Holding the space

Evaluation report
on the testing
phase in project
REFLECT

Hervör Alma Árnadóttir
Jakob Frímann Þorsteinsson
Karen Rut Gísladóttir

REFLECT : SUMMARY AND EVALUATION

**REPORT ON THE
TESTING PHASE**

RESEARCH QUESTION:

How do we become better facilitators of the reflective process?

UNIVERSITY OF ICELAND

This report was written by Hervör Alma Árnadóttir, Jakob Frímann Thorsteinsson and Karen Rut Gísladóttir at the University of Iceland with a support from Kristín Erla Harðardóttir the Director of the Educational Research Institute.

REFLECT   Funded by the
Erasmus+ Programme
of the European Union

REFLECT

1. INTRODUCTION

Project REFLECT is funded by the EC Erasmus+ Programme through the National Agency of Lithuania. The partner organisations are: Vilnius University, Kitokie Projektai (both from Lithuania), University of Padua, Kamaleonte (both from Italy), University of Iceland, Askorun (both from Iceland), LUCA School of Arts and Outward Bound Belgium (both from Belgium).

Reflection is recognised in both formal and non-formal education as one of the most important transferable competences in learning processes, especially for personal and professional learning. However, research paradoxically shows that the quality of reflection in both educational settings can be moderate to poor. This is not due to inadequate reflection methods as such (many methods have been developed and/or refined since the turn of the century), but mainly to insufficient learning conditions in which the reflection method is applied.

Part of the Reflect Project was a *Training* that included a *Testing phase*. The aim of this report is to summarise what was done in the testing phase, reflect on the test projects and draw some conclusions that can help the partners to answer the main research question: "*How do we become better facilitators of the reflective process?*"

Part of the training was to deal with other relevant questions e.g. what is reflection? How does reflection relate to inner readiness? How does a teacher/trainer teach learners to reflect? How can reflection be incorporated with ICT in a blended learning environment? How can reflection be assessed properly?

The training aimed to establish a common understanding on reflection and inner readiness, introduce the principles and guidelines that have been created within the project and plan the test projects. We also gave the group as a hole (total of 35 participants) opportunity to get to know each other and create an atmosphere of trust and openness within the group, by using experiential end reflective methods.

Each member of the test team develops a personal test project to experiment with the REFLECT-framework within his/her organisation.

This summary and evaluation is not about whether the test project were good or bad. The aim is to capture the way we facilitate the reflection processes and how we integrate the ideas, principles and guidelines of REFLECT. It's especially how we learn as educators during these test projects.

The purpose of the report is to give the reader an insight into the test projects and what can be learnt from them.

The report is structured in the following way: we introduce the Principle and guidelines; we talk about the aim and research question; we describe the methodology, participant's background and how we analysed the data; we represent findings in poetic form and summarise the main outcome and finally we answer the research questions.

1.1 Reflection: Principle and guidelines (postings)

One of the main outcomes of phase one in Project Reflect was the creation of ten principles and guidelines. They should be understood as a *framework of principles and guidelines which are required to be 'translated', i.e. examined closely and if needed adjusted, into your practice as an educator.* When doing so, we believe it will create a fertile learning environment for reflection to grow and flourish naturally. Principles and guidelines serve as the uniting line in the publication of Project Reflect and until the end of the project they will develop, sharpen and new ones can emerge.

The principles are:

1. **Raising awareness within learners to 'own' their learning in a personally meaningful way**
2. **Developing a relationship between educators and learners based on trust, openness, empathy, honesty, dialogue and feedback**
3. **Co-creating the reflective process**
4. **Managing the steering paradox of intrinsic learning processes**
5. **Creating the right reflective attention of learners**
6. **Slowing down and valuing moments of not-knowing**
7. **Deepening your questions progressively**
8. **Recalling that reflection can never be imposed, only kindly invited**

9. **Always considering reflection as a broad and deepening process, that should be holistic**
10. **Being careful how to assess reflection (or not at all)**

1.2 Aim and research question

The Research question of the project is *how do we become better facilitators of the reflective process?* It is aimed at the educator and how he can support the growth of the participant in a diverse way.

1. **How did participants experience the five months testing phase?**
2. **What were participants' key learning points about the role of the facilitator in the reflective processes?**

In the testing phase educators in formal and non-formal education carried out diverse projects within universities and various training programmes. The information gathered from those, and the discussion and reflection that followed in the second training in Santa Severa (Italy) are our resource to work out an answer to this question.

2. METHODOLOGY – POETIC INQUIRY

In evaluating the test project, we used the research methodology of poetic inquiry (Chisaga et al., 2014; Pithouse-Morgan et al. 2014) to explore individuals' reflective practices in formal and non-formal educational systems. Poetic inquiry allows us to transform the experiences that emerged in our participants' fragmented retelling of it into poetic form to "recreate lived experience and evoke emotional responses" (Richardson, 1994, (p. 521) as well as the readers' conceptual thinking.

By using poetic inquiry to represent participants' experiences of using reflection in their work, we aim to communicate their diverse voices in a way that allows the readers to negotiate their own meaning of how the participants experienced the test project while also describing the message we see surfacing through these voices. For that purpose, each of the chapters in the findings section begins with a number of poems representing the vibrant voices of the participants, followed by a summary developed from the members of the REFLECT PROJECT. We begin each summary section with a word cloud made from all the poems in that section, including the ones that were not included in this evaluation report. Following the word clouds, we pull together the message we read from the poems, allowing readers to interrogate our understandings and to make their own interpretation.

2.1 Data generation

Through the data generation process, we asked participants to find ways of keeping track of or capturing their individual processes. We encouraged them to find ways that worked for them and suggested the use of a reflective journal, photographs, drawing, and video recordings. We also encouraged the groups within each country to meet once or twice in between meetings to share what they had been doing and to receive feedback and support from each other. From the more formal evaluation of the testing phase the participants from the University of Iceland collected further data, see below.

2.1.1 Focus groups

At the latter meeting in Italy we conducted a focus group interview to evaluate the process that participants had been through. A focus group interview is an effective method to collect data from a number of participants at the same time, with semi-structured discussions about a specific topic in a meeting. They involve unstructured, but guided, discussions focused around a topic. Focus groups can provide an open supportive environment in which participants interact and talk in depth on issues and the interaction between participants can result in elaborate and detailed outcomes. Focus group guides can provide a direction for the general discussion that in turn stimulate participants to respond to by agreeing and disagreeing with each other rather than just answering the moderator. Focus groups are an excellent method if you want to elicit a wide range of views or understanding of an issue. In this case we were trying to focus on the process that participants had been going through in the testing phase. See the 'Frame for the Interviews' used for the focus group in appendix 10.3.

REFLECT

2.1.2 Observation

During the two meetings in Italy (in September and February) we observed when participants introduced their testing project and talked about their learners' feedback to reflect on their experiences. The aim of the observations was to get more insight into the thoughts, feelings and expectations of participants in the facilitating process (reflect in action). Through the observation process we took notice of the way participants introduced their project and the context they worked within. These observations helped us to better understand the meaning of reflection in different contexts; the formal and non-formal educational systems of the participating countries, and gave us better insights into the experiences captured during the focus group interviews.

2.1.3 Written description of the test projects

During the testing phase all participants (N-35) where asked to provide information that could give insight into the nature of their projects and the reflection practices/processes they are trying out. As educators developed and were getting ready to work on their projects, they are asked to provide information about the aim of their project, where it is held and when, and describe the reflection practices/processes utilised. We also asked for background information about their participants/clients for example: age, gender, number of participants, nationality.

In connection to the project there were 42 test projects done in all the participant countries over the period. These were divided between countries and formal and non-formal sectors, where formal is connected to universities and non-formal is for NGO (association) and companies.

Nationality	Formal	Non-formal	total
Belgium	6	6	12
Iceland	4	3	5
Italy	5	6	11
Lithuanian	7	5	12
	22	20	42

Table 1: Number of test projects divided after formal and non-formal sector.

Before the second training event participants were asked to write a summary about the projects based on a template (see worksheet 1) and were also encouraged to ask learners for formal feedback (see worksheet 2).

Most of the test projects took place between the training seminars that were in Italy in September 2015 and February 2016. The length of the test projects varied between one meeting to an academic course that takes 12 to 13 weeks. They included a variety of settings and a range of intensity also, with one staying together out in nature for up to 4 days, so the length and intensity of the test project is very diverse.

The aims of the test projects were diverse: many of them were about not-doing; some were about reinforcing the team identity and to share how to communicate with each other; others created a space where participants could experience new processes; others experienced a couple of minutes of silence; others reflected through journaling to increase participants' awareness; others developed a personal way of looking at and appreciating contemporary dance, theatre, architecture or other forms of art; others used sport and outdoor activities to increase participation in work; others used the online platform 'Padlet' to encourage a deeper understanding and others were more of a journey in faith. The aims also covered areas such as: functioning as a team/functioning in a team; readiness; how the process of socialisation and education can be improved or transformed; improving group work skills; stimulating reflection on personal experiences; using empathy while diagnosing needs and planning interventions; assessing students' ability to reflect; becoming present in the present, and using all these tools in different settings, with a different focus and for different target groups.

Through these 42 projects there were 775 learners. We can say that the project impacted directly on these 775 learners and also on the 35 educators, so total impact is 810 individuals.

It is interesting to see that more females took part in the test project then males. The division between gender is: 520 females and 255 males. Also the age span of the participants is wide, being between 18 and 62 years of age. The participants came not only from the participant's countries (Belgium, Iceland,

Italy and Lithuanian) but from other countries such as Portugal, England, Cyprus, Ireland, Luxembourg, Liechtenstein, Malta, Latvia, Germany, Libya, Korea, Japan, Poland, Spain, Netherland, Albania, South Africa and Turkey. In total, the participants came from 18 European countries and 4 outside.

As we can read from these numbers, the participants in the test projects were diverse in many ways, more females took part, and they were on a wide range in age and have 22 nationalities.

2.2 Data analysis

In using poetic inquiry to analyse our data we worked with so-called 'found poems'. Found poems are poems found from words and phrases in the environment (Butler-Kisber, 2002), in our case the focus group poems. The words and phrases are then rearranged in a particular way. We used the device of 'earse' poems to transform the words and phrases into poetic form, as described below. Through the analytical process we took the following steps:

1. **The three focus group interviews we conducted at the latter meeting of the testing phase were transcribed.**
2. **The participants from the University of Iceland transformed the focus group interviews into poetic inquiry using the devise of earse poems. In using the device of earse poems individuals are only allowed to earse words, to highlight (distil) the essence of the written text, which in our case were the interviews.**
3. **The poems were shared with other members of the REFLECT PROJECT. The group of reflect members were divided into groups of three or four, and each group read different parts of the poem and provided their feedback on it.**
4. **The participants from the University of Iceland (Alma, Jakob, Karen) each read and reacted to all the poems.**
5. **The participants from the University of Iceland met to share and compare their reaction or first analysis of the poems.**
6. **From reading the poems, and going through the feedback provided from the whole group, we pulled together the message we see surfacing from participants' voices.**

2.3 Participants of the test project

The partners in the Project Reflect are from four countries, from institution, associations and companies in the formal and non-formal sector. Within the testing phase sixteen new people joint in (called guest).   In the projects testing phase participants were total 31 (plus four that where locally involved in the testing project but did not take part in the training 1 and 2). 18 from the formal sector and 13 from the non-formal sector (see table 2). In the project we had one external evaluator from France.

Nationality	Formal/staff	Non formal/staff	Formal/guests	Non formal/guests
Belgia	2	2	3	2
Lithuania	2	2	3	2
Iceland	3	1	1	0
Italia	2	2	2	2
(N 31)	9	7	9	6

Table 2: Number of participants divided after country and formal and non-formal sector.

2.3.1 Participants in the focus groups

We selected 18 participants to take part in three focus groups. There were six in each group, including staff and the guests, and also representing both the formal and non-formal sector. To decide whom should be in each group, we had a few things in mind (Heterogeneity or homogeneity groups):

▪ Formal (8) - non formal (10)
▪ Staff (9) - guests (9)
▪ Sex (female-9) (man-9)
▪ Age (22-60)

	Focus group 1	Focus group 2	Focus group 3
Formal/staff	2		3
Non- formal/staff	1	3	
Formal/guests			3
Non-formal/guests	3	3	

Group one was a mix of staff, guests and formal and non-formal participations. In group two we had guests only from the non-formal sector, and in the last group we had participants from the formal sector. We mixed gender (female and male) in every group. The age of the participants was from 22-60. We asked the participants for permission to record the discussions. We promised full confidence – that the names would not be revealed and we would use fake names if necessary.

1. FINDINGS

In representing participants' experiences of using reflection in their work, we invite readers in their diverse voices to negotiate their own meaning of how the participants experienced the test project while also describing the message we see surfacing through these voices. For that purpose, we present the findings through the questions we asked in the focus group interview, followed by a summary developed from the members of the REFLECT PROJECT. In summarising the vibrant voices emerging in the poems we begin each summary section with a word cloud made from all the poems in that section, including the ones that were not included in the final report. Following the word clouds, we pull together the message we read from the poems, allowing readers to interrogate our understandings to make their own interpretation. The chapter is divided into sub chapters around the following questions: What comes first in your mind when hearing "test project or testing phase? What were your expectations for the project? In what way the principles or guidelines of the reflect project inspire each of you as an educator? What were the most successful or interesting moments in the testing phase? What do you see as a challenge in the testing phase? Name examples of what did not go as planned in the testing phase? Did you encounter changes in how you facilitate reflection during the testing phase? Can you give an example of how you see yourself becoming a better facilitator?

3.1 What comes first in your mind when I say "test project or testing phase"?

first thing
I have to do it
I promised

then making change
of what I usually do
a new technique

***

first thing on my mind
the real phase from this project
I can plan
I can do it during this month

testing phase for me
is wearing my experience
to test things

I have made in my mind
the new testing phase
of the situation
with the idea of it

***

Not to do many special things
many courses
clear on what we want
more conscious
more focus
reflection all the time

***

reflection gets a bad name
because it´s doing
it´s not invited

I like reflection
create a reflective atmosphere
joyful and interesting

***

I wanted not to talk a lot about reflection
now we reflect
now we reflect

sharing with others
it was also for me
practicing it myself
I enjoyed it
I learned from it

***

not to keep reflection only head level
but to make it race from the inside
gut, heart and mind
open mind
open will
produce change
make meaning out of experiencing

***

pushed up on you
reflective overkill

inspired
positive and good reflection
uncertain

***

attentive
giving it back
giving space
exploring

***

difficult to remember
that is reflect
appropriate for the moment
the flow of what is going in

REFLECT

3.1.1 Summary – first things to mind

In reading through the poems above we notice that participants bring in different expectations of the testing process and multiple perspectives on reflection. They seemed to feel obligated to complete what they had committed to while unsure of what that meant or what it would look like in practice. They saw the project as an opportunity to visualise and plan the process they were heading into, and the discussion with the group as a support to develop their ideas. In terms of reflection itself we hear the participants talk about the importance of creating a participatory atmosphere inviting ownership of the reflective process in a way that it grows from the inside. They found this important because reflection can be seen as an invisible power to make change, if we allow ourselves to slow down and explore phenomena from different perspectives. Through the process participants seemed to wrestle with creating this reflective atmosphere that did not force reflection upon people, but invited them to take up reflective practice in their own contexts. In that process they wondered how they could let go of control and participate and co-create the learning process.

3.2 What where your expectations for the project?

to do a project
in which
I put into practice
some concepts
we were talking about here

I try to do it
make it more clear
what it could mean
instead of just discussing
making it more material

***

A lot of enjoy
fun to think of in which way you know
from another side

a lot of difficulties to fix it

I tried thinking
variable changing
fix some point
not a great expectation
if not the feed-back of participants
I enjoy a lot
A lot of difficulties too
A lot of ideas come in my mind
come from the other person

fix something
change something
but it's not easy

***

I did what I normally do
with a focus
my expectations
to focus on the effect of what I do
a little different
experimenting with it

***

I add
some reflection
in the process
of teaching

the first training event
was difficult
I felt obligated to test
the reflecting
I tried to turn it over
I saw an opportunity
I tried to explore
take time to explore reflecting
learn
in a meaningful way
through experiment
in a personal way
personal learning
it goes deep

what you want
to be
we don't ask, how do you feel
this kind of questions
we don't ask.

I ask them
to compare the different
and then I found
the connection
between reflection and learning

created and learned
encourage reflection
to support
learning in a meaningful
and personal way
transformative

***

confused
weird concepts

more connection then I thought
little inspired
to explore and think
food for my brain

***

I felt empowered
ideas wandering around
insights

I was a bit worried
much work
lot to organise
to plan
a big chaos

after finished
settle down
energy again
I felt rested inspired

3.2.1 Summary – Expectation
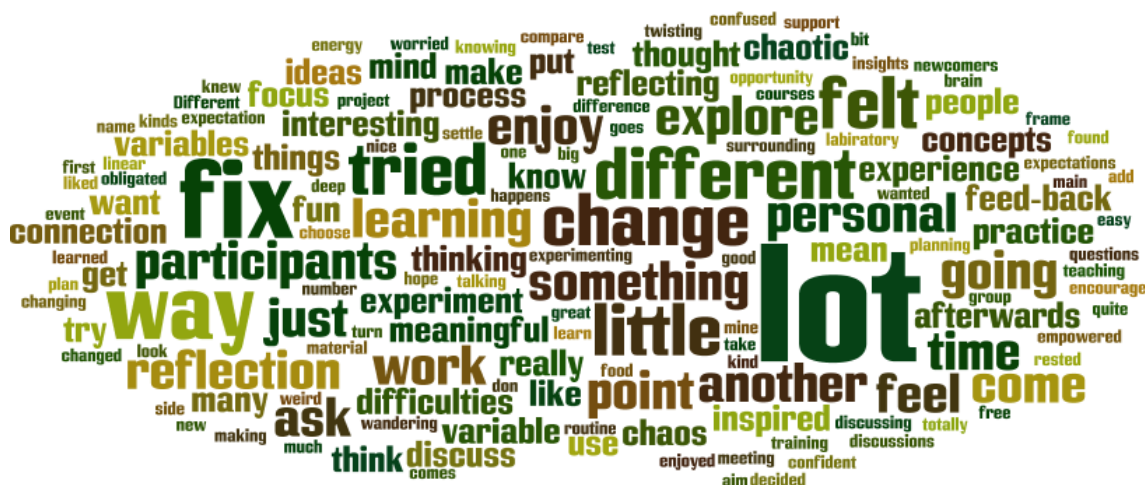
When looking at the poem above, the role of discussion in naming experiences and the surroundings in a meaningful way is important to bridge the gap between theory and practice. Participants acknowledge the importance of living through chaotic moments in the process in order to open up possibilities for new ideas to emerge. They recognised individuals' readiness to be in a chaotic situation. While some welcomed it, it brought fear and uncertainty to others. In the project, the participants talked about the importance of negotiating their positioning within the project and developing a positive mind-set for it to become a meaningful learning process. In listening to the voices of the participants we hear them talk about reflec-

REFLECT

Funded by the
Erasmus+ Programme
of the European Union

tion as a living process. One of the greater challenges in working with reflection is to keep the process alive, by being constantly aware of the living moment, ready to fix points to let the process evolve without taking control.

3.3 Did the principles or guidelines of the reflect project inspire each of you as an educator?

I saw a challenge
challenge for myself
let the not knowing be
be a part of a process

I skip it often
I can grow in it
inspiring
valuing of not knowing

***

there is a level of unclearness in this project
it doesn't affect me much
I take it as it is

I was supposed to explore
identify what I wanted
I don't know if I was inspired

***

the efforts
to discuss
to become more clear with reflection
how to reflect
it sharpened my attention to just reflect
but not directly

***

for me to be
I can be
I have an idea
when I'm thinking about testing phase

after testing phase two
have a conclusion
more structure

***

I think
I was not really inspired
in the beginning

the discussion
I was more thinking

I am searching for some points
other points
other things
more clear view of what I think
want to explore in this relation

I am perhaps more confident now
aware of different points
other ideas about particular things

***

if it is a good sign
maybe it is a good sign
at the beginning
I was telling people what I was going to do
it was difficult to explain

last month much easier
I know, I know
maybe it is getting clear
also the aim of the project
it's growing, slowly, slowly

***

transition
personal meaning
co-create reflective process
more depth

you don´t have to do anything
create kind of structure
they could do it
ask a question
another question
get deeper

***

resistant in the beginning
lot of conflicts
lot of changes
make it positive
think about it
reflect about things

same environment
positive
reflective process
don´t have to ask questions anymore
only guided structure

***

co-creating
personally meaningful
we created a good structure
because of the discussions

***

atmosphere
create safety
give ownership
take me out
it´s not me asking
it´s not me finding
who is owning the learning?

create learning
curious
enjoy
process

***

the diary
the book of your learning
day by day
the book is growing
at the end
interesting
meaningful
material

***

being in the here and now
important for reflection

I already knew
confirmation

a new discovery
new meaning

the importance
of practicing

***

living with me
how I created the group
creating reflective space
creating atmosphere
connection with
trust
openness
sharing feelings
not being afraid
to really show yourself

3.3.1 Summary – Principles and guidelines

In looking at the poems above we hear participants talk about the balance of having to provide structure at the same time as giving participants the power to control their own learning processes at their own pace. In talking about the structure, we hear participants talk about creating space for confusion and feeling to emerge and trust to develop. Within the structure it is important to provide time for discussion which allows individuals to clarify their ideas and aims through questioning. The role of the facilitator within the structure is to position him or herself in relation to the groups and the context. While the facilitator needs to be aware that the process is not about him, he has to develop the courage to allow the influence of the group to affect him to grow in his role.

3.4 What was the most successful or interesting moment/practice/incident in the testing phase? Shortly describe it: what was the most intriguing aspect?

readiness
we did a project
invite people to participate
it was free

we had a protocol
we invited to follow or not

they were kind of motivated
I don't think at that moment they were ready
they were exhausted
at that moment
there is a difference

instead of expressing themselves
they can be impressed by the world
that moment can have impression inside
embedded by the world
that was the moment
they became ready

where are we
what are we doing
in that moment
they don't turn back
they remain in their experience
something else happens

***

meaningful moment is not when we stop
but at the beginning
in my mind we start thinking
I have to be ready
how can I be aware of that

when I think about activities
I try to have some point fix

if I give a path
if one person stops
I have other activities
that person loses the activities
lose some kind of logistic

meaningful
instinctive reflection
other ways to use reflection
not the thinking
but listening
feeling
try to combine

***

in my practice
I want participant to bring not only meat to the table
we want them to bring the mightyful

simple
if people ignorant of what is happening
they don't like the work

our belief
if they start thinking what is happening in life
they start thinking what life expects
requires from them
they start moving

simple

they have to reflect what is happening now
what pushes us
what it expects from us
how prepared we are to respond to these daily life situations

what we have to do
became more clear
instead of ignorance
more awareness
more clarity
it gave energy
to move forward

***

what the leader can do
is to create a climate for sharing
atmosphere
others things are not allowed for the format of the story
the format is written already
you have to be this format

***

aims
look at
what is happening
what is not happening

unusual for me
what is not happening
how they feel
what they think

main discovery,
feeling
some shadow
taboo things
accepted
success

***

the journey of the four villages

reflecting on it
I liked how they experienced things
walk backwards as slowly as possibly
lift people or hold them
carry them in your arms
what made me happy
they felt
they expressed
slow down

instead of running to the villages
they did what I wanted
to rethink
bring this experiences
to their reflective work

holding hands
silly stupid things

socialization
trusting atmosphere
share difficulties
funny, inspiring stories
a lot of people were…

 in those place for sharing

this place
not difficult but emotional
interaction

hearing
spotting
standing
a lot of crying
a lot of laughing
a lot of feeling together

crying
shouting
aggressive

I walked with them
talked

it came
the feeling of team building

personal moment
driving home
switched off the engine
started crying
so happy
touched
things are important
life is going

rich

a moment
I was happy
how I was facilitating

I was holding the space for people

I allowed the time
I waited until they were ready to speak

sometimes as facilitators
we ask a question
suggest an activity
then we want answer right away,

you get anxious
special moment for me
living with my anxiety

then I said no this is not about you
it´s about this whole group

you need just to hold space for them

something came at the time of the group

a nice moment

***

moment
talking about their dream
to see the function of their team

one group was presenting
kind of drawing
immediately
all were reacting
great
great
great
yeah

most resistant guy agreed with this
I will sign this whole plan
he created energy for change
we worked carefully on that
good moment

3.4.1 Summary – successful moments

In reading through the poems above, we hear participants talk about the importance of motivation and how motivation needs to be fuelled by yourself and the outside context. Instead of expressing themselves, individuals can be impressed by the world, having to slow down to be immersed in the context and the flow of the living moment, embodied. The participants discuss how and when to intervene into the reflective process to support or to challenge, to fix some points within the process without controlling where it

will lead us. They also find it important to recognise shifting moments, moments when the group is ready to let go of control and follow the flow. In these moments the facilitator needs to have courage to be part of the flow and co-create knowledge from different experiences and perspectives. Here facilitators can experience tension between controlling the process and holding the space for things to evolve. Demands of life are a valuable source to reflect on to understand better what is happening and how to proceed. In this process, moments of not doing anything and silence are important.

3.5 What do you see as a challenge in the testing phase? What personal challenge did you set yourself in the project?

to be honest
missed opportunities
to work more with the not knowing
explore with colleagues
to talk about and look for other things

I could have worked with metaphors
the challenge was to focus on it
do something else

missed occasion
a challenge in the future
to go and to explore more
there is value

***

the challenges
to have a goal
to investigate
with the group

I try to adapt
to follow needs
during the activity

***

how can I give instructions
that does not direct to particular goal
but opens to see what is happening

not relating to myself but opening

how can you give instructions
not turning to a particular outcome
that was the challenge

***

This question helps me understand
I am not satisfied
I realise I didn't think of challenge for myself

I did what I usually do
I just did a little change
I missed this opportunity

***

who is ruling the group
one half of the group is the group leader

another half depends on the common prayer to the faith
the god from the outside is ruling

I am the leader
I take a lot of things to do with the group
to create this atmosphere

participants said we know the climax is organised by the rules
the principles of the sharing groups
it was organised by the common prayer
it gives the atmosphere

***

think
a lot
of questions
going in
afterwards
lot of loose ends

didn't know
how to tie
exactly
especially
in relation of
inner-readiness

didn't feel
like it fitted
things weren't clear
I was lucky
to discuss

***

think
same feeling
sharing
I was fascinated
but
confused about
the diversity

different experiences
challenge
inspiring
methods and tools
to bring from training
in my practice.

introduction of inner readiness
inspire me
to explore reflection

***

visual
going outside
rather than
going inside
the most difference
in the resistance

positive and mixed feelings
location
inspiring
rich agenda
formal programme didn't get me
excited or focused

talk to each other
I don't know
of responsibility of the output

formal education reflection
I found
not very inspiring

***

agenda
all day
no space or care
contradicting
tries to have project spirit as a whole
two things talking to each other.

I relate
to what you are saying
this in the best way

what do they want
from us

I felt that they were leading us
somewhere
the conclusion
fake

***

interesting
these feelings
we were directed
to meet the Erasmus +
or something?

democracy
of the discussion
wasn't
we have to meet
these demands
make a flow
natural feeling

***

inner-readiness
is not possible
to show
my confusion

***

not pleased
lot of confusion
the readiness
"I don't know, no idea"
created a lot of confusion
not able to put things right again
till the end of the course, the training.

Afterwards
good to hear
there was a lot of confusion
somehow gave possibility
to run the testing projects
in a bit different way

***

feeling
a mess
a creative mess
spent a year
developing the ideas
creating things

things were not clear for us as creators
 it was not much of telling you
what to do
and
how to do
trying to procreate in you
to develop idea

***

challenges
I love this word reflection
it hurt me a little
that people didn't like it

the challenge not destroy the word
let the learners make their own deduction

don´t tell them if you do an activity
this is a trust activity
you feel it

the participant
know what it is
add something to it

the same with reflection
if you front load it
it becomes different
afterwards you can say
what we have been doing
in a technical term
we call it reflection
looking back in the mirror to look front

***

always a challenge
to create the space
joyful and interesting and curious
curiosity an important element
if you have curiosity
not always happy with what you find
but curiosity is an important thing
I try to foster these things

***

most challenging
the uncertainty of the client
his director unsure
will it work

I talked with him after the first day
he had the feeling we wouldn´t be there yet
the challenge was to be more conscious of what you are doing,

everyday
the challenging
what does work
I had to describe it outwards
between you two

***

challenging
the first meeting
an abstract idea
I´m curious

I had some ideas
I was responsible for the quality
if I know what works
if I do something different
I´m risking the quality
what will happen
that was challenge,

***

new things

this conceptualisation
combining non-formal and formal education
such group
here is artist
here is interest
group of support
support to analyse your stories

this conceptualisation
my challenge
the part when you are growing
and needs to do something
to meet
the environment
this place
just stand what is going on
emotions
we are here together

***

the whole testing process
a big challenge
I was working with a theory I never worked with
an aspect I never have worked it with
on methods I never worked with
it was a big challenge
I enjoyed it

3.5.1 Summary - Challenges in the testing phase
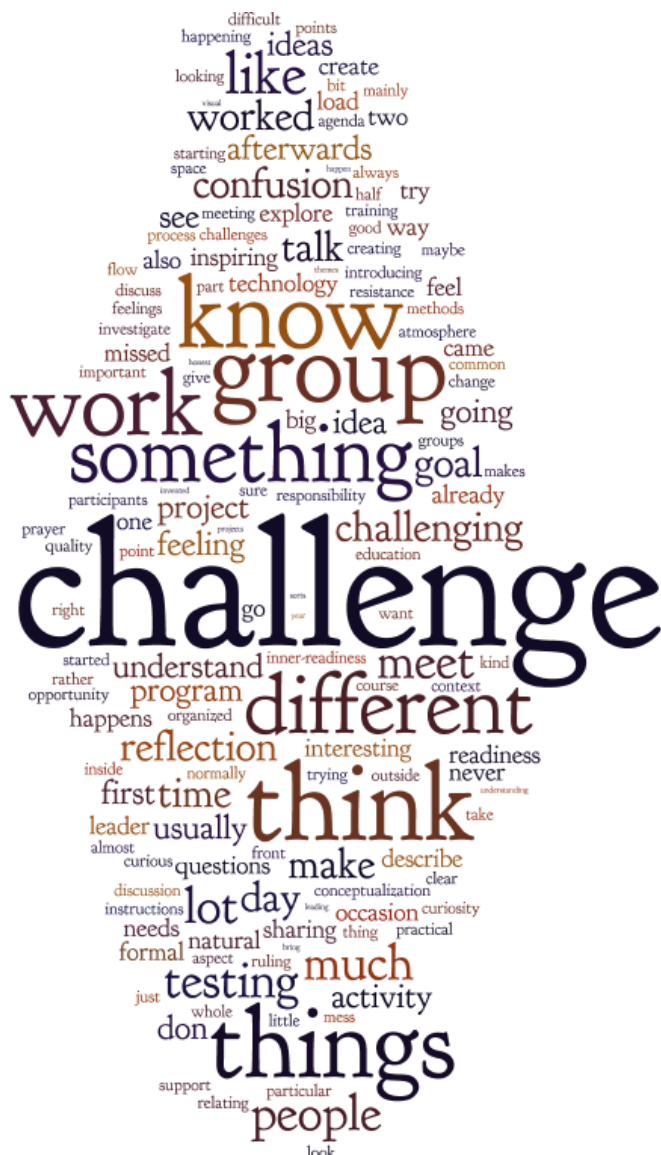
In reading through the poems we hear that participants faced all kind of challenges in the testing phase. What were most noticeable in the words of participants were challenges related to the structure, planning and purpose of the reflective projects. If we do not work towards creating a clear but flexible framework upfront, the danger is that the framework becomes too square and takes control away from participants to develop ownership of the reflective process. When the framework is clear it becomes easier to be flexible and follow the needs of the group. Within the structure, participants talked about the challenge of giving instructions and asking questions, creating a communicative space, that invites individuals to notice their surroundings and grow from there. Within the poems multiple dimensions of confusion emerged.

Confusion ranged from being a hindrance to being a liberating feeling of proactivity. Within the discussion of confusion, people talked about the opportunities embedded within it and how important it was to develop curiosity and interest. One participant talked about challenge being an enjoyable. Through the vibrant voices of the participant, it becomes evident that challenges are in one way or another always a part of the reflective process. Some participants talked about missed opportunities where they could have challenged themselves personally in the process. The complexity of bringing together multiple perspectives, experiences, and understandings of reflection was noticeable and participants talked about the importance of time and space to share ideas for the feeling of trust and care to be experienced.

3.6 Name an example of what did not go as planned in your testing phase

for me
it was a slight guilty feeling
that I was not providing enough
then I talked to the other guys
they said it's okay

***

it was not really so much planned
it was more an invitation
the things came as they came
the things that we experienced
how can I give instructions

I was giving an instruction
I asked things
the student would not respond to my questions
they said something totally different
I thought
what are they saying?
I tried to give instructions
they were not listening
they don't want to follow these instructions
perhaps it was not the right instructions we gave

it wasn't planned
we realised some things
we explored the way of giving instructions
what can work

***

thinking about my not testing phase
auto-share
auto-flecting
not presence

I realise I never use padlet
It is my open question for now

if I don't use
the group that I propose have to use it
question mark

it is open in my mind
I try to understand why don't I use this
a longer question for me

***

what I planned actually happened

what maybe was the obstacle
I would call it a routine
why didn't I put more into the routine
my answer is to myself
my routine

I think the routine stopped me from trying
I am really afraid of trying
it took some space of the testing

3.6.1 Summary – not going as planned
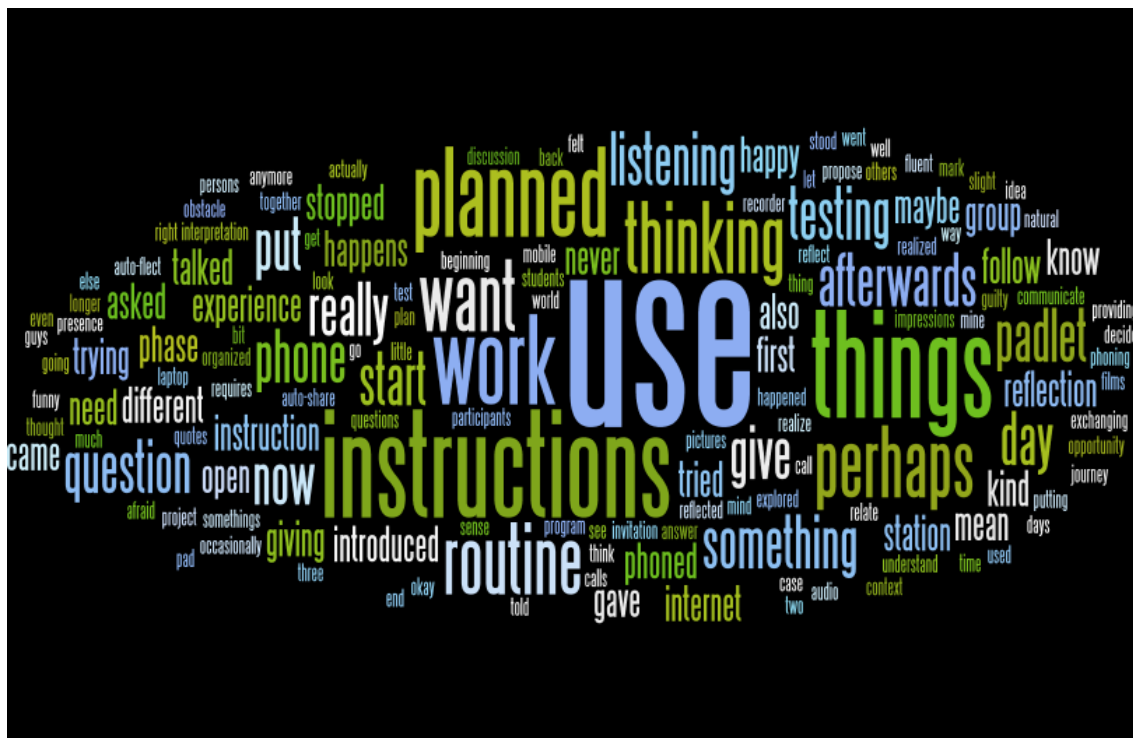
In the poems above, participants discussed having to negotiate moments when things did not go as planned, having to respond to these moments on the spot. This involved the courage to follow needs and self-esteem, to welcome the unexpected and take it as a present. Challenges were also experienced in putting developed ideas into practice that once in the setting did not seem to work. It might also relate to the importance of the participants to practice what they preach. At times, participants experienced the feeling of guilt, that they were not doing enough. The question that remains with us is what is enough? Plans of implementing technology-based reflection methods also seemed to change for various reasons, such as not having an internet connection and not feeling it as a part of one's practice. Prior routines seemed at times to be a pitfall to fall in when participants were afraid of trying new things.

3.7. Have you encountered any changes in how you facilitate reflection during the testing phase?

one change
not to worry about formalities

I said okay
I want to do it
I have to do it
I will do it

this helped me in being more relaxed

***

now I am more brave
to be in silence
to use stop moments
to slow down
I understand how it works

***

silence
working individually

giving time for themselves
solo walk

***

it's not about the activities
it's about myself
not the way I work
the way I think about this thing

***

using questioning
formulate questions

what questions were important?
what questions were not important?
which one would you start with?
which one would you end with?

***

feeling
different pair of eyes
different pair of brains
similar feeling
of how to connect with reflection

***

depth work
discussion
the core
bring forth something
happened through dialogue

***

co-operation
work together
space
to make mistakes
to say things they want to take back

3.7.1 Summary – changes in facilitation

In the voices of the poems we hear the participants talk about: becoming aware of being more relaxed in encountering the unknown; developing more bravery to slow down and staying in the silence, to be present. Another change that is highlighted is participants being more aware of themselves and their feelings in the reflective process. This process increased their awareness of the importance of creating a dialogue that accounts for multiple perspectives for meaningful learning to take place.

3.8 Can you give us an example how you see yourself becoming better facilitators of reflection processes?

not to be afraid of experiment
be ready to be surprised
be surprised by what happens

***

confident about silence
confident in the not knowing moments
being a part of a longer process
I feel like I grow
I can grow in it
by doing it
myself

***

I have to improve
I want do try
I want to try more techniques
different techniques online
offline
different methods
phoning
I want to experiment more
to have more tools in the pocket

***

it is not sharing reflection
it is reflection
if I say something
it is not just saying and listening
what they said
starting the reflection in your mind
it is a reflection

***

I feel confident
as a facilitator
working with people
I put more emphasis in it now

combining
formal and informal meetings
create enthusiasm
motivation
commitment was very big

***

to be a better facilitator
I need to trust more
to organise ability
less control
give more free

important
being confident
start listening
start looking to
what was happening

to help the process
want them to be
open to discuss
look at me
as a facilitator
that helps
not as a controlling person

lot of freedom
own space
positive dynamic
create space
listening
believe whatever they say
is meaningful and important

***

I´m trying
I´m trying to
grow down
not up

***

perceive more
with people
how can I be more attentive
what is going on in me
I´m the thermometer
how can I develop this instrument

***

more personally
to be more aware
makes me and everyone
a better facilitator
a better person
very personal level
meditation and diary
professional level
case analysis and supervision

***

how can I facilitate
ongoing reflective process,
even after the course,
in a team,
in an organization,
searching
looking things
interactive learning
interactive meeting
face to face

being fully present
in all that I do
easy to get lost in your own thoughts
while the group is there

***

connection
contact my direction
to be true
teach groups
getting sick of people
a new group, new emotions
difficult relationship

how to really be present
to be more relaxed
switch my attention
more towards others

***

for me it´s not a formal, non-formal
goal of the reflecting is sometimes different
to deepen knowledge
to deepen a skill
to deepen your vision
it´s not a formal, non-formal
it´s more like the goal for reflecting is different

***

people calling reflection
all different things
assess is reflection
analyzes is reflection

a lot of modelling
if you are teaching you have to be a model
if you have never done it
then you can only model what you cannot do
then you give that to the next step in the chain

I believe we are reflective by nature
before we fall asleep
when we´re driving
it´s human nature

***

our children reflect is very intuitive
that´s what we learn at school
is to intuitive anymore
but to rationalize your thinking
small children start to draw a person
like the head and the body are not connected
later they add the neck
this image is about reflection

3.8.1 Summary – facilitator – future vision
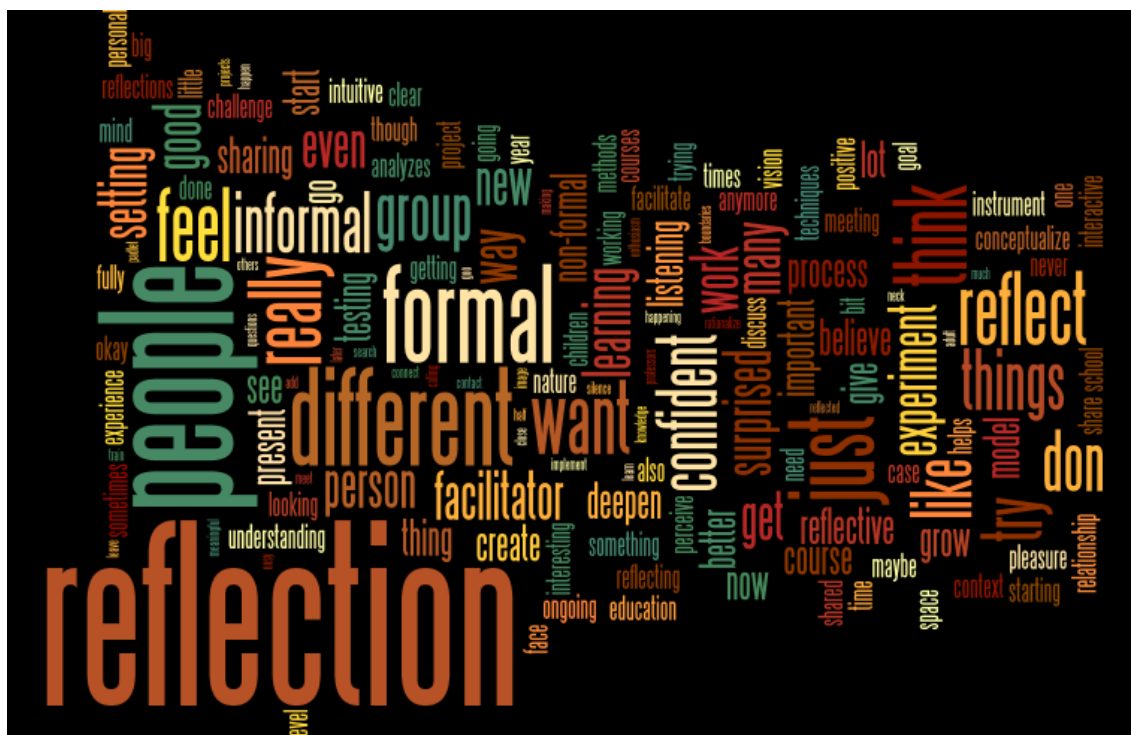
In listening to the voices in the poems, we hear participants talk about the importance of allowing ideas to happen, not to have prior expectation of what will happen in the process but to allow oneself to be surprised, to dwell in and live through the insecurity with others. The challenge is to be constantly present, always fresh among the people you are working with. Participants also talked about the importance of being open for exploration and to use different tools to create new possibilities. They also talked about how

we need to be constantly aware of how reflection is a living, natural process. It relates to our observation of ourselves and how we connect to the world around us. Therefore, it can be difficult to determine when reflection begins and when it ends, and we do not always need to control the moments in which we reflect. It is important to be supportive in the reflective process, giving up control and notice what is happening at the present moment. It is important to develop a respectful atmosphere where individuals experience that whatever they bring to the process is meaningful and important. As reflective practitioners we are the main instrument in the reflective process and we need to be aware of the effects the surrounding and interactions within it have on us and vice versa. The purpose of reflection is not about formal or non-formal education. It is about the different reasons for which we reflect.

4. SUMMARY – DISCUSSION AND CONCLUSION

In this evaluation report we asked two questions;

1. **How did participants experience the five months testing phase?**
2. **What were participants' key learning points about the role of the facilitator in the reflective processes?**

In answering these questions, we highlighted themes and patterns surfacing from the voices of the participants. To answer the first question, the diverse group of participants allowed them to experience the multiple understandings of reflection and how they needed to make meaning of it in relation to their contexts. They also noted that this difference was not about whether reflection was being used in formal or non-formal educational settings: it was more about the different purposes and surroundings of the reflective process. Participants welcomed new ideas and concepts in thinking about reflection but found it difficult to envision them in relation to their own work. Re-emerging discussions involved the importance of having a clearer common purpose and strong flexible structure. It is important, in order to give freedom and reduce the risk of missed opportunities, for participants to share and develop ideas in relation to their own contexts. Chaos and confusion plays an important role in growth and embarking on new ideas. However, if the context is not supported, the confusion can become overwhelming and individuals can enter a panic zone which hinders their creative inventiveness. Dialogue and fruitful conflict between non-formal and formal participants brought their attention to the impact of atmosphere and environment on the quality of reflection and the reflective methods we can employ in our practices.

In answering the second question, participants talked about the characteristics of the facilitator. He needs to be supportive, to work from the bottom up, finding a balance between taking control and giving space. He needs to develop courage to slow down to be present and aware of the living moment. In that process, moments of silence and not doing anything has multiple meanings. He needs to believe in people and that what they bring to the process is meaningful and important. The facilitators also need to develop resilience to welcome new groups and be curious about taking a part in the dialogic journey ahead, recognising shifting moments, welcome the unexpected and respond to the needs of the group.

In drawing these all together to answer the main question of the project; how do we become better facilitator of the reflective process, we hear that by replacing the "we" with an "I" in the questions.

5. FINAL WORDS

In drawing these all together to answer the main question of the project; how do we become better facilitator of the reflective process, we hear that the participants put "I" into the question. By constantly seeking the answer to *how do I become better facilitator of reflective process,* the facilitator takes the responsibility of entering a journey for life-long learning.

6. REFERENCES

Butler-Kisber, L. (2002). Artful portrayals in qualitative inquiry: The road to found poetry and beyond. *Alberta Journal of Educational Research,* 48(3), 229-239.

Chisanga, T., Rawlinson, W., Madi, S., & Sotshangane, N. (2014). Enacting reflexivity through poetic inquiry. *Educational Research for social change,* 3(2), 21-36.

Pithouse-Morgan, K., Pillay, D., Naicker, I., Morojele, P., Chikoko, V., & Hlao, T. (2014). Entering an ambiguous space: Evoking polyvocality in educational research through collective poetic inquiry. *Perspective in education,* 32(4), 149-170

Richardson, L. (1994). Writing: A method of inquiry. In n.K. Denzin & Y.S. Lincoln (Ritstj.) *Handbook of qualititative research* (bls.516-529). Thousand Oaks,-CA:Sage.

REFLECT   Funded by the Erasmus+ Programme of the European Union

7. APPENDIXES

7.1 Discussion guide / Question frame for focus group

REFLECT

Evalutaion of the testing phase

Research question: How do we become better facilitators of the reflective process?

Discussion guide / Question frame for focus group

A focus group is an effective method to collect data from a number of participants at the same time, with semi-structured discussions about a specific topic in one meeting. They involve an unstructured, but guided, discussion focused around a topic. Focus group can provide an open supportive environment in which participants interact and talk in depth on issues and the interaction between participants can result in elaborate and detailed outcomes. The FG guide acts as prompts to elicit general discussion that stimulate participants to respond and to agree and disagree with each other rather than just answering the moderator. Focus groups are an excellent method if you want to elicit a wide range of views or understandings of an issue.

Intro:

▪ Thank you for agreeing to take part in the focus group, we ask for your permission to record the discussions so we can work with and analyse your answers.
▪ We promise full confidence – you will never be revealed by name
▪ We are interested in hearing your views on and experience of the testing phase, to find out how you used reflection in that period.
▪ The goal is to draw some learning from your experience that we can use in the project to improve our work as facilitators in formal and non-formal learning.
▪ We also ask you to keep our discussions in confidence.

For discussions in the focus group:

1. **Short introduction of each participant**
   a. Name, country and where you work
2. **What comes first in your mind when I say "testing project or testing phase"? (How do you see the phase?)**
   a. What where your expectations?
   b. How did you prepare yourself for the task of executing/running the testing project?
   c. How did you prepare your group?
3. **How have the principles and guidelines of the REFLECT PROJECT inspired each of you as an educator?**
   a. Was it useful in practical sense and did it influence your focus?
4. **What was the most successful or interesting moment/practice/incident in using the test phase?**
   a. Describe a moment when you did well?
5. **What do you see as a challenge in the test phase?**
   a. Can you tell us in what context you encountered a challenge?
   b. What challenge did you put into the testing project for yourself?
   c. Did you experience some kind of barrier in the process?
6. **Can you name examples of what did not go as planned?**
   a. What helped you to deal with the situation?
   b. How did you overcome the barrier?
7. **Have you encountered some changes in how you facilitate reflection during the testing phase?**
   a. Can you describe them for us - shortly?
   b. What have you learnt about yourself as a facilitator of reflection during the testing period?
8. **Can you give us an example how you see yourself becoming better facilitators?**
   a. What kind of action do you need to do personally to develop yourself in facilitating reflection?
9. **Are there any questions? Is there something that you would like to express that we have not addressed in the group?**

REFLECT   Funded by the
Erasmus+ Programme
of the European Union

7.2 Worksheet 1 - templates

Title of testing project: ....

Name of educator: ....

Name of partner organisation: ....

GENERAL INFORMATION

Description of the course: ....

Aim of testing project: ....

PRACTICAL INFORMATION

Date(s) of the testing project: ....

Target group: ....

Number of participants: ....

Nationality of the participants: ....

Sex of the participants: females .... males ....

Age of the participants: .... to ....

Amount of meetings with the learners: ....

A	Number of people reflecting:	Solo (1 person)	Small group (< 20 people)	Large group (> 20 people)	
B	The way(s) of sharing:				
Verbal:					
Non-verbal:		Pictures Drawings	Text	Embodied	Sculpture	Other forms of expression
Digital:		Padlet	Social media	Digital diary	
C	Place of reflection (where)	Indoors	Outdoors	On-line	

D. STEPS TAKEN TO IMPLEMENT

How did you organise your testing project (or to put it differently: as this is a testing project for experimenting, what will be different comparing to the same course you run the previous time)?

E. YOUR ASSESSMENT OF THE OUTCOME

In general, how do you look at the results of your testing project?

F	**Connecting with principles:** which principle(s) were you taking into consideration mostly when facilitating reflection with learners? Please add 2 sentences about how you were translating the principle into practice. For more information: see postings on principles.

Raising awareness within learners to 'own' their learning in personally meaningful way

Developing a relationship between educator and learners based on trust, openness, empathy, honesty, dialogue and feedback

Co-creating the reflective process

Managing the steering paradox of intrinsic learning processes

Creating the right reflective attention of learners

Slowing down and value moments of *not-knowing,*

Deepening your questions progressively
Recalling that reflection can never be imposed, only kindly invited.
Always considering reflection as a broad and deepening process, that should be holistic.
Being careful how to assess reflection (or not at all)

7.3 Worksheet 2 - Learners' feedback

Trainers name: ....

▪ Project name: ....

▪ Time frame: ....

If you look back to the course what moments were meaningful to you?

....

....

....

....

Why were they meaningful?

....

....

....

....

What was happening?

....

....

....

....

7.4 Open space

In the second training Open Space technology was used. "Open Space is the only process that focuses on expanding time and space for the force of self-organisation to do its thing. Although one can't predict specific outcomes, it's always highly productive for whatever issue people want to attend to. Some of the inspiring side effects that are regularly noted are laughter, hard work which feels like play, surprising re-sults and fascinating new questions." Michael M Pannwitz, Open Space practitioner

Open Space Technology on Reflection https://youtu.be/tkQdnagH0fE

List of workshops

- Open? That bother or interest
- Walking not doing
- Inner readiness – A fart or a heart?
- Translate good practice to Formal and Non-formal or youth work
- How to explore Not-knowing / facilitate the owning up? (not) meaningful?
- Openness – Honesty – Empathy
- Co-create Inner readiness "workshop"
- What is/are the objective/s we want to reach?

Closing of Open Space Technology https://youtu.be/nY1y3HWBwno

7.5 Summary of the training II

At the end of training II in Italy the group did an evaluation activity on the beach.

Summary and evaluation https://youtu.be/PNcSFHzXDpY

REFLECT   Funded by the Erasmus+ Programme of the European Union

7.6 Connecting with principles - summary

The following are the comments from participants:

1. **Raising awareness within learners to own their learning in a personally meaningful way**
   - This is what happens in coaching sessions: raising awareness and let the coaches become responsible for his/her own life decisions.
   - I encouraged students to keep track of what happened in class by volunteering (one by one) to post into a common Moodle Forum a daily log of what happened. Once I encouraged them (in a small working group) to run activities for the rest of the classmates, I encouraged each working group to post the agenda/outline of what they did; and I encouraged all the students to use the Moodle Forum to post both comments and feed back to the activities and how they were run as well as personal questions and contributions and process and on content issues.
   - *We did it from the very beginning by analysing their learning needs on the basis of their work situation. Also during the training process, we had reflections after experiential activities as well as after theoretical inputs.*
   - During the introduction I state explicitly "it's about what you want to learn. Find your personal points of interest concerning contemporary theatre and dance. You don't have to study by hard anything, but it's about learning yourself. We'll have a lot of discussions: learn from yourself, from other students and from me as educator. There is no syllabus, but I ask you to keep a personal journal (in addition to the texts on the digital journal which are shared, personal journal is not shared). There is no examination, but an 'experience report' in the format of a 'personal guide to contemporary dance and theatre' (in which you inform readers about how you look at the topic. Your personal journal will be useful as a starting point for this). "During group discussion at the beginning and the individual talks halfway, I sometimes 'underlined' remarks of students. E.g. 'what you just said, is really interesting? This seems to be important for you and makes your way of looking at the performance clear to me'. Encouraging people to create a personal 'reflection/experience report' (personal both in content and style), integrating personal experience with topics from group discussions and some extra research.
   - In the presentation to our reflective work on day 1, the diary was introduced and a short overview of what it might contain was shown. The idea was introduced that the pax. could and would create their own textbook of learning by putting everything that they found interesting and wanted to remember in the book. The trainers regularly provided spaces of time for this work.
   - This was part of the creation of a reflective atmosphere, encouraged by the Padlet, recognised by students (I collected their feedback about the activity) as a *democratic space* where it is possible to share perspectives and points of you in different way (using words, images, songs, videos or audios, link, etc.)
   - From the beginning we made the structure and the objectives very clear. That created already a safe atmosphere. We started with stories on what works. 'Describe the best moment you had in the team in the last year? Why was this the best moment, why was it so powerful? Who was there, etc.' Participants interviewed each other to get a clear idea and to have the story visual. This is the power of the inquiry. This is where the energy for change started. Pax. were deeply talking and discussing, what created a deep reflection and a positive atmosphere. After the interviews we shared the essence of the stories and build up the DNA of the team success. This created awareness on what works and resistance was replaced by openness and energy. Pax. became aware that this could work, that it could be meaningful for themselves and for the team. The outdoor activities and the debrief afterwards helped to explore the interaction within the team. Pax. became aware what was going on, what worked and what they wanted to change in the way they work together. The fact that they experienced that things can be done different made it again personally meaningful. This created energy for creating an inspiring vision on how they would like to work together in the future: people were hopeful!! Sharing the operating manuals and getting feedback also was experienced very meaningful … some misunderstandings were cleared out, assumptions were checked and conflicts discussed.
   - Due to fraternity guidelines and format, which create an atmosphere, participants speak about their will and also the possibility in fraternity meetings to get answers to their personal questions themselves, to learn from others' experience and later on to make decisions based on them, to change something in their lives. One of the principles, "to speak about myself", leads participants to their own authentic point of view, to clarify their present and to shape future behaviour.
   - Using diary and photos to name the themes and connect with them personally.
   - By using the padlet: a space that starts from an open structure that is not defined. Students could build their own structures or non-structures to explore possibilities. During the concluding conversation we explored the possibilities of open questions and valuing doubt and not knowing (This is also a moment where students relate to something that they see in a new or different way.)

- By paying attention to the group process. By asking questions concerning leadership, different roles in the process and other questions.
- Splitting group in small groups of 2-4 students. I asked questions from their own experience. For example, what conversations they found meaningful, have they experienced crises in their life, what phases they recognise from the article in their experience.
- Start from a personal experience that relates to the topic. Make sure the story is connected to the goal. It's not just a story. It has to be relevant to the working experience. Go to the essence of the story in small groups and share the stories. Give time to the participants to really deepen their questioning. Don't look at the clock. Experimenting during a long period of time. After the sessions the take their value to their working environment and have the time to experiment, explore, feel and think about their value in their setting. It is an open invitation, not an assignment.
- Listening to each other is a very important step. Explore the meaning of words. Share and find common language. Often we think we understand each other, but when we take the time to explore we find out that we each have a different way of interpretation. It's important to translate and not think you understand but explore the meaning. Is this what you mean? Do I understand correctly?... It's about what you feel, what you think and sharing. There is no good and bad. We all have our truth. It's about who I am. What I stand for. What is important to me.
- Students had a choice either to submit a reflection in one week after the event (visit, lecture, video, etc.) and have less questions to answer in the final exam test, or to take a full exam after completing the course. This motivation, however, occurred to be not sufficient to write many reflections as it really required time and efforts. It was challenging. Those who submitted reflections reported better satisfaction with the course, were proud of themselves, felt as if they really learned something new. It was also noticed that some students submitted reflections even when they were absent at the lecture/seminar. Probably, it was a good way for them to learn the missed material by reflecting.
- During the course I regularly took the time for debriefs before, during or after an/ some activitie(s) with the aim to create a larger reflective atmosphere. I gave assignments in a quite 'open' way, giving the participants the opportunity to co-create the debriefs and reflections with me. I stayed tuned into the learning process and intervened or questioned more their personal frame-of-reference during the sessions to facilitate the owning up of what they were sharing. During the course I recognised the reflective atmosphere evolving and participants starting to share more personal experiences and being interested in the frame of reference or intentions of others and daring to ask more explicitly for it.
- Awareness means immediate sense and meaning for participants. Participants learned to attend on personal relationship towards mundane activities. Then they were invited to build bridges with their own experience and attend to their subjective attitude towards their own development. They learn to connect their personal qualities, issues to immediate actions in the situations of group work and demand for personal leadership.
- Working with who am I and what do I want to stand for as a person/professional – finding place in nature that represents who they are.

2. **Developing a relationship between educator and learners based on trust, openness, empathy, honesty, dialogue and feedback**
   - This is the basis, the start of a coaching session: establish trust, intimacy, openness, dialogue and feedback
   - I "warmed" the feed-back and reflection process in class by encouraging students to share in pairs and in circle their feelings and thoughts about the class activities. I tried to act as a facilitator and to create a "circular" communication without playing the role of the one who has the right answer, the final word or is there to judge.
   - The needs analysis created a base for relationship between educators and learners. Trust, openness, empathy, honesty where not "told", but expressed in action. Dialogue and feedback was part of methodology during the needs analysis and during the training program.
   - The process was started by using the first day for team-building and different activities that can promote the abovementioned qualities in the group-life. The trainers also tried, by example, to underpin this kind of atmosphere.
   - All participants mention the good, deep fraternity climate which is based on the rules of fraternity but the first place here is given in their words "to the Holy spirit". All participants in fraternity are treated equally, even the formal leaders are not mentioned as taking a very special role, they have "just to start with the prayer, to say the topic and to finish.
   - Good contact with the group was established way before this seminar. The educator has been successfully working with these people for two years already, there were fruitful and useful projects before. Preparation meeting - analysing the situation together; discussing the possible outcomes of a seminar, and possible reasons for the seminar to go wrong - during the process the educator was

sharing openly his reactions and encouraging reactions of participants. The same stance was kept during all the process - during hike, during reflection of the hike, during follow up meeting.

- This was an important part of exploring the reflective potential of the concluding labo conversations. It is necessary in order to create a situation where not knowing and doubt, daring to make a mistake can be part of a group conversation.
- In this project we succeeded really to build atmosphere of trust, open exploration, sharing. Ways: First meeting we spend time introducing ourselves in a large group and talking in trios about our previous similar experience. Small talks about personal things in a big group (no more than one in a session) for warming up the atmosphere. Examples: interesting event from this week, how did I arrive here this morning, etc. Showing our moods in sculptures. Group sometimes was doing energising group activities - usually it was proposed and facilitated by group members. Starting each sessions reflecting our mood, our state of mind, or something "simple" with different question about our life. Facilitator was always reflecting with the group. Each person in each session had space to share the important experiences of the week. Asking for feedback from group members - how others feel about situation? What do they think about it? People were invited to react to each other's stories. If a person became observed by retelling external situations, he was invited to share what did he/experienced in the situation by himself, how he felt or what was behind the conclusion. Members were allowed and encouraged to share emotions and stories in a way and extend which were appropriate to them at the moment Judging comments were politely interrupted: "let's not analyse each other".
- I have been meeting with groups of students periodically. I have been asking questions concerning the process of the joint work and encouraging them to give feedback to each other.
- I experienced this new relationship with students and saw that this group was open and motivated. The reflection exercises helped me to get to know the students better. I could see as well that a lot depends on me, on my position towards them.
- Introducing questions at the beginning of seminars such as: "what colour or what temperature would describe your mood this morning", and summarising questions at the end of seminar such as "please say one thing, which you take out from the seminar" or "how you would describe your mood after seminar". Sharing my own experience on some questions. For example, students asked, what conversations I find meaningful. I tried to explain, how my understanding has changed with my experience and meeting new people. If students had less what to say on the topic, I tried to give examples from my knowing and experience. The exercise to gather demographic and relationships information about family members and sharing it with classmates deepened empathy feelings of students to each other. I haven't evaluated the family diagrams and haven't gathered and analysed them, so they felt free to share so much private information as they felt safe to share with each other. Students were encouraged to ask each other in a sensitive manner, to keep in mind that some information about family can be painful. After discussions in small groups, there was a discussion, how it would be to be in a client position and to be asked personal questions about family. We talked also, how it was to gather the information about their own family and how it changed their perception of their family.
- Most of the students wrote that atmosphere during seminars was nice and they felt free to discuss. Some found evaluating their classmates' presentations as a good thing because they listened with more attention, but a few students found that evaluations were too subjective. After the presentations, I encouraged the students to raise questions for their classmates first and afterwards I asked my questions and added some information from my experience. Students of the 2nd bachelor year found that preparing for presentations in groups of two was good, as it was easier to prepare and they had to cooperate. Giving flexible time for presentations. There were time limits, but not strict and students could shift their presentations for the next time, if they felt not prepared. The deadline for reflections was also extended. Some students felt grateful that they could do exercises in the extended timeframe. Some of them wrote in their feedbacks that it created a good relationship with me.
- It feels almost as an evidence and a spontaneous way of making contact with participants. I feel as a 'conditio qua non' to create a reflective space and to create an atmosphere where participants are willing to share experiences, to reflect and to learn and take risks and dare to experiment.
- Relationship between educator and learner is built by sharing ideas and getting feedback from trainers. The feedback is based on appreciation of uniqueness of every person, on supporting participants, providing them with observations. Dialogue is developed by sharing facilitator's experience with participants when appropriate, by being transparent in teaching and facilitation process, by explicating goals of the activities and overall training program.
- Our way of teaching was: 'Together we go into the unknown, but we will back you.' Inventiveness asks for the openness to even find something you never imagined it might exist. At the same time, we do not want just to find something new – but also question it, 'reverse' it. Therefore, we discussed the movie Stalker and the presentation of the principal characters – the longing person (the stalker),

the novelist and the physician. As artists, designers, architects and also philosophers we are not simply one of these figures. What is our point of view in 'reverse perspective'? To begin with the architect, Wim, can only present an insight into his own practice (see the notes of the session of 9 October). The same goes for the philosopher, me in this case. This means, we discuss openly, without formats. The principle mentioned above is focusing the ethics of teaching. Present them by never hide behind a tool, an instrument, a concept, an idea, etc., but by speaking from attentive reception and perception, incorporated experience and carefully chosen interventions, comments, suggestions, etc. This demands an enormous amount of study and practice, for the architect as well for the philosopher. The crucial moments for a good relation with the student are certainly then conflicts of viewpoints. A respectful relation should carry the atmosphere of these confronting moments.

▪ Working with physical connection, expressing own view and ideas about themselves as individuals, creating opportunities for getting to know oneself/confronting oneself.

3. **Co-creating the reflective process**
   ▪ The process was both on an individual level, as you stop activating social relation by not talking nor searching eye to eye contact with others, and a collective level as you stay where you are, sitting in circle with the group, and after the experience you share your feeling and feedback with the group.
   ▪ We use these principles during the planning phase when we start to plan using co-creating process through confronting our ideas.
   ▪ Learning targets where created together and it had a positive influence during reflection moments. There was no defensive attitude to it, because participants felt they can make sense of reflection by relating it to their learning objectives.
   ▪ It was an invitation to use the diaries, learning buddies and quiet times for making contact with what was going on in the training process and inside themselves, using facilitation to create to open opportunities where it was possible to dwell with your experience. Digesting and elaborating the learning in conversation with other learners helps to gain the ownership of the learning.
   ▪ This is a crucial principle in this activity. One of the major aims was to encourage the interaction between attending and non-attending students and to let them.
   ▪ By giving pax. a structure and let them working alone, in duo's and small groups with a clear task they were not depending on my 'smart' questions to reflect. I only was there to support, appreciate, confront, be curious… After the session they told me that my presence gave them a feeling of safety. I was the safety net if things became difficult. Even during the feedback after the operating manual I had only to be there. They were asking each other questions, were giving feedback…. I sometimes had to keep an eye on the time and help them to focus and not to get lost in details and history. Also during the debriefs after the outdoor activities I asked simple questions that gave them the opportunity to react intuitive ex. Finger shoot on their satisfaction with the process of co-operation during the activity. They took responsibility to discuss and to confront each other. I helped them to structure and not get lost in details of what happened two years ago and to stay in the here and now.
   ▪ From the very beginning of the project the awareness (of what is going on and what is not going on, what is happening in the group and what is important) was developed together by looking attentively, exploring together. This attitude of exploration together was kept during prep meeting, diary moments, telling the story of hike, discussing the emerging themes.
   ▪ Members of the group also were asking questions, underlying important issues that could be reflected. These issues were reflected during the learning process of the group: after activities and in discussions. All the questions were written and pasted on the wall also grouped by topics discussing it together. This became our "Map" for the seminar. For me it was really important to follow the real interest and needs of participants both in reflections and in the activities we did. Important issues were visualised. Example: at the beginning of seminar members of the group expressed the wish to understand "how to motivate others". After some group activity about collaboration and reflection: "what did they noticed", "how did they felt in it", "how it was for them", next day we purposefully concentrated on the theme of motivation. We did a reflective activity "horse shoe": according to the answer to the question "How much I was motivated in yesterday activity to reach our target?" people were invited to position themselves on a "Measuring line" from "Very much" to "Not at all". That showed that motivation was very high to almost all the group. On the beginning of the second day we reflected how things are going: what purposes are already reached and what topics are still important for the following day.
   ▪ In the first session I shared what I think the process of socialisation is and we discussed in small and big groups, what do we think is important for the socialisation of kids in a centre (what kind of skills, values, attitudes, competences) and why is it important? It created common ground for all the group for further reflecting how things are going in separate cases, like having a "map of …". So at the start we made an effort to come to more or less common dictionary, directions, etc. Members of the group also were asking questions, underlying important issues that could be re-

flected.Different opinions and the ways people were working with were approached and encouraged with interest. The meaning and the goal of talking were clear for learners and facilitator - it was like a common journey - together deciding what is important to reflect, mentioning what we already mentioned, what impressed us, what touched, what do we want to do further, what seems important to do other context or in long future. Sharing some interesting articles and thoughts in a closed Facebook group - added feeling of creating common understanding of phenomena.

- See also 'Raising awareness within learners to 'own' their learning in personally meaningful way'.
- Trusting environment where individuals could raise issues of concern, hashtag

4. **Managing the steering paradox of intrinsic learning processes**
   - Although I did not consciously intend to 'manage the steering paradox', the reported change in students' commitment ("from passive consumers to active viewers", as they said themselves) clearly shows how the planning of the course stimulated students to 'steer their learning process in an personal meaningful way'.
   - By presenting different and varied ways of processing learning, by creating an atmosphere that supports curiosity, enjoyment and interest in one's own learning, it is possible to give direction and quality to an inner process. It less an intent to 'steer' as to give direction.
   - By creating an open learning process with fixed assignments but without fixed results. You have an eye for the process and listen to the needs instead of holding on to the planning. You need a certain creativity to let go and let happen. But never lose the line off process. It's important to have an open process with purpose but without fixed content.Think carefully about the fixed questions as they are important to have a framework and be creative in your deepening questions. Start from the position of not knowing, not understanding. Ask for clarification, not justification. Be honest and curious. Don't provide answers but provide good questions. It's about sharing, listening and shared compromise. It's up to the group to make it meaningful, not the facilitator.
   - I consciously steered the reflective atmosphere by creating debriefs and reflecting moments, where I intervened in the beginning more directly to give the attention to personal experiences, frames of references, intentions, emotions... I recognised participants following this 'chosen path' in the continuing of the program by sharing more personal experiences and by being more interested in personal experiences of others and the effects they have on each other.
   - The subject of the course, Reverse Perspective, enforced any paradox. How did we do it? By giving the structural rule, that for evaluation the students have to change our experience of reverse perspective and therefore trigger new insights/viewpoints. Now they had to find their individual ways by doing it, by reflecting on it in the group as well as individually, and by presenting their practical manifestations in relation to it. They were advised by the consequences of the steps they took by themselves. To force these advices critically, we confronted them with first a practical mid-jury, then a final jury (see the notes of the sessions in the Practical Information). In these juries they were not judged on the question if they really changed our experience, but more on the consequences they chose in their ways of searching for it. Like this, they could fail, but still succeed in the course, if they tried consequently enough. So the goal (to change our experience and insights) was not the main goal, but the way to find it – and if someone found it, she or he 'scored' in both ways (by trying consequently enough and even finding a new possibility). This allowed us to differentiate our assessment practically seen in three levels: not succeeded, well-enough tried and even fully succeeded. In theoretical terms we further asked a written reflection on the whole process. So again they had to reshape their orientation and experienced in this sense the 'steering paradox of intrinsic learning processes'.

5. **Creating the right reflective attention of learners**
   - This practice creates a reflective attention of learners and educators and allows the group to co-sense the space and the context and to become more aware about the level of attention and the energies of the group. This stage of the group can be described as presenting stage. Presenting stage is described by Otto Sharmer Theory U.
   - The shared moment of not-doing in silence created the space for learners to stay still with no commitment other than not to initiate any activity. The fact that they were all together in this situation kept their attention alive and facilitated their silent listening.
   - Creating a space/time for silent reflection.
   - We created a fixed space for reflection during the activity, giving them a time to start and a time for finishing. We structured also a set of questions that helped participants to focus their attention on the context of action, their reaction habits and the resources they were activating.
   - "Slowing down", meaning to lessen interference and agitation from outside is necessary for a person or a group to be attentive to what is going on inside. This is one of the premises that have to be fulfilled before deep reflection can be achieved.

- The start was during prep meeting - during the overview of the situation the participants were invited to share their insights and feelings about the situation in the group. Diary moments and story, discussed together opened up more aspects of situation and more questions, and the important thing was to look at them together with an attitude of exploring and not hurrying to make conclusions.
- I was more attentive and careful than usual as regards this principle, I tried to do it but it was not always easy, there was always something unexpected that made me alter the plans. However, I did my best to select the right and relevant questions regarding the students' interests and their level as well as tried to keep my position open and friendly at all times. One factor which was particularly helpful in building relationships with the students was that I answered their questions about my feelings and analysis.
- See also 'Managing the steering paradox of intrinsic learning processes'
- We trained to paid students' attention to reflecting both on what happens inside themselves (thoughts, feelings, wantings), and on the outside.

6. Slowing down and value moments of not-knowing
- This is exactly what we have done. As the instruction of not-doing is simple but totally uncommon, it has created some doubts in the persons doing it about what the not-doing really meant, like "can I close my eyes?", "can I move my leg?", "can I think?". This area of *not-knowing* has proved to be very effective in stimulating an internal reaction.
- Both Coaches realised that they are always "doing" something. "Non-doing" was totally a new experience to them. One of the two, the male manager, replicated this non-action by himself on his sofa at home but did not quite experience the same impact. I suggested him to do it again together with his wife or any other person to check if there was any difference. Being by himself on his sofa at home is already a not-doing experience most of the time...
- The invitation is highlighted by the fact that the trainer/facilitator creates the time and space in the program – but does not "control" what the learner actually does in that space.
- A time of silence is left after every participant's sharing, according to fraternity rules, in order to respect the gift of sharing and experience, to take time to feel, what this means to them, and "because God speaks in the silence".
- This principle is important to be able to make something visible, to make something present. While exploring the possibilities of the concluding conversation, it became clear that we need to alter the gaze from knowledge to not knowing. It is not losing the focus but rather shifting it to the present experience. Not looking to: what did I do, how did I do it, what should I have done? Rather seeing what did actually happen.
- This happened during the process. It required to be open, flexible and sure at the meantime. It was very interesting to discover together the new things, see that the unexpected contribution of others could bring new answers, create new kinds of situation.
- *Diary moments, looking at the photos and discussing what was happening on individual level.*
- Not rushing to begin reflecting group discussions. When I saw that students still discuss in the small groups I added some time by saying that the time is going to the end, but still 5-10 minutes they have. I waited for answers a little bit longer than usual. I asked which group wants to start. I let students to comment or ask questions first, and I asked questions afterwards. Sharing not-knowing moments. Some concepts from articles such as "contingency" I couldn't explain in the seminar and I answered that I have to search for the description later. I asked also if my explanation was clear enough and if not I admitted that I have to clear the concept for myself. I had to admit that I'm studying too. As this course was new for me, I entered lectures and was sitting with students during lectures together.
- The project 'As long as I'm walking ' is a project in which we didn't acquire a kind of progress in the learning process, but a slowing down. A kind of break/pause – a moment of not-knowing - is created and materialised. An important element/condition that caused this moment was undoubtedly exhaustion and solitude. The exhaustion and the experience of being alone started to appear after the second day. While the first day the participants were still full of expectations about the project, the second day they became tired. They were no longer sure that the protocol would bring something about, and gave up the expectations. This was the moment they accept that there is no outcome related to the protocol. Amazingly, at that moment it appeared that the students really began to speak about what was happening, and not about what they expect to happen.
- There is no time schedule. So there is no pressure to be ready. Each person can take its own time and we only start the next face when everybody is ready. I asked to be respectful for everybody, so no loud talking if you're finished and stay in the same room. Taking time to leave the unknowing hanging. There is no answer, you can take what you want and experiment in the long period between the different sessions. Questions about the where and when will be answered whit very practical answers. Questions about the why end what will be answered by other questions like:

REFLECT

- What do you want to do with it?
- What does it mean to you?
- Why is it important to you?
- What do you hope to gain?
- …

Certainly not providing answers about the goal or explicitly leaving a silence instead of giving an answer. It's not the job of the facilitator to answer the questions, but if it come from the participants I think it's my job to let it happen and give the time. Providing time. Lots of time in between sessions to let it really sink in. But being aware to pick up or set a reminder when needed ore possible so people do not forget. Maybe even keep it visible.

▪ I actively introduced more moments of silence after a question, a reaction… I reframed the moments of the 'not-knowing' to participants as a condition to genuine learning and invited them to take the time needed for the quality dialogue within themselves and have the opportunity to explore more what's happening. And I introduced explicitly a solo-walk with the invitation to take the time for themselves to experience consciously the walk and feel what happens and/ or what keeps them busy during that specific walk… just being conscious to what happens without having to search or 'find' something.

7. Deepening your questions progressively
- ▪ The reflective diary aka textbook of own creation was private and personal – never assessed, and only seen by others if invited by the owner. Material from it may be shared in learning duos or in other reflections.
- ▪ The 3 Padlet sessions followed this principle, deepening and complexing assignment wall by wall.
- ▪ The themes were first touched, then deepened, when the tendency was noticed, then connected with everyday life.
- ▪ Example: After discovering on the group level high motivation of people in the group activities - answering question "How much I was motivated in task?" we followed with deepening questions: "moments of my highest motivation", "what was happening in these moments", "what motivated me in that particular task?". The more deep/generalized level of the same theme - "Is this kind of things usually motivating me/us in my daily life?" Then going together to the ideas "What seems important in motivating people?".
- ▪ I was able to check this principle with the reflection task on the role playing situation when I asked the questions progressively, starting with simple questions and waiting for the answers/thoughts from the students in order to deepen questioning.
- ▪ During debriefs and reflecting moments I focus on open questions, inviting participants to explore more about a certain experience/ feeling/ thought/ behaviour/…
- ▪ Steps in deepening questions progressively: 1st step. Share any idea in the group. Practise to share one's own thoughts, ideas in the group after activity. 2nd step. Observe reality in action. Learn to observe, attend to events and actions and attempt to discriminate them from thoughts, speculations, cause analysis. 3rd step. Include subjective phenomenology. Try to notice emotions, feelings, sensations as the focus of reflection to be shared in the group 4th step. Make connections and construct meanings. Try to name les-sons learned and conclusions made, connect to future plans, actions and possible challenges, respond and give feedback to others.

8. Recalling that reflection can never by imposed, only kindly invited
- ▪ The training team made an effort to underline, highlight and emphasize that reflection includes much more than evaluation or assessment.
- ▪ Participants understand sharing as a gift. "It's nice to give gifts for other participants and to get gifts from others; that's why I want to share, caring for myself and for others".
- ▪ Themes were noticed together, the educator was asking questions and helping to name, to verbalise.
- ▪ I could understand that more when I faced a difficulty with this group. Once the students were invited to do a reflection individually and in 2 small groups. One of them, after having done that individually (a few minutes in silence), refused to share his experience in the small group without providing any reasons. I did not ask the student anything, not even to explain his motives; I said only that it is a voluntary task. However, this is a bit challenging when you have to organise the learning process with the whole group – some members were visibly confused or perturbed by his refusal. Maybe next time it could be profitable to discuss such events.
- ▪ Reflections were not compulsory. I wanted to find out, how many students choose to write a reflection. Statistics: there were 63 reflections submitted in total, 6 reflections/students in average for each assignment (out of 15 students), and fluctuation in the number of reflections was not big, 3-8 reflections each time, with no increase by the end of the semester (!). I would like to interpret it as an interest in writing reflections and as valuing responsibility to choose the topic for reflection. Only 2 students submitted 0 or 1 reflection during the semester, and the other 13 submitted from 3 to 6.

I want to pay attention, that students were not aware about one another's submissions as it was performed in virtual environment.
- At the introduction of the course, I framed explicitly the idea of 'challenge by choice' as a basic principle for Outward Bound courses. Participants choose themselves which challenge they want to take (or not), whether it is about the activity or the reflection. Of course participants are triggered and invited by me as process facilitator to come out of their comfort zone or to experiment with something new.

9. Always considering reflection as a broad and deepening process, that should be holistic
- I was trying not to frontload the concept and word of "reflection"; presenting many ways of doing it; start slowly; make the idea enjoyable; do it a lot; with humour and kindness.
- For this, I asked the students to look for examples in their experience, to combine with subjects that they have already learned. I tried to show them how the reflection includes all aspects of the person and of life.

10. Being careful how to assess reflection (or not at all)
- I chose NOT to assess reflection to let it loose from any evaluation and teacher-learner dynamic.
- During the introduction we had a short talk about how I was 'struggling' with the paradox between 'stimulating personal learning of students' and 'obligation for the educator to evaluate' and how they saw the connection between 'personal learning' and 'evaluation'. It was just about sharing; no decision was taken (nor intended to be taken). Halfway the course we had a second talk about evaluation. I informed the students on the fact that there would be no grading, just 'pass or fail'. Several students reported at the end of the course how this conversation made a difference. "Grading is always linked to comparison: how good or bad are my ideas? Which value do they have? 'Pass or fail' gives more freedom to express myself spontaneously". We talked about how to organise the group evaluation.
- Students handed in 5 postcards + 1 page text. Evaluation was not based on any 'right definition of the visual essay'. Rather it was based on the 'rhizome quality' of their reflections in postcard and final text, expressing intensity and involvement. Leading question in assessing was: "how do students make personally sense of the topics discussed in the course?"
- I didn´t assess it formally, but people made remarks to me on how interesting and enjoyable it was to "think, talk and express" their learning and to explore what learning means.
- I wasn't assessing the reflection at all. It wasn't in my plan to assess the reflection and students knew it wouldn't be a part their assessment. I have invited students for reflection as the way of helping them in the group work process.
- The reflections were not assessed with a grade, but they were part of the process of study and the requirement was that they had to be done before the exam.
- The reflections were not assessed with a grade, but they were part of the process of study and the requirement was that they had to be done before the exam.
- Written reflections got points, if they were written. Some students haven't understood the task, if they felt that they wanted to rewrite them, they had an opportunity to do that. Some students didn't write all reflections, so they gathered points for what they did.
- It was my task to find out whether reflection can be assessed in the same way as the exam knowledge. Reflection occurred to be a solid enough task; otherwise, all the students do it every time to earn points for their exam. On the other hand, guiding questions should be formulated very carefully to get a complex reflection, not to get a pure confession…There should be clear criterion for writing reflection in order to be able to grade it. In my case, I could grade only Pass/Fail; it means Reflection/No reflection.
- Participants are during the course invited to reflect on what they experience by the debrief sessions, by the invitation to write about their experiences in a booklet they got at the start of the course and the invitation to share experiences on a padlet of the group. At the end of the course, participants are asked to fill in an evaluation form to give their feedback to the course and share what they take with them (for us to have an idea of the 'effect' of the course on them). Participants can fill out the form anonymously. (The 2 questions are 'what do you take with you from this course?' and 'What do you want to do with it in your daily life or work situation? How?')
- The Outward Bound course is part of the course 'Group dynamics II' at the university. To pass the course participants have to write a reflection paper on the group dynamic processes and personal processes the group went through, linked to theoretical models in literature.