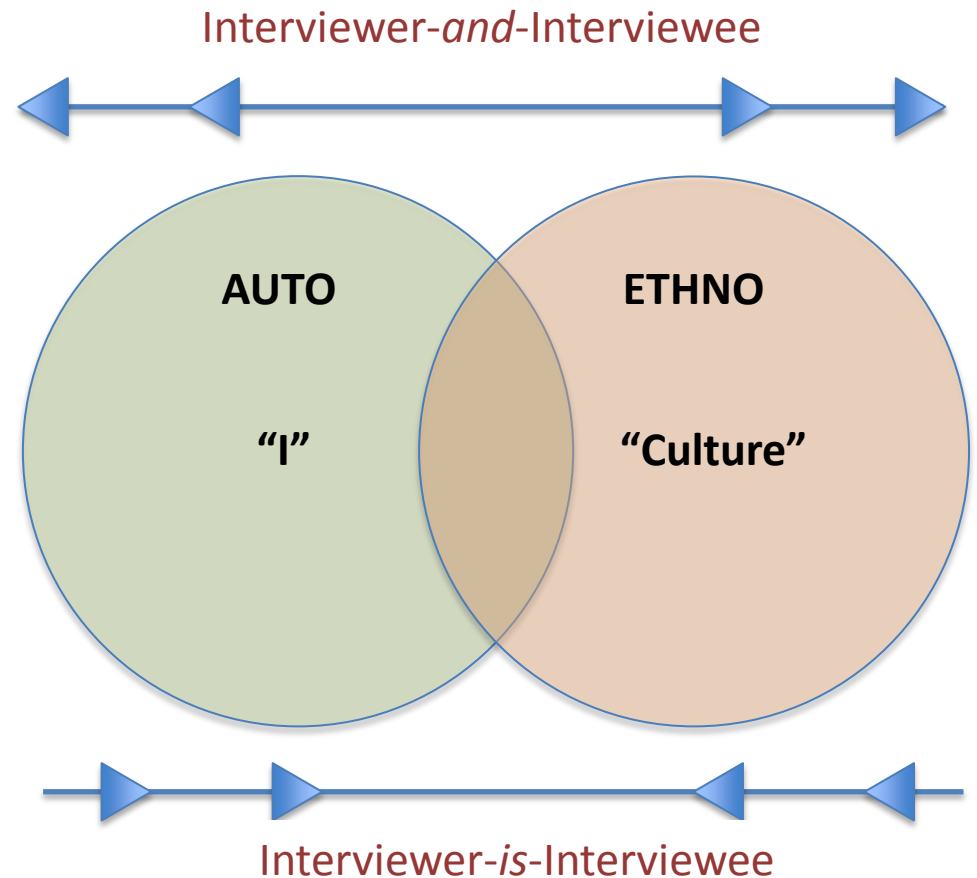


CRITICAL REFLEXIVE ANALYSIS

CO-CONSTRUCTING NARRATIVES

Variable style of Interviewing

- Contains elements of:
 - Autoethnography
 - Narrative inquiry
 - Photovoice
- Identifies the Entry Point to:
 - Consider self
 - Authentically engage with others
 - Responsibly represent others



STUDENT EXPERIENCES

ANALYZED FROM JOURNAL ENTRIES

Enabling Poverty Through Aid

“I enjoyed giving the children milk and helping them because they are so adorable, but at the same time I felt like I was contributing to helping people be homeless... I know that what Heifer is doing there is great, but I hate that those people have no intention of making a better life for themselves...”

STUDENT EXPERIENCES

ANALYZED FROM JOURNAL ENTRIES

Voicing Disagreement on Defining “Poor”

“A lot of the [students] were saying that they were disappointed in the program because the families we have been staying with are not as poor as we expected... They started suggesting that [Heifer International] is unethical... At the end I told them what I was thinking: In my opinion, they were being very judgmental where they didn't have a right to be. We don't know all the facts. Our family in Rasca had told us that they were just breaking even financially. It was obvious to me that people are benefitting from this program. We have no right to judge how much these families were and are struggling. None. Suffering can't be quantified, happiness can't be quantified. The only think I am comfortable judging in this situation is the quality of the people. Honesty, compassion, work ethic, etc. These are good people, I can tell that.”

STUDENT EXPERIENCES

OBSERVATION BY INSTRUCTOR

The Group Dialogue is Critical

- Talking it out vs. Writing it out
- Further examination of similar “struck by” moments



CRITICAL REFLEXIVE ANALYSIS

LIMITATIONS

- Struggling to go down deep
- Students who struggle to write it out
- Limited time to analyze journals



OTHER TOOLS TO CONSIDER

PHOTOVOICE



VISUAL DISCOVERY KITS



THANK YOU

QUESTIONS?

- Cunliffe, A. L. 2004. On becoming a critically reflexive practitioner. *Journal of Management Education*, 28(4), 407-426.
- Doloriert, C., Sambrook, S. (2009). Ethical confessions of the “I” of autoethnography: the student’s dilemma. *Qualitative Research in Organizations and Management: An International Journal*, 4(1), 27 – 45.
- Kahn, H. (2010). Seeing Beyond: Visual Approaches in Global Learning. *Practicing Anthropology*, 32(3), 45 – 48.
- Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24, 369-387.