
In Transit

The LaGuardia Journal on Teaching and Learning

Call for Papers for Volume 4, Fall 2009 Theme: Reflection

We are pleased to invite proposals for Volume #4 of *In Transit*, scheduled to appear in Fall 2009. We encourage faculty to submit brief (two or three paragraphs) proposals for an article on the theme of Reflection.

Final articles will be approximately 2,000 words in length. Proposals are due by **June 30, 2008** and should be sent to Michele Piso at mpiso@lagcc.cuny.edu. Writers will receive responses to their proposals by **July 14**. The deadline for first drafts is **October 1, 2008**. Writing workshops will take place during Fall I and II to help authors develop articles based on feedback from LaGuardia peer readers.

Reflection's role in education is a rich and multifaceted theme. John Dewey identified reflection as an essential element of learning and cognition. Reflection is a process of *making meaning*, a process that transforms experience – classroom experience, reading experience, cultural experience, lived experience -- into knowledge and understanding. It is critical to the creation, construction, or reconstruction of our identities as learners, professionals, and citizens. Becoming human, according to one Dewey scholar, requires the development of "reflective intelligences that enable us to tell masterful and moving stories of our participation in community."

LaGuardia faculty have done important work on reflection from many different angles. We welcome proposals for articles that focus on one or more facets of this theme, such as:

- How is reflection used in building literacy and language acquisition? What is the function of a reflective journal? A memoir? Other kinds of reflective writing? What strategies enable reflection to be used most effectively in this context? How do they affect student learning?
- How can reflection be used to deepen students' self understanding? How does faculty use it to support the development of new career and professional identities? How does it function in experiential learning processes, including internships? How do different academic and professional disciplines (including business, science and mathematics) approach reflection?
- While encouraging our students to be reflective learners, many LaGuardia faculty also seek to become more reflective practitioners. Classroom inquiry and reflective exchange are crucial to many programs of the Center for Teaching & Learning. What has it meant to you to reflect on your teaching? How has it changed you, as a teacher? What have you learned through this process?
- What role does reflection play in the ePortfolio? What kinds of reflections are students putting into their portfolios? What can we learn from their stories? What kinds of themes and issues do their stories reflect? How does the technology enhance or change the reflective process?

- What does reflection look like in non-written format? Can art and design be a form of reflection? What about video and music? What kinds of reflective thinking are evidenced in a Digital Story? What changes when reflection is conducted in these different media?
- What makes reflection effective? What strategies make it particularly meaningful and valuable? Is it an individual process, or a process that involves the classroom as community? What approaches have you used, as a teacher, to encourage reflection? Which ones work best, in your experience? Why? How do you know?

In Transit promotes exchange about key educational issues among new faculty and more seasoned colleagues and encourages faculty across the college to advance the scholarship of teaching and learning in higher education.

Executive Editor, Bret Eynon, Ph.D., Assistant Dean for Academic Affairs and Director of the Center for Teaching and Learning

Editor, Professor Gail Green-Anderson, English (*on leave 2008 - 2009*)

Editor, Michele Piso, Ph.D., Center for Teaching and Learning and Humanities

Guest Editor, John A. Een, Ed.D., Associate Director, The English Language Center, Adult and Continuing Education

Guest Editor, Sigmund Shen, Assistant Professor, Department of English