

## Design and Effect of Student's Reflection in International Fieldwork

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**Abstract:** In this study, the authors discuss an importance of reflection in an experimental learning. This study clarifies effects on students who participated an international fieldwork. First, the authors introduce a design that promoted students to reflect their experience in an international fieldwork based on a case study conducted in Philippines. In this study, the authors combine both individual and collaborative reflection. Second, the authors analyze the factors that promoted students' reflection through an interview and a questionnaire. The target was a group of students that consist of four students who have not experienced to join an international fieldwork and other four students who have experienced in an international fieldwork in other countries such as India, Thailand and Indonesia. The authors analyzed the data with paying attention to interaction of students with difference experiences. As a result of an analysis, the authors clarified the process how the students reflect individually and collaboratively .

**Keywords:** *international fieldwork, reflection, interview*

## BACKGROUNDS

In recent year, international fieldworks are practiced widely in Japanese Universities. It is important to design an international fieldwork to promote students to learn effectively. The authors put enough time for students to reflect their experience in the fieldwork. As a design of reflection, the authors combined individual and collaborative reflection. In addition, the authors intentionally promote interaction among students who has experienced and those who have not experienced of an international fieldwork.

In this study, the authors clarify the three points: (1) effects of reflection during an international fieldwork, (2) effectiveness of combination of personal and collaborative reflection (3) effects of the past experience to reflection.

## RESEARCH METHOD

### Outline of the practice

The case study of this research is a fieldwork in Philippines. This fieldwork was conducted from February 11st to 16th in 2013 at a NGO named "House of Joy" in Mindanao, Philippines. In the fieldwork, students reflect their experience (1) first, individually (2) second collaboratively with other students, (3) third, individually again based on collaborative reflection. In the 3<sup>rd</sup> step, students recorded their learning on a blog.

In this fieldwork, there were a lot of interaction among students who experienced an international fieldwork, for example, in India, Thailand, Indonesia and so on. Therefore, the authors promote these students to interact with the students who did not have experienced in an international fieldwork.

### Research Methodology

We did a questionnaire and semi-structured interview for about an hour to 8 students. The semi-structure interview included the question, (1) what students felt, (2) how they reflected and, (3) what was its' effect. There were 4 students who experienced the fieldwork in India and other 4 students who experienced the fieldwork in Philippines for the first time. The questionnaires consist of two parts. First part is about reflection during fieldwork. There are 15 question and each question is on a 5-point scale. Second part is about Felder's Learning Styles(Felder et al 1995). The authors try to analyze the relationship between effect of reflection and learning style.

## ANALYSIS OF QUESTIONNAIRE

The mean of the ratings for the 14 questions in the first part was calculated. The results are shown in Table.1.

Table 1. Evaluation of reflection in overseas fieldwork

	average	SD
Q1-1 You can speak your own opinion enough in group reflection	3.63	1.32
Q1-2 It is effective for you to speak your mind and opinion in group reflection	4.25	0.43
Q1-3 You can listen to talk of another students in group reflection	4.50	0.50
Q1-4 It is effective for you to listen to talk of another students in group reflection	4.63	0.70
Q1-5 Reflection by yourself is useful when you participate in group reflection	4.13	0.60
Q1-6 You can reflect enough in group reflection	3.88	0.78
Q1-7 It is difficult for you to reflect in group reflection	4.38	0.48
Q1-8 Reflection by group is useful	4.50	0.50
Q1-9 Reflection by group deepen your learning	4.38	0.48
Q2-1 You can reflect enough in personal reflection	3.38	0.99
Q2-2 It is difficult for you to reflect in personal reflection	4.00	1.00
Q2-3 Reflection by yourself is useful	4.13	0.60
Q2-4 Reflection by yourself deepen your learning	3.88	0.60
Q3-1 Whole reflection in overseas fieldwork is effective for you	4.63	0.48
Q3-2 The experience of reflection in overseas fieldwork will be useful for your life	4.63	0.70

## **ANALYSIS OF INTERVIEW**

### **Extracted and Categorized Key-sentence**

We extracted key-sentence which we think important things from interview data and categorized key-sentence. As a result, we were able to get 100 key-sentences and break down 5 categories. These categories are (1) notes of a reflection, (2) reflection by oneself, (3) reflection by group, (4) comparing fieldwork in the Philippines with fieldwork in India, (5) a feeling of fulfillment of overseas fieldwork. Moreover, we added to break down (3) reflection by group to 4 subcategories: (3-1) the presence of others, (3-2) student's comment and listening, (3-3) distance and the number of people in reflection, (3-4) the required time. The number of each key-sentences are (1) 7, (2)9, (3)60 ((3-1)27, (3-2)15, (3-3)6, (3-4)12), (4)18, (5)6.

### **Reflection by oneself**

Reflection by oneself is the preparation stage so that students speak own opinion at the group reflection. Students confirmed their learning rather than deepening learning.

"If I didn't reflect by myself before group reflection, I was not able to image what to say. We were able to deepen our conversation in group reflection. (H)"

Moreover, they didn't bother to reflect by themselves, then they used this time to take notes of their ideas and feeling instead of reflection. "I didn't reflect by myself during overseas fieldwork but I had always considered about many things. (G)"

### **Reflection by Group**

As a result of analysis, it was found that the presence of others at the reflection by group is important. Students are able to know new viewpoints when they feel others' perspective. "My perspective is one-sided when I reflect only by myself. I think I was able to notice that I have a mistake and there are new viewpoints by discussion with other member. (H)", "It is important to have many viewpoints jointly. (F)"

Students are able to gain confidence in their opinion from another student's agreement. "I was able to think that my opinion is not wrong because of another student's consent. (H) "

Moreover, it was found that conversation with member is the important role to make relationship among the member. "At the reflection with member, our relationship became closely and grew livelier. (G)" So, it is good effects for learning in fieldwork that the students are closely. "We were able to deepen our reflection because our relations got better. (F)"

### **Difference of experience in overseas fieldwork and Environment**

The impressions are different between experienced students and inexperienced students. Inexperienced students say that they were not able to speak as usual because they were unfamiliarity with reflection. But, they got used to reflect gradually. Therefore they got more actively speak in the group reflection. "It was difficult for me to speak firstly. When I was asked by other students, I was able to get to speak. (A)", "I wasn't able to speak at first, but while I heard conversation with another students, I wanted to speak my mind. (G)"

On the other hand, experienced students tend to careful about their content of remark. "I thought effect of my remark, so I wasn't able to speak my mind directly. I often chose the word.(D), "Sometimes I wasn't able to speak because I thought over.(E)", "I thought that I have to give guidance to the younger, because I experienced fieldwork before. (F)"

Students refer to influence of environment to conduct reflection. "The further the distance from other students spread, the more I was nervous. (A)" There are some problems about distance of the member, the number of people and the time when students reflect. "It was easy to give myself away as I told with a few people. (C)", "Not all the reflection the matter for hours is right. It was good to decide the time as we reflect only an hour. (H) "

## **CONCLUSION**

As a result of analysis, it is found that students get high satisfaction by reflection and the presence of other person and closely relationship give good effect to reflection.

### **Literature Reference**

Felder, R.M. and Henriques, E.R.(1995) Learning and Teaching Styles in Foreign and Second Language Education. *Foreign Language Annals*, 28(1): 21-31