Creating Self-Reflective Spaces: Facilitating Classrooms to Enhance Diversity Learning Outcomes

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Self-Reflection and Self-Disclosure

• Movement to redesign traditional lecture-based courses towards integrative/experiential learning pedagogies (Fink, 2013)

• Such approaches often elicit and rely upon student self-disclosure as primary tool

• Self-disclosure: “what individuals verbally reveal about themselves to others (including thoughts, feelings, and experiences)” (Derlega, et al., 1993, p. 1)
Self-Disclosure and Diverse Identities

- Process of self-disclosure often includes topics about social and personal identities

- Shift in societal demographics and diverse identities within higher education settings
Experiential Learning and Self-Disclosure

  - Four stages
  - Successful movement through stages often requires self-disclosure

- ISU’s Voices of Discovery (VOD) program utilizes Kolb’s (1984) theory
  - Founder: Dr. Jesús Treviño from ASU
  - Objective of VOD
  - Structure of VOD

- Results/feedback from students

image by Karin Kirk
Understanding the Self-Disclosure of Students

- Goal-based model of personality (Schank & Abelson, 1977)
  1. Self-disclosure is used to meet specific goals
  2. Students have varying degrees of strategies to move toward goals
  3. Students belief systems influence their self-disclosure plan
  4. Self-disclosure strategies are dependent on the resources students have.
Classroom Considerations

Goals
• If self-disclosure is important to your educational aims, how are you communicating this to students?

Strategies
• What skills need to be developed? (e.g. communication, reflection of emotion)

Beliefs
• What are the beliefs that students have about sharing their experiences in the classroom?

Resources