

# COHORT REFLECTION TOOL

## PURPOSE

This tool is designed for use by a cohort of students and instructors in an academic environment. It may also be adapted for use by work teams in organizations. The purpose of the tool is to generate a conversation about the learning experience in order to become a more effective cohort. It is not for evaluating instruction or course content.

## PREPARATION

- Display word pairs and scale on page 2 in a large format that is easily visible and accessible to all participants.
- Designate a facilitator. (Instructor or any member of the cohort).

## PROCESS

The facilitator leads the group through the word pairs as well as the open-ended questions. Throughout the dialogue the facilitator notes general consensus and explores divergent views.

There are a variety of approaches for achieving the desired outcome of a meaningful conversation.

1. *Open forum*: Facilitator elicits verbal responses and annotates display as appropriate.
2. *Individual pre-work*: Participants receive handout and individually score the word-pairs and respond to the open-ended questions. The group may choose among several options for sharing results.
  - a. Results tabulated by the facilitator and noted for display.
  - b. Participants record responses on post-it notes and place them on display.
  - c. Responses not formally aggregated but aid participants in contributing to conversation.

## OTHER USES

- Pre and Post: Tool may be used at the beginning and the end of a course to enable comparisons of expectations and results.
- Self-Assessment: Cohort members score the word-pairs from the perspective of their individual behavior rather than their perceptions of the overall cohort experience.
- Comparisons: Results could be gathered over time to see if patterns or trends emerge.

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Name (optional) _____	Cohort _____
Course _____	Term _____

**Instructions**

Consider each pair of words and indicate which point on the scale best describes the cohort experience this term. Zero represents a balance between the two descriptors; one through four indicates increasing emphasis toward one end of the continuum. Please add comments under each pair as appropriate then respond to the questions on the next page.

<b>Collaborative</b>	4 3 2 1 0 1 2 3 4	<b>Autonomous</b>
<b>Supportive</b>	4 3 2 1 0 1 2 3 4	<b>Competitive</b>
<b>Deliberative</b>	4 3 2 1 0 1 2 3 4	<b>Action-oriented</b>
<b>Creative</b>	4 3 2 1 0 1 2 3 4	<b>Predetermined</b>
<b>Flexible</b>	4 3 2 1 0 1 2 3 4	<b>Structured</b>
<b>Warm</b>	4 3 2 1 0 1 2 3 4	<b>Reserved</b>
<b>Questioning</b>	4 3 2 1 0 1 2 3 4	<b>Consensus</b>

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**1. Are there any key factors missing? How can this tool be improved?**

**2. What is the most important thing you learned about being in a learning community?**

**3. Additional comments**