Reflective Activity: Personal Analysis of Profession

Activity Description
The purpose of this activity is to engage students in anticipating distinctive challenges and opportunities they will face as unique, multi-faceted individuals performing highly complex, deeply consequential social roles—in this case, as Educational Studies soon-to-be-graduates, to contemplate their roles as teachers and/or education reform advocates.

Description:
Together we brainstorm a list of personal characteristics/predispositions relevant to the complex endeavors of teaching and/or facilitating education reform efforts.

The characteristics/dispositions are proposed as value-neutral endpoints of continua.

From the list (usually 25-30), each student select 8 continua they believe to be personally most relevant. They complete the profile analysis sheet (see example) identifying the endpoints and mapping their placement along each continuum.

Students then exchange their personal profile with a partner. The partner’s role is to reflect holistically on their peer’s profile, considering both the nature of the continua and placements along each one, seeking patterns and discontinuities.

Analyses are summarized in relation to three prompts:

Please identify and explain your choice of:
  2 points of interest
  2 potential areas of strength
  2 potential areas of challenge their partner may encounter

Analyses are shared and discussed first with partners and then with the class, we return to reflect on these when appropriate throughout the semester.

Preparation, Handouts, Resources
Preparation includes class discussion of relevant course readings and activities in addition to sharing connections to education related experiences (internships, volunteer and employment experiences).

Learning Goals
Please see above

Recommendations
The activity can be easily adapted for other courses/roles/purposes. Students suggest that it promotes deep, holistic, personal and socially engaged reflection and inquiry that makes a difference.

Tool Contributor
Ruthanne Kurth-Schai, faculty member and chair, Educational Studies