CIRCULAR COMMUNICATION

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When you can't control what's happening, challenge yourself to control the way you respond to what's happening. That's where your power is.
OUTCOMES

1. Recall empowering learning experiences.

2. Differentiate between reflexive and reflective instructional practice.

3. Ground intentionality toward a student-centred classroom.
ACTIVITY 1 - REFLECTIVE

Pen & Paper
5 minutes
Debrief

Step 1  Warning: What’s Up?
Step 2  Mindfulness
Step 3  Body Mapping
Step 4  Engage Emotion
DEFINITIONS

Reflection

“the activity of thinking about your own feelings and behaviour, and the reasons that may lie behind them”

https://dictionary.cambridge.org/dictionary/english/self-reflection

Reflexive

“an interactive spiral-like, non-linear process that evolves into a superior understanding between subject and object”

Popoveniuc 2014
Raffi is a first year student. He attends class on time, appears engaged with class lectures and sits alone which is unusual for this class cohort of 60. In the middle of an engaged lecture, Raffi compliments the instructor on her new hair cut and her “flowing blouse”. She politely thanked him and redirected him to add to the ongoing topic discussion.

As the semester progressed, Raffi would often speak out of context without any of the usual cues of communication. This piqued when Raffi blurted out that “I have autism. I know I’m weird and that’s why people don’t like me.”
Step 5  Engage Ambiguity
Step 6  Right Action
Step 7  Follow Up
“The only antidote to shame is vulnerability.”

Brene Brown
Recommended Reading