RESPONSES TO THE STATEMENT
- Focus is on content.
- We are in need for a core team of lecturers really putting time and effort in it to make it work.
- What about what students find important? They seem to be looking for the shortest/easiest way to meet the BSA requirements.
- In the third year students start to see the links.
- We are not as equipped to transfer these reflection skills.
- How can we show that reflection helps students to have more impact with their disciplinary knowledge.
- There is not much structure in teaching Reflectivity throughout the programme.
- We can force students more in taking different roles and perspectives.
- Not only the ones that they are most confident with.
- We want students to learn to be reflective, but we don’t need it to be in a rubric.
- Giving words to reflection is a separate skill.
- When are students reflective ‘enough’ and how do we know?
- There is resistance among students on this subject.
- There is a possibility to integrate it more (together with other transferable skills) within projects.
- There also needs to be awareness on the differences in underlying thoughts, vocabularies and goals when you work together with other disciplines.
- We can use more best practices on how to do it, what to do & how to make it work.

TIPS FOR FURTHER EXPLORATION
- Have a look at HBO. Reflection in education seems to be more active there.
- Readings: Schon. Reflection in action
- Critize epistemology >> the question we ask differ compared to history, maybe we have to start new questions (and make new assumptions).
- Are we asking our students to do something that we are not doing as lecturers & practitioners in the field.
- Reluctant / unable / unaware? Where are we at?
- Exploring the needs
- What do students think about it?

WHY?
1) In talking to the industry we hear back:
- Students coming from TU Delft have good disciplinary knowledge. They could be more equipped for group work, interdisciplinary skills and working from with different perspectives.
2) When we look at studentwellbeing. Self-reflection plays a big part in that. It helps to know one’s true values, ambitions and possibilities.
3) What role should we take as university in the personal development of students?

WHAT?
When talking about reflection we look at reflection in different areas.
- The me; who am I, what is important, what are my ambitions/goals, how do I deal with things, what is my responsibility to society.
- The content; What do I already know, how does this content related to other courses.
- The process; What am I doing, how do I get where I want to be, what should I change in the process etc.
- The Team/ others/ society; what other perspectives are there, how does what I do relates to others, how can we supplement each other?

100 DAYS OF REFLECTION
Programme Directors
08-10-’21

Statement:
In our programme students learn to reflect sufficiently

Not agree: #10
Agree: #3
Other: #5

CHALLENGES
What about the consumer attitude of students. Sit back, and think as little as possible.
It is not that easy to connect what is happening in the world to the direct students experience. It feels ‘far-fetched’. Lecturers might find it hard to do this in a good and appealing way.

What role should we take as university in the personal development of students? What if teaching reflecting means less time for ‘disciplinary content’? What if students don’t want to?

How to do it right? How to transfer reflection to learning goals?
Feedback of students; In the feedback from students they are really negative when a lecturer for instance doesn’t provide direct answers, but only answers to stimulate the process of solving. There are often no ready-made answers in the real live.