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UNIVERSITY & RESEARCH

## BC TOOLBOX

# Questions to ask to trigger reflection on BC learning

This document contains a set of questions that can be posed to learners in a BC setting to trigger reflection on their BC learning. The questions are categorised by (sub)learning mechanism and aligned with the BC Rubric (Gulikers, J., & Oonk, C. (2019). Towards a rubric for stimulating and evaluating sustainable learning. *Sustainability*, 11(4), 969.). The list of questions are illustrative, certainly not exhaustive.

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### Link to BC/place on taxonomy

BC competence development / Learning materials / Learning Mechanisms / Reflection

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### Version

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## Questions to ask to trigger reflection on BC learning

The questions listed in this document are categorized by (sub)learning mechanism and aligned to the BC rubric in: *Gulikers, J., & Oonk, C. (2019). Towards a rubric for stimulating and evaluating sustainable learning. Sustainability, 11(4), 969.* This list of questions are illustrative, certainly not exhaustive.

*NB: Most questions are phrased for use in post-experience individual reflections, but can be re-phrased for use in pre-experience (e.g. expectation papers) and mid-term reflections, and used for both individual and group reflections.*

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### **I1 Identification 1:**

Identify one's own expertise and one's own limitations

Which personal knowledge, skills, attitudes did you bring into the project/assignment/discussion?

- Which of your personal knowledge, skills, attitudes were key to the result of your project/assignment/discussion?
- Which personal knowledge, skills, attitudes did you personally lack to enable a useful contribution to the assignment at hand?
- Make an overview of knowledge, skills and attitudes that were needed to accomplish the assignment. Which of these did you personally possess?

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### **I2 Identification 2:**

Identify other perspectives relevant for the project and problem at hand

- Make an overview of knowledge, skills and attitudes needed to accomplish the assignment. Which of these did you personally bring into the project? Which of these were covered by your team members? Which of these had to be brought into the project from outside?
- Give an example of (1) complementarity of your and others knowledge, skills, attitudes for accomplishing the project and (2) annoying 'boundaries' between knowledge, skills and attitudes.
- Which stakeholders were key to the project? Why?
- To what extent have you been able to identify all relevant stakeholders at the beginning of the project? What made you miss some of them at the beginning?
- A network analysis includes an identification of stakeholders, their perspectives at hand and also their mutual relations. Did you manage to find out relationships between the stakeholders? To what extent was knowledge about the relationships between the stakeholders relevant to your project/assignment?
- Describe the advantages and disadvantages of working in a team with students from different disciplinary / cultural backgrounds. When answering this question, take both the process and outcome of your work in mind.
- Describe if you explicitly exchanged expectations amongst your team members/with stakeholders at the start of the project?
  - If yes, how did you organise expectation management? If you look back: has the mutual exchange of expectations influenced the process/collaboration/outcome? Why yes, why not?
  - If no: when looking back. Do you think having organised an explicit exchange of expectations at the beginning of the collaboration would have improved the process/collaboration/outcome? Why yes, why no?

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### **C1 Coordination 1:**

Contact other people

- When did you mobilise your identified stakeholders? Was this at the right moment? Why yes/no?
  - Which communication channels did you use to contact external stakeholders? Make an overview and describe per channel a pro and a con of its use.
  - What is, to your opinion, the most effective communication medium to get someone from outside the university on board of your project?
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- In case you decided to call an external stakeholder, how did you prepare for the call? If you did not prepare yourself explicitly; what made the call run smoothly? What could have gone better and what would you do next time to make it a more purposeful chat?
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## **C2 Coordination 2:**

Collaborate purposefully with other people

- Describe which media/instruments you used to organise your internal/external collaboration
    - Which instruments/ways of working were key to effective collaboration?
  - What was your biggest mistake (point to be improved) in terms of effective collaboration with your team mates / commissioners / external stakeholders / teachers; coaches?
  - Instruments specifically designed to facilitate collaboration across practices are also called *boundary objects*. Did you specifically design a boundary object to facilitate the internal or external collaboration? If yes, how did the object look like? Did it indeed facilitate your cross-boundary collaboration? Which boundaries could more easily be crossed with the help of the boundary object? Which modifications would you suggest to the boundary crossing object to make it more useful?
  - What do you regard as to be key to effective collaboration within a team and between your team and external stakeholders. Think of communication, planning, reporting etc. Do you think those key features are generally applicable to all kinds of collaborations or are they context specific? Why? Why not?
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## **PM1 Perspective making and learning from each other 1:**

(Re)consider perspectives

- What did you do to help others understand your perspectives; point of view; knowledge
  - Turned this out to be effective? Why, why not? Illustrate with examples.
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## **PM2 Perspective making and learning from each other 2:**

Learn from other people

- List two or three main insights that you got from your collaboration with:
    - Fellow students with another disciplinary background
    - Fellow students from another culture/country
    - Fellow students showing a personal attitude that you did not master
    - The teacher/coach/supervisor
    - The commissioner
    - An expert invited to think along with you
    - An external stakeholder
  - What made these insights key to your learning?
  - Would you be able to use this learning insight into a new, similar project? Why, why not?
  - What to do to be able to use the insight in a new setting?
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## **PM3 Perspective making and learning from each other 3:**

Stimulate others to learn

- Mention one example of you stimulating a peer/a stakeholder / the teacher to learn.
    - What do you think 'the other' learned from your intervention?
    - What do you think made the other learn? What did you do to stimulate the learning of the other? Describe in concrete behaviour; the way you asked questions for example.
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## **T1 Transformation 1**

(start)

Intend to develop a new, sustainable practice

- If you look back, did you intend/expect to create something new, innovative during the upcoming collaboration? Why? E.g. because of the multi-disciplinary nature of your team? Because of the requirements of the assignment? Because of working with societal partners anyway?
  - Please describe what made your intended practice new, innovative.
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## **T2 Transformation 2**

(process)

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Envision new practices during project process

- What did you personally do to envision new, innovative practices during the project/assignment? Or, what did you personally do to stimulate your team to work towards something new and innovative?

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**T3 Transformation 3**

(product; including personal transformation)

Integrate various perspectives, interests or expertise in a final product

- Describe why you think your final outcome is transformative, that is really new, innovative, and integrating perspectives and/or expertise into something new.
- What could have made your outcome more transformative? I.e. integrating more perspectives or various perspectives at a higher level?
- Do you regard yourself as to be transformed? Why? Why not? Illustrate your arguments with concrete examples of behaviour you show(ed) or did not (yet) show.
- What would be key aspects of your 'transformative' personal behaviour in case you would conduct a similar project in the future?

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**T4 Transformation 4**

(follow-up; including further personal development)

Stimulate a follow-up on project results

- What did you do during or immediately after the project to stimulate a follow-up on the results of your project?
  - Do you think your project and or ideas will be implemented? Why, why not? What are conditions for actual implementation?
  - What would be your next action to ensure continuation of the transformative impact of your product; team? If the transformative output of your project was limited, what would support a more transformative output or process next time?
  - What is required to continue developing your personal transformative capacities? Describe this as concrete as possible in terms of actual behaviour.
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Questions to ask to trigger reflection on BC learning

**Boundary crossing illustrations**

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