

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



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# Self-Reflection and Self-Disclosure

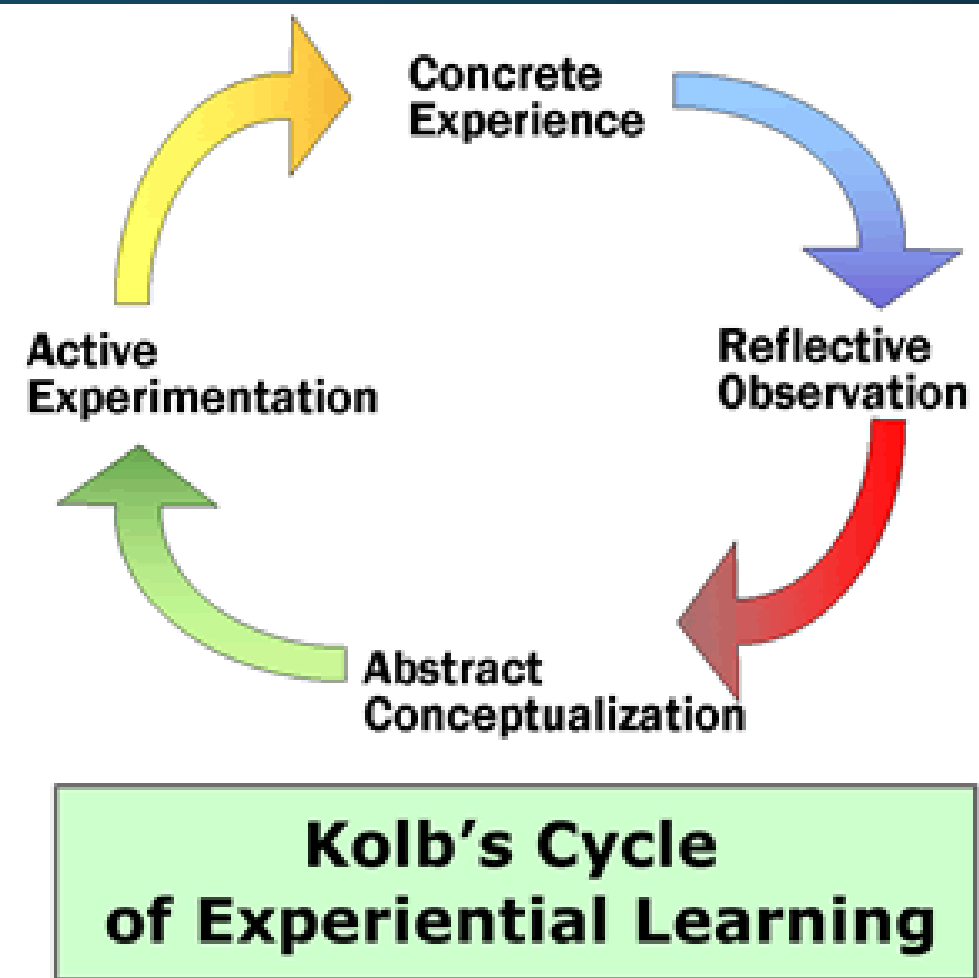
- Movement to redesign traditional lecture-based courses towards integrative/*experiential learning* pedagogies (Fink, 2013)
- Such approaches often elicit and rely upon student *self-disclosure* as primary tool
- Self-disclosure: “what individuals verbally reveal about themselves to others (including 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

- David Kolb's Experiential Learning Theory (1984)
  - 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



# 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