

# *Critical Reflection for Personal and Professional Growth*

Making meaning of experiences to develop critical thinking & problem-solving skills and to effect change

**Purdue InterCultural Learning Community of Practice (PICLCoP) Workshop**



Center for Intercultural Learning, Mentorship, Assessment and Research  
GLOBAL PARTNERSHIPS AND PROGRAMS

# Melinda White

Purdue World Language Education Program Coordinator



# *Introductions*

- Name
- Role at Purdue and area of interest
- What you are hoping to learn from this workshop
- How you plan to apply what you learn

*Self-Awareness + Critical Thinking  
+ Planning for/Taking Action =  
Critical Reflection*

# *Why is Critical Reflection Important for Teachers?*

- Teaching in “isolation” (only one in classroom, possibly the only one in your department)
- Only “adult” to make the adult decisions
- Responsible for safety and well-being, classroom climate, classroom culture, etc.
- Need for strong relationships with students
- Mental health (your own and your students’)
- Tendencies to just complain...
- Teacher attrition rates

# *Why is Critical Reflection Important for Everyone?*

# Self-Awareness

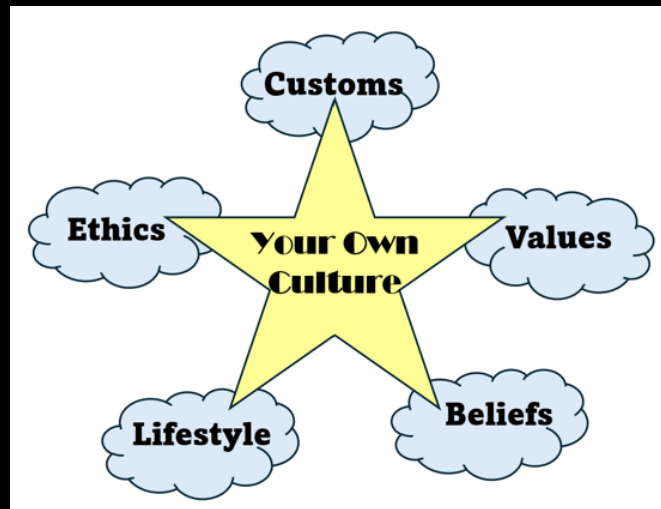
## Personal self-awareness

Cannot happen without reflection, we must step out of our experiences to reflect on how we are shaped by those experiences.



## Cultural self-awareness

Can come from your ethnicity or heritage, race, gender, religion, country of origin, region within a country, even your state, city, or rural upbringing



## Global self-awareness

How do you exist within the global space?

Are you knowledgeable about other countries and cultures? Do you travel? How do you relate to people while in their space? How do you show your care and concern for others around the world?



# Cultural Self-Awareness



- Being culturally self-aware leads to recognition and appreciation of one's own culture and the culture of others.
- Lack of cultural awareness leads to cultural bias and stereotyping.

## LEVELS OF CULTURAL AWARENESS

Be Aware. Be Adaptable. Be Knowledgeable.



Awareness of visible cultural traits

Sensitivity to subtle cultural differences

Reflection of self in relation to others for meaningful interactions

Understanding how another culture feels from an insider perspective

MULTICULTURALISM

# *Global Self-Awareness*

“What is global self-awareness? It is the capacity to see oneself in relation to the world and to understand how one’s actions and thoughts impact the planet. It is an expanded sense of self that includes all of humanity and the natural world. With global self-awareness, we realize that we are all interconnected and that our individual actions have an impact on the whole planet. We become more conscious of our impact on the environment and the need to protect our natural resources. We also see the interconnectedness of all people and begin to appreciate the diversity of cultures. Global self-awareness leads to a sense of responsibility for the planet and its inhabitants. We begin to see ourselves as stewards of the earth and its resources. We feel a need to protect the environment and to promote social justice. We also feel a responsibility to help those who are less fortunate. Global self-awareness is the first step towards creating a more sustainable and just world. It is a necessary step if we are to create a future that is livable for all.”



# Global Competence

The skills and dispositions that all people need to navigate complexity and thrive in an interconnected and ever-changing world.

—worldsavvy.org



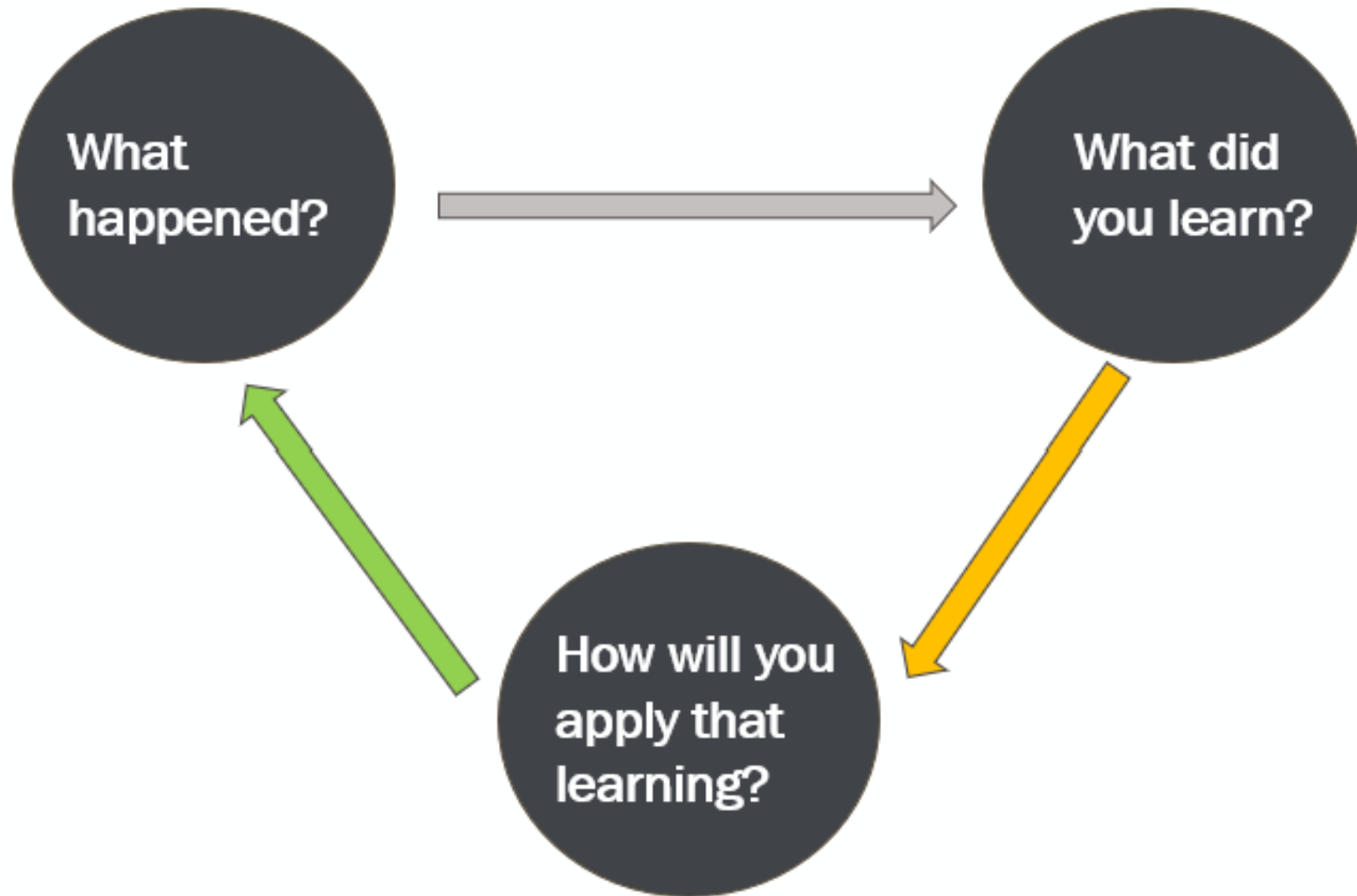
# What is Critical Thinking?

Analyzing information with an unbiased, rational, and potentially skeptical evaluation

Step back from any situation to get a better perspective, consider all angles and possibilities, identify any potential for bias, decide what information might be missing, identify problems, think through implications and solutions, and then make decisions.



# *For a Reflection to be “Critical”*



# *What?*

(description/self-awareness)

- What happened?
- What did I do?
- What did others do?
- What was I trying to achieve?
- What was good or bad about the experiences?

WRITE IT DOWN!

# *So What?*

(analysis)

So...

- What caused my feelings?
- What caused my actions?
- What do I not know?
- What is the importance of this?

# *Now What?*

(synthesis)

Now...

- What more do I need to do?
- How can I find out more information?
- What will I change?
- How will I attempt to reconcile the issue?
- Will these changes address this one incident or prepare me for future, similar incidents?

# *Anonymous French Teacher on Facebook Forum*

“I need a little pick me up. It’s my 3<sup>rd</sup> year teaching and 2 years ago you all told me not to take things personally, which was an amazing thing to remember (I teach M.S.).

But today this incident is hitting me the wrong way and I can’t explain why. I have this new 6<sup>th</sup> grader who is slightly awkward (I had his brother 2 years ago who was even more awkward). This morning this student was grossing me out: sneezing, sniffing grossly and then spent 10 minutes picking at his nose. Eventually I asked him to finish his business in the hallway and comeback when he was done (I was about to throw up). He was surprised. Later at lunch, he complained to his counselor that I kicked him out of class for sneezing!!

For 2 years, I was able to keep at school what had happened at school and I’m failing today for the first time. Also my in-laws are home for a month (!!!) and I just had 2 nights of open house (I’m exhausted and slightly on edge).

I’ll remind the 6<sup>th</sup> graders in class tomorrow how to deal with hygiene in class. Should I address the kid alone too? I’m sure he’s not lying on purpose and that’s what it felt like to him. But I don’t like that I have to defend myself (I emailed my assist. Princ. just to clarify).

Thank you for listening to me rant. I hope you all had or will have a great start of the year.”

 12

20 comments

## *Quote*

**“Critical consciousness and self-reflection are necessary components within teacher education and professional development that purposefully create discomfort.”**

- Morita-Mullaney (2021, p. 85)

# *Conflict Resolution Activity*

With a partner (or small group) define characteristics of “bad” listening and “good” listening.

Have one person in your group enter your suggestions into the mentimeter word cloud (QR code below).

If you have more than three suggestions, another member of your group can log in to add those.

What would a person be doing that might indicate they are not listening?

What would a person be doing that might indicate that they are listening well?

Active listening is a technique designed to help you comprehend what another person is trying to convey. It focuses on facts and feelings crucial to reducing tension and resolving conflicts.

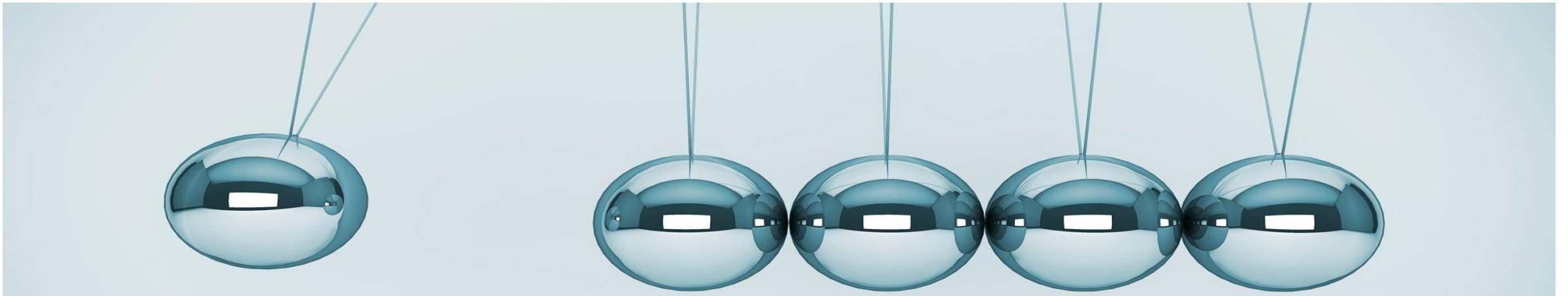
“Bad” listening can exacerbate conflict and will hinder effective communication.

<https://conflict-resolution-training.com/blog/conflict-resolution-training-activities/>



# *Impact of Critical Reflection*

- Improves decision making
- Enhances problem-solving
- Refines research skills
- Influences career success
- Guides interactions with others
- Teaches empathy and curiosity about others
- Helps us see another's perspective





# Resources

- <https://conflict-resolution-training.com/blog/conflict-resolution-training-activities/>
- [https://www.dso.ufl.edu/documents/nsfp/What is Critical Reflection.pdf](https://www.dso.ufl.edu/documents/nsfp/What%20is%20Critical%20Reflection.pdf)
- <https://www.empoweringpartners.com/2021/09/how-self-awareness-leads-to-self-confidence/>
- <https://www.naxlex.com/nursing/study-guides/cultural-awareness-and-self-reflection-1689783721>
- <https://uwaterloo.ca/centre-for-teaching-excellence/resources/reflection-framework-and-prompts#borton>
- <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/critical-reflection>
- <https://ystudios.com/insights-passion/culture-awareness-and-self>
  
- <https://www.purdue.edu/gpp/cilmar/>
  
- Morita-Mullaney, T. (2021). Multilingual multiliteracies of Emergent Bilingual families: Transforming teacher’s perspectives on the “literacies” of family engagement. *Theory Into Practice*, 60(1), 83–93.  
<https://doi.org/10.1080/00405841.2020.1829382>

# *Thank You*

Melinda White [white64@purdue.edu](mailto:white64@purdue.edu)

BRNG 4174

