Further Our Understanding of Reflection through I-Statement Analysis

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Background

Discussion

Reflection

Data Collection & Analysis

I-Statement Analysis
Background of the Study

- 921 Earthquake
- Remote area
- 2005–
  - English majors, FJU
- Bridging the English Divide
- 2-week English Camp
- from volunteerism to S-L

Map of Taiwan with dashed lines indicating the 921 Earthquake impact area.
Background of the Study: Participants

English Department,
Fu Jen Catholic University
• New Taipei City
• 8 student participants
• 2 teacher researchers

Chang-fu Elementary School
• Nantou, Central Taiwan
• 3 teachers in charge
• 48 students
Stages of S-L

Investigation  Planning  Action  Reflection  Demonstration

Ground-Laying 3/2-6/18
Compromising 6/18-6/30
Collaborating 7/1-7/14
Celebration 7/14-10/31

(Kaye, 2010)
Stages of S-L

Ground-Laying 3/2-6/18
Compromising 6/18-6/30
Collaborating 7/1-7/14
Celebration 7/14-10/31

Investigation  Planning  Action  Reflection  Demonstration

(Kaye, 2010)

Continuous, Connected, Challenging, Contextualized

(Eyler & Giles, 1999)
Why Reflection?

Personal and Social outcomes
Reflection (nature, type and frequency)
(Furco, 2013)

An experience

- Spontaneous interpretation of the experience
- Naming the problem(s) or the question(s) that arises out of the experience
- Generating possible explanations for the problem(s) or questions(s)
- Ramifying the explanations into full-blown hypotheses
- Experimenting or testing the selected hypothesis

What

Now what

So what
The social dimension of Reflection

Stepping back &
making sense of small moments

Reflection requires a **perspective transformation**
1. to free us from our habitual ways of thinking and acting
2. and becoming more critically aware of how and why our assumptions about the world in which we operate
3. have come to **constrain** the way we see ourselves and our relationships with others (Boud et al, 1985, p. 23).
Reflection

- Tool for promoting self- & social-awareness and social action
- Improving self-expression, learning and cooperation

(Finlay, 2008: 5)
The Role of Emotions

“Integrating emotion into the service-learning literature would mean we re-define effective reflection in service-learning as a process involving the interplay of emotion and cognition in which people (students, teachers, and community partners) intentionally connect service experiences with academic learning objectives.”

(Felten et al, 2006: 42)
To Evade or to Embrace?

Pre-conception
• Emotions are bad and thus should be hidden.
• Conflicts should be avoided.

Reality
• We all have our ups and downs.
• Conflicts are unavoidable in groups. We even have conflicts with our own minds from time to time.
• What can I do when I have conflicts with my peers?
Research Questions

1. How does the application of I-statement analysis help us better understand the process of reflection in S-L projects?
2. How do evidences in students’ reflective accounts reveal individual differences?
# Multimodality of Reflection

<table>
<thead>
<tr>
<th>Activity</th>
<th>forum discussion</th>
<th>Video</th>
<th>Text</th>
<th>Interview</th>
<th>Project</th>
</tr>
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<tbody>
<tr>
<td>Ground laying</td>
<td>□</td>
<td>◎</td>
<td>●</td>
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<td>★</td>
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I-statement Analysis

• Gee (2001)
  – how teenagers fashion themselves through the choice of language
  – one of the discourse analytic tools he applied in order to give a
    “snapshot” of teenagers’ actual use of language so as to
    further explore the underlying identity formation (Gee, 2001, p.
    177).
• Fang & Warschauer (2004)
  – to analyse interviews
  – to identify evidences of autonomy [More Action Statements]
• Brown, Smith and Ushioda (2007)
  – to analyse students’ reflective writing
• Ushioda (2010)
  – to analyse written reflective accounts
  – more detailed discussions on methodological issues.
# I-statement Analysis

<table>
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<td>“I feel a bit frustrated …”</td>
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<tr>
<td>3. Cognitive</td>
<td>“I think maybe …” or “I found that. . . ”</td>
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<tr>
<td>4. Constraint</td>
<td>“I don’t know why…”</td>
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<td>5. Achievement</td>
<td>“I have learned to…”</td>
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<tr>
<td>6. State</td>
<td>“Today is. . . ”</td>
</tr>
<tr>
<td>7. Appreciation</td>
<td>“I appreciate. . . ”</td>
</tr>
<tr>
<td>8. Expectation</td>
<td>“I hope that. . . “</td>
</tr>
<tr>
<td>9. We statement</td>
<td>“We are. . . ”</td>
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### I-statement Analysis: Coding

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#### Example
**Student A, 6/27**

今天一早的暖身 ping-pong 很有趣！和 J 在 basketball class 有練習類似的傳接球，但 basketball 實在比 ping-pong 大太多啦！雖然我們一直掉球，但我們一直 try 去找到成功的方法，後來也沒有很成功啦！謝謝 Sherri shew 給我們看，我和 J 在練習的照片，底妝綽好美，實在太好笑啦！還有討論 about K & J 合作的問題，得到了一個 precious words：要試著去調另一人的頻率和你相對到。或許我們都是先假説我們 or 對方不願意說。很佩服 Sherri & Beatrice 的 wisdom and open-minded！還有一句，很振奮人心：good things take time！這就是我們目前在做的事，雖然辛苦，但謝謝我們有這個機會去成長、去看到自己，去磨鍊自己！很感動 Beatrice’s ppt “免費，不代表品質無保障” 部了們一起加油！
The warm-up (ping-pong) we did this morning was interesting! LJ and I have done a similar pass and catch in basketball class, but a basketball is much larger than a ping-pong. Although we dropped [the ping-pong] all the time, we tried and tried, to find a way to succeed, though eventually we didn’t. Thanks to Sherri. She showed us the photo of me and LJ practicing. Our butts were so high; it’s indeed very funny. We also discussed problems about how K and LJ’s cooperation, and I got some precious words: I need to “switch the channels” so as to be in tune with that of another person. Maybe we all tend to assume that we or others aren’t willing to adjust. . . .
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<tr>
<th>I-Statement</th>
<th>No.</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Action</td>
<td>115</td>
<td>12</td>
</tr>
<tr>
<td>Affective</td>
<td>217</td>
<td>22</td>
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<tr>
<td>Cognition</td>
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<td>3</td>
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<tr>
<td>State</td>
<td>91</td>
<td>9</td>
</tr>
<tr>
<td>Constraint</td>
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<td>9</td>
</tr>
<tr>
<td>Expectation</td>
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<td>7</td>
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<tr>
<td>Appreciation</td>
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<td>3</td>
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<tr>
<td>We Statement</td>
<td>58</td>
<td>6</td>
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<tr>
<td><strong>Total</strong></td>
<td>992</td>
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</table>
Different Layers in I-statement Analysis

- Holist Analysis
- Individual Differences
- Case Study: Student A, B, C
Visualizing Textual Data

Compromising  6/18 – 6/30
(Practicum)

Collaborating  7/1 – 7/14
(Two-weeks in Chang-fu)
Students’ Self Analysis

Celebration
7/14-10/31

Practicum

Two Weeks in Chang-Fu
focus on group collaboration, and parentr.

focus on bids.

time-relationship with kids, (not close enough)

preparation for teaching
students' eng ability

delicious, gooey group atm.

happy, fun, relaxed, good scare, determined love

negative: a bit relaxed.

positive:

negative: a bit sad, embarrassed.

Birdie

Groundlaying:
(adaptation)

Compromising:

expectation

is extended to life and society.
not just teaching, self & group.
Three Major Dimensions of Reflection

Ref. 1
Ref. 2
Ref. 3
Ref. 4
Ref. 5
Ref. 6
Ref. 7
Ref. 8
Ref. 9
Ref. 10
Ref. 11
Ref. 12
Ref. 13
Ref. 14
Ref. 15
Ref. 16
Ref. 17

action
affective
cognition
Three Major Dimensions of Reflection

- Action
- Affection
- Cognition
Different Layers of I-statement Analysis

Holist Analysis

Individual Differences

Case Study: Obstacles & Opportunities

Student A (Freshman)

Student B (Junior)

Student C (Sophomore)

Ground-Laying 3/2-6/18

Compromising 6/18-6/30

Collaborating 7/1-7/14

Celebration 7/14-10/31
Student A (Freshman)

- Affection (42)
- Action (14)
- Cognition (30)
- Expectation (14)
- Achievement (4)
- Appreciation (6)
- Constraint (7)
Student A (Freshman)
Student A (Freshman)

Compromising
6/18 - 6/30

6/27
今天一早的熱身...ping-pong 很有趣！和小 J J 在 basketball class 有練習類似的傳接球，但 basketball 實在比 ping-pong 大太多啦！雖然我們一直打球，但我們一直 try，找到正確的方法後來也沒有成功啦！謝謝 Sherri show 給我們看，我和小 J J 在練習的照片，屁股好髒，實在太好笑！還有一些討論 about K & 小 J J 合作的問題。接地換了一個 precious words，要試著去調另一人的頻率和你相對的，或許我們已經假設我們 or 對方不願意調。很佩服 Sherri & Beatrice 的 wisdom and open-minded！還有一句，很振奮人心：good things take time！這就是我們目前在做的事，雖然辛苦，但謝謝我們有這個機會去成長，去看到自己。去磨練自己！很感動 Beatrice’s ppt““免費，不代表品質無保障”夥伴們一起加油！”

Collaborating
7/1-7/14

7/4(三)
今天已經是來到長福的第四天了，還挺快的其實！對於教學也比較上軌道了！班上的小朋友都很可愛很乖，但有少數程度差不好的，還是不太知道要怎麼辦...

7/9 (一)
今天小朋友大致上秩序都還不錯，除了 C 一直分心摳鼻孔外，
今天看一小段 Chicka Chicka Boom Boom ～
小朋友效果還不錯，大部分都有認真看。
Danny 在第三節下課的時候，他爸爸來接他回去看醫生，C 很乖，也沒
聯絡薄寫完才回家。
今天 C 也有小鬱悶氣。說他不喜歡
有些人很吵，我還告訴老師的建議
哄哄她，她就笑了～
後來 C 因為 D 很吵，所以揚 D 隨
這次有好好理...先跟 C ～～說這樣的
行為不對，再講 C～～跟 C ～～說：I am so sorry。
教 C～～說：It’s ok。開心～總算學會處理這類的
事了！
Student B (Junior)

- Compromising: 40% Cognitive, 40% Affective, 20% Action
- Collaborating: 50% Cognitive, 30% Affective, 20% Action
- Total: 60% Cognitive, 40% Affective, 20% Action
Student B

Cognition (24)

Action (7)

Expectation (1)

Achievement (2)

Constraint (12)

Affection (19)

Appreciation (0)
Compromising
6/18 - 6/30

6/18

今天一早就拖著沉重的心情過來開會。因位昨天很晚睡，和 partner 也有很多事情還沒準備、討論好，所以一早來實在是也笑不太出來。後來開會沒多久，K 竟然哭了。雖然確切原因是什麼不知道，但除了事情很多外，我猜可能也和 partner 的何做有關吧……我覺得我很能了解 K 的感覺。這幾天和 M 談論教案時，有種「還不如我自己做還比較快」的感覺。看到她寄來的教案實真得很傻眼，格式亂七八糟外，內容也很不一致，也太簡單。總覺的之前的討論不曉得她是都聽到哪去了。才第一天就覺得累了，也有種之後應該會很辛苦的感覺。

6/21

現在只要想到要來 workshop 就覺得很累，覺得之前的教案感覺都在浪費時間，而且說真的，每個人意見一下這樣一下那樣，到底要怎樣？當初在寫教案時也沒讓我們清楚知道到底學生程度在哪，以致教案一改再改。每天一整天在這，回去又寫教案，又要 prepare practicum，又要做 Props，教案就是太晚開始了。
Student C (Sophomore)

Constraint (12)

Affection (18)

Action (24)

Expectation (7)

Achievement (8)

Cognition (52)

Appreciation (8)
今天早上精神不濟，因為睡不好。竟然夢到我在寫教案，真是太恐怖了！早上討論教案，覺得有可以再 revise 的地方，現在覺得「要做好一件事」需要很多很多的付出與心力。在教案上遇到很多困難，需要與 partners 討論，達成共識，明確地方向等等。現在的我會不斷地提醒自己「Don’t complain! Just do it」。時間已經快不夠用了，沒有 time 再去抱怨，只能專注地把事情做好！下午試教時，還滿 frustrated！因為是個較善於主導事情的人，我們原本已經講好了順序，到最後卻不太一樣，而我也只能站在旁邊，不知道要做什么！這讓我意識到寫好一份教案是不夠的，實際的經驗更是重要，雙方如果想的流程是不一樣的，會讓事情變得混亂！但是相信不斷溝通，了解可以更好！

今天早上的乒乓球遊戲其實具有許多意義在裡面。我跟 都是不太喜歡動來動去的人，所以這活動對我們來說滿 challenging 的，但我們還是硬著頭皮做了，雖然中間一直掉球，經過討論，我們最後還是可以成功！

其實雖然我是 的朋友，但我覺得溝通不良絕對不是只有某個人的錯，也許兩人都不擅溝通，但也許就像玩乒乓球一樣，球多掉幾次，多失敗幾次，從不會到經過中間的撞擊，最後還是可以完成，其實我還滿害怕因為不去而做的變動，團體生活就是這樣，一個人的加人或退出，對團體來說根本是重大變革，不知今天是人太少還是什麼原因，總感覺今天的 workshop 沒什麼動力，就快要去長福了，大家加油！
今天(非常)的順利,閱讀活動,數學英文,和終極密碼都有讓小朋友真的可以學到東西。小朋友的內心是非常可愛的,會互相幫忙,嘴巴說不玩遊戲又會一同參與。今天看到他們拿著閱讀學習單,看著字努力念出來,非常地感動!!真的有在認真考慮要不要當老師哈哈!!教學真的非常地有成就感,希望這兩個禮拜可以讓小朋友的英文有進步。

(7/6)

不知不覺五天上課的日子就過去了,感覺是好的!很充實!才會覺得怎麼才過五天!小朋友的程度令人擔心,但是他們真的在進步,有時候我們會覺得這東西太難了,沒想到他們已經可以自己分辨 a 跟 s 的差異,孩子就像海綿,學習能力是很驚人的!昨天聽廖主任說的關於小朋友們的故事,感觸很多。教育在台灣可以做得這麼好。他們在學校是很快樂的,但是這種快樂不是完全跳脫體制,他們不是因為不用考試而快樂,而是發自內心,做有意義的事而快樂。他們的愛是一種具體行動,用自己的力量在兩個月內賣出 500 本,將愛心擴散到國外,這就是一種國際觀!Sheri 說得很對,國際觀是一種生活態度,會持續地關心別人,不是只關心自己,也不是只是去旅行。我身為一個台北人,太驕傲了,為了功利,忘了真正地快樂。(不是只是一趟畢業旅行),為了功利,看到全心投入教育的老師們(婉雯,惠冠,吉清老師),我是如此地慚愧,來到這裡,我將自己歸零,宇宙將我推到長福,告訴我去當一個發揮正面力量的人。
晚上聽完婉雯主任的演講後，有一種更堅定的感覺。看她這麼 devoted 在教育界，在長福的孩子身上，又看到長福的孩子們這麼用心為尼泊爾小朋友義賣，覺得果然這世上就是會有這麼好的一群人，做這麼好的事，更堅定了我想幫助人的心情了。所以選了一張黑夜樹林中，有幾顆小星星掛在天空的漣漪卡。當下覺得，這個世界就像黑夜一樣，有點冷，總是讓人熱情冷卻。但仍有那幾顆星星，雖小卻光芒無窮，給人力量，也點亮新的方向，就像婉雯主任和長福的孩子們一樣，她們雖然只是小小一群人，在一個小小村落，卻能讓遠在遠方的人也能看見他們看似微弱但又持之以恆的力量和光芒。

The situation is good as well. And also I think it’s time for us to speed up the pace of our teaching. We: co-teachers Don’t be afraid of giving them challenging tasks!!! It’s also time train these kids to read and speak out sentences by themselves. Also, we have to put more activities into our class. We: co-teaching partners.

And it’s very important that if I set up clear classroom rules and execute them strictly, there’s no need for me to keep a long face.
“The purpose of reflection is therefore to bring our reasoning processes and behaviour patterns to the surface and make them explicit. . . . It is only when something goes wrong or something unexpected happens that we may stop and think about what we did and what we could or should have done in the situation.”

(Maughan, 1996: 76)
The Interplay of Emotions & Cognition

- Action
- Affection
- Cognition
- Constraint
- Expectation
- Appreciation
- Achievement
Stages of S-L

Investigation  Planning  Action  Reflection  Demonstration

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Continuous, Connected, Challenging, Contextualized

(Kaye, 2010)

(Eyler & Giles, 1999)
Conclusion

• I-Statement analysis
  – Systematic analysis of reflection
  – A methodological tool and a pedagogical tool
  – Emotions as a positive force (as a pushing hand)

• Implications
  • To embrace the “something goes wrong” moments
  • Teacher-researchers: analysis on reflection
  • Student participants: reflection on reflection
Q&A

You have Questions
We have Answers
References


