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BC TOOLBOX

Personal Identification & Reflection Activity

This document is an example of a small exercise to be done in two parts. The first requires students to think about their own expertise and place themselves on a spectrum at the start of the course. The second part is a reflection activity that will be carried out at the end of the course. Students will reflect on their own domains as well as their own development after going through the course, while also looking back at what they have written down for the first part.

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Link to BC/place on taxonomy

Learning Materials > Learning Mechanisms > Identification, Reflection, Transformation

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Part 1: Personal Identification Activity

(This learning activity has been developed for and used in one of the MOOC courses in the field of International Land and Water Management.)

In this activity, students are asked to place themselves on a spectrum that reaches from the social to the natural sciences (technical) domain (see Figure 1). Next to the placement on the spectrum, we also ask students to motivate this position, by writing a few sentences on why they consider themselves part of a certain discipline. This activity will serve as a first self-identification, and creates awareness of the learner's domain. After the activity learners will have the opportunity to read contributions of other learners, to become aware of their domains as well. This activity is to be introduced at the start of the course, for students to identify their starting point at the beginning of the course.

*Note: You can also follow up on this activity with a reflection assignment at the end of the course, or after a period of time has passed. For details on this, please search for "**Personal Reflection Assignment**" which is also developed by Gerlo Borghuis.*

Assignment instructions to students:

1. Indicate on this domain spectrum, where you would consider yourself, as a result of your studies, work, project etc.
2. Motivate this position in a few sentences (max 100 words), and read the contributions of two of your fellow learners.



Figure 1. Self-Identification domain spectrum

Part 2: Personal Reflection Activity

(This learning activity has been developed for and used in one of the MOOC courses in the field of International Land and Water Management.)

This assignment looks back to the personal identification assignment that the learners did at the start of the course. We ask the students to re-take this assignment, and see if their belief of the domains have changed. Are they for instance shifted on the spectrum? Do they see themselves differently after the course? Have they adopted certain knowledge or skills from the other disciplines as well?

Learners write a short reflection on this assignment and the process they went through throughout the course. This assignment helps the learners to re-evaluate their practices, and possible pre-judgements, norms and values that influence their work. They have now experienced that everybody sees problems and solutions differently, based on background, expertise etc. Hopefully they have experienced that knowledge from other domains can be very helpful as well when working on a complex, real-life, case study.

Assignment instructions to students:

1. Retake the assignment you took at the start of the course. Indicate on the domain spectrum, where you would consider yourself, as a result of your studies, work, project etc. Did your position change by taking this course? Why (not)?
2. Motivate your position, and the possible changes, in a few sentences (max 200 words).

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