

BACKGROUND

Learning is a major process of human adaptation. This concept of learning is considerably broader than that commonly associated with the school classroom. It occurs in all human settings, from schools to workplace, from the research laboratory to the management board room, in personal relationship and the aisles of the local groceries. When learning is conceived as a holistic adaptive process, it provides conceptual bridges across life situation such as school and work, portraying learning as a continuous, lifelong process. Human adaptation activities include learning, creativity, problem solving, decision making and scientific research (Kolb, 1984)

Current conceptions of learning focus on the **active, cognitive and constructive processes involved in meaningful learning** (Anderson, 2001). Learners are not passive recipients and are assumed to be active agents in their own learning. They construct information in their heads and are influenced by their experience. This is a move away from teacher centered to students centered learning methods.

Vygotsky's constructivism theory (1978) suggests how information or knowledge can be transferred from teacher to students in more personal and meaningful ways and is implemented in many schools throughout the world (Mooney, 2000). In instructional settings, learners are assumed to create their own meaning based on their prior knowledge, their current cognitive and meta-cognitive activity, and the opportunities and constraint they are afforded in the setting, including the information that is available to them. Thus, based on what they know, their experiences, and their own goal they try to 'make sense' of the information they encounter. Nevertheless, adopting this cognitive and constructivist perspective does not imply that there is no knowledge worth learning or that all knowledge is of equal worth. Teachers can, do and should make decisions about what is worth teaching in a classroom (Anderson, 2001)

Does meaningful learning happen in a typical Indonesian classroom? When didactic teaching methods and rote learning are still commonplace in the classroom, do students create meaning for themselves? Indeed, what are the means to teach for meaningful learning in the Indonesian context? According to Vygotsky's Constructivism Theory (1978), 'making sense' of information for meaningful learning results from both cognitive and meta-cognitive activity. It is a concern of the author that meta-cognitive

activities are limited in the learning process in the Indonesian context, resulting in a detachment of the student from the knowledge gained in the classroom.

The purpose of the paper is to heighten interest among Indonesian teachers in the role of meta-cognition in learning and to initiate explorations in effective ways of inducing students to meta-cogitate for meaningful learning. This paper will present two case studies in which meta-cognitive activities were designed and included as a part of the teaching process to Indonesian learners.

The case studies involved two groups of learners who were following training programs with a non-profit educational foundation, Credo. Credo's training programs aim to teach creative thinking to teachers with the aim of creative thinking being taught to students at all levels of education in Indonesia. One group of learner consisted of 15 third year students studying for their first degree in education in various departments in a state university in Aceh (Group A). The program was a four day training program delivered over two months, with a seven hour duration each day. The second group of learners consisted of practicing teachers teaching at elementary school in the city of Banda Aceh (Group B). The average teaching experience of the teachers was 10 years. The training program was a three day program ran over the course of three days of a seven hour duration each.

RATIONALE

Meta means 'about' and *cognition* means 'thinking'. Thus, meta-cognition means 'thinking about thinking'. The capacity for meta-cognition is thought by some neuroscientists to be uniquely human (Swartz, et. al, 2008). Meta-cognition or reflection (the words will be used inter-changeably in this paper) enables us to be conscious of our own steps and strategies during the act of problem solving, and to reflect on and evaluate the effectiveness of these strategies so that we can alter them if they are not working well to solve the problem. As reflection includes knowledge of general strategies that may be used for different tasks, the condition under which the strategies may be used, and self-knowledge, we can therefore apply what we have learned to different contexts. In short, as a form of a feedback mechanism to our own learning and thinking process, meta-

cognition knowledge that results from reflection informs us for how our learning experiences can strengthen our future learning in varying contexts.

Reflection is an individualized thinking process (Joyce, 2004) as we track back to what and how we have learned, connecting it to ourselves and real life situations, examining our failures and preparing ourselves to overcome them. Reflection is crystallized and made explicit by way of our articulation of the thinking and learning process and the extent to which such thinking has been effective. It is through this process of reflecting and making the reflection contents explicit that the learner can independently and appropriately repeat or adapt the thinking procedure for future problems.

There are plenty of learning or teaching models that can be used or adapted to deliver contents and induce thinking in learners (for example Joyce, 2004). Lewin's model of experiential learning (Johnson and Johnson, 2002) in particular incorporates reflection on learning experiences. The experiential learning cycle (see Figure 1) involves the learner to generate action theories based on experiences and then continually modifying the theories to improve effectiveness.

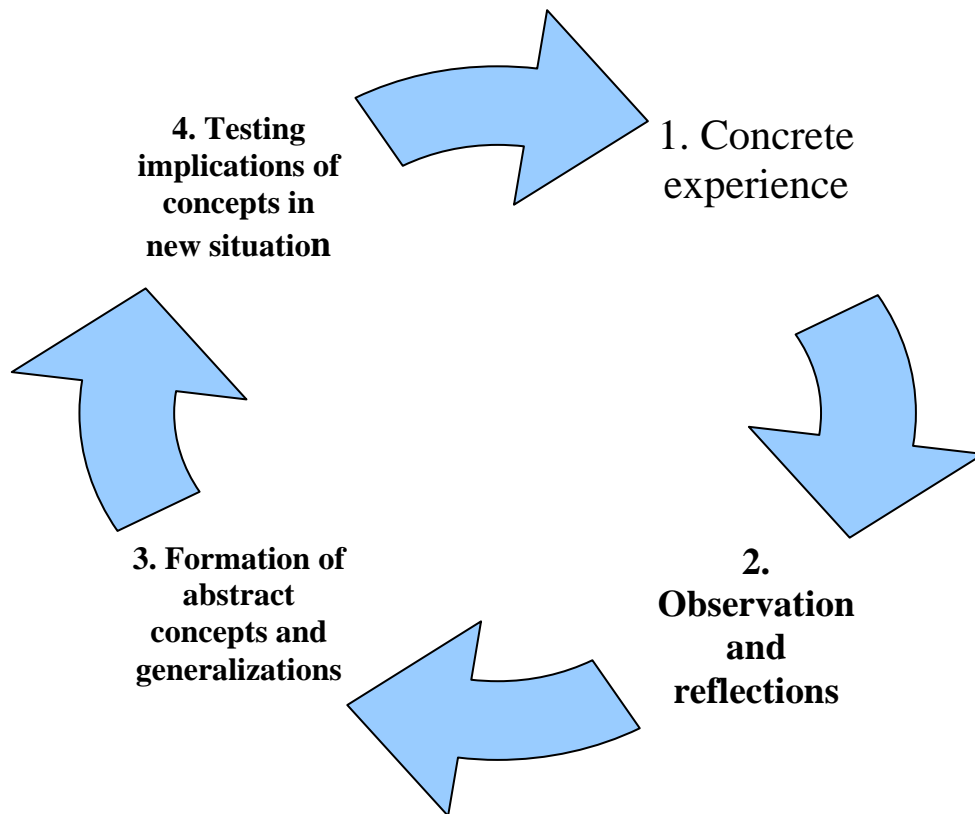


Figure 1. Experiential learning cycle (Johnson and Johnson, 2002)

Constructivism theory forms the basis of the model of experiential learning, and reflection is the enabler of learning in the learning cycle. Without reflection, learners are unable to move through and complete the learning cycle. It is the author's view that most learning in the Indonesian context stops at the first stage of the experiential learning cycle. In order to explore effective ways to induce students to meta-cognitive or reflect on their learning, the experiential learning cycle was used as a reference to design learning processes and tools for learner reflection were devised to encourage reflections for individualized and meaningful. The remaining parts of the paper will detail the reflective tools used with the two groups of learners in our case studies, the outcomes of learner reflections and recommendations for the continuing efforts in using reflection as a means for meaningful learning.

RESEARCH METHODOLOGY

A practitioner research approach was used for this study. That is, deliberate efforts were made to induce meta-cognition in learners and the process and outcomes of learner reflections were evaluated based on practitioner reflection, learner responses to the reflection activities and the contents of learner reflections. The tools for reflection used for the two groups of learners varied and are described below with a brief outline of the learning experience that acted as the trigger for the reflection.

Group A

Learning Experience

The learners went through a series of activities that helped build self-awareness in their blocks to creativity (blocks included perceptual, intellectual, cultural and emotional blocks). They also learned the basic principles of creative thinking, rules of divergent and convergent thinking and some creative thinking tools.

Reflection Tool

The reflection tool was a list of specific questions to be answered upon completion of specified tasks. As a post-training assignment, the learners were asked to find and research a problem in education in their area over the course of the one month before the

following meetings with the trainers. The assignment was broken down into weekly tasks and designed to include individual, paired and small group tasks in each week. Weekly assignments were submitted to the trainers on a weekly basis. All the weekly assignments had the following features:

- a. Systematic research of a problem in education in Aceh.
- b. Using some of the taught strategies to overcome blocks to creativity.
- c. Application of creative thinking and creative thinking rules.
- d. Individual reflections on the process of completing the tasks. Reflection was aided by a list of questions to trigger thinking. The questions aimed to trigger reflection on individual learner's blocks to creativity, collaborative efforts in pairs or small groups and the effectiveness of use of strategies and thinking skills learned during training.

The assignment and reflection questions can be found in Appendix 1.

Group B

Learning Experience

The learners went through a series of activities that helped build self-awareness in their blocks to creativity (blocks included perceptual, intellectual, cultural and emotional blocks). They also learned the basic principles of creative thinking, rules of divergent and convergent thinking and some creative thinking tools.

Reflection Tool 1 – Reflection Sheet

At the culmination of the three days training, the learners were given a *Reflection Sheet* that was to be completed individually and in silence. The Reflection Sheet included a 'list' of all the learning activities that the learners had experienced and the list was presented in a visual and verbal format, the visuals were provided to trigger memory of the activities experienced and highlights of the activities were stated by the visual. The reflection focused on three aspects of learning, namely: (1) What the learners learn about themselves (2) How the learners would apply what they learned in their daily lives and (3) How the learners would apply what they have learned to their teaching. (see Figure X for overview of the format of the Reflection Sheet. A complete sample of the Reflection Sheet can be found in Appendix 2)

Activities	What did you learned about your self	How would you apply it in daily lives	How would you apply it to teaching and learning
Activity 1			
Activity 2			
Activity 3, and so on...			

Reflection Tool 2 – Paired Exchange

The learners were paired and asked to exchange with one another their response to the question: Which part of yesterday’s training did you like the most and why? The learners were asked to pair up several times with different partners

RESULT AND ANALYSIS

For both Group A and Group B, the process and outcomes of learner reflections are presented under the following headings: learner responses to the reflection activities, contents of learner reflections and practitioner reflection.

GROUP A

Learner responses to the reflection activities

The overall response from the learners is that they seemed to like but having a slight difficulties to do the reflection activities For example:

Student X :

Saat yang saya sukai

Kebersamaan selama mengerjakan tugas adalah hal yang paling menarik karena banyak keunikan yang terjadi, serta tempat berkumpul yang berbeda-beda. Ditambah lagi dengan tingkah kawan yang unik pula.

Saat yang tidak saya sukai

Berkumpul tiap waktu untuk berdiskusi kelompok. Apalagi harus ada setion menunggunya. Apalagi jadwal berkumpulnya itu beradu dengan jam kuliah....

Contents of learner reflections

The contents of the learner reflections were not focused although it was quite related to training contents For example:

Student Y :

Hambatan yang terbesar selama melakukan tugas mungkin pengalaman dan wawasan saya yang kurang, disamping itu waktu untuk berdiskusi dengan kawan-kawan yang terbatas dan tidak cukup sehingga menghambat pemikiran yang ingin di sampaikan. Dengan demikian saya selalu berusaha membaca dan mengikuti setiap perkembangan berita yang ada, disamping itu untuk mengatasi pertemuan dalam diskusi kami selalu mencari waktu yang cocok dan dilaksanakan secara rutin agar dapat terorganisasi waktu dan pelaksanaan forum diskusi. Setelah melihat perkembangan dalam diskusi ternyata kawan-kawan memiliki hambatan yang sama dengan saya, maka dari itu saya menyarankan agar mereka dapat mengatasi hambatan mereka sebagaimana upaya yang saya lakukan.

Seperti yang telah saya nyatakan kemaren, saya lebih cenderung berpikir konversi, karena kekurangan wawasan dan pengalaman sehingga berpikir disversi saya terhambat, begitu juga dengan kawan-kawan sehingga kami terpaksa mencari setiap permasalahan yang ada dan mencari solusinya secara sama-sama.

Practitioner reflection

It was expected that the learners would reflect on their affective and cognitive responses to the set tasks and the process of collaborating, in addition to examining the cultural or environmental factors that facilitated or inhibited the process of their completing the tasks. The contents of the learner reflections were not of the nature expected by the trainers. The learners had created reports that were similar to technical reports of what had happened instead of digging into their feelings and thinking processes during the learning process. In addition, the reflection reports submitted were very similar in their responses as opposed to the expectation of individualized reports. There's also a possibilities that those answers were a result of following the guiding questions and answering them mechanically. So, there's still a challenge for me and all the teachers to

find optimal balance of guiding reflections without it turning mechanistic and leaving it too open that learners feel lost in the process of reflection

Upon receiving the first set of reflections from the learners, it was thought that perhaps the learners needed time or opportunities to adapt to such a way of thinking. However, the results of the following week's reflections were similar to those of the first week. In order to be more explicit in what kind of reflective thinking the trainers were seeking from the learners, written examples of reflections were sent by electronic mail to the learners. This had some effect as the learners began to write about their feelings and thinking. However, the learners' reflections had some similarity to the example sent by the trainers. One month later, at subsequent meetings with the learners, the learners were asked to reflect on the process of thinking, learning and group problem solving during the course of two days training. The results of their reflections were more in-depth, insightful and as expected per design of the reflection tool. Here's an example of the a good example :

Apa yang bisa dipelajari tentang diri saya sendiri adalah :

- Belajar menerima pendapat orang lain
- Belajar untuk berpikir hemat
- Belajar membagi waktu seefisien mungkin
- Belajar menemukan ide-ide baru

Bagaimana mengaplikasikannya dalam kehidupan :

- Menerima pendapat orang lain untuk tetap dipertahankan
- Saya ingin menjadi orang yang hemat dan sabar, karena tanpa rasa sabar saya akan menjadi orang yang emosional

These insights may have been due to the scaffolding of the learning of the reflective process created by the trainers for the learners or the gain in ability to reflect may have been a synergetic effect of the numerous experiences of going through the experiential learning cycle over the course of the training. Whichever the case, it appears that reflection or meta-cognition can be taught and learned and improve with practice.

GROUP B

Learner responses to the reflection activities

The overall response from the learners is that they seemed to did not like the reflection activities, because they tend to answer the question without deepening their thinking. For example:

Dari aktivitas kartu nama saya bisa membuat kartu nama saya menjadi lebih menarik dari biasanya. Untuk aktivitas mencari ide baru mengenai fungsi bagian-bagian dari kursi saya bisa menghasilkan beberapa temuan baru, seperti menjadikan jok kursi sebagai bantal.

Contents of learner reflections

Reflection Tool 1 – Reflection Sheet

The contents of the learner reflections were not focused although it was quite related to training contents. Some were reflective of self, some were very literal as according to what occurred or resulted from an activity. For example:

Teacher Z :

Activities	What did you learned about your self	How would you apply it in daily lives	How would you apply it to teaching and learning
Name Card Activity	Name card can be varied shape, colour and placement		I will ask my student to make their own name card
What picture is it?	I need to see the pictures many times to understand	I have to check and re-check when examine a problem	
Divergent and convergent list of questions	I have a tendency to converge		

Reflection Tool 2 – Paired Exchange

The learners were able to capture some meaning behind the activities they had experienced that day before. Although it was felt that the expected depth of the

reflections was not achieved, the exchanges nonetheless had progressed from the Reflection Sheet outcomes.

Practitioner reflection

This group of learners did not understand how to approach the task of reflection when presented with the Reflection Sheet at the end of the first day of three days of training. Thus, the trainer provided step by step guidance in how to fill in each box of the Reflection Sheet. This only addressed the challenge a little as the learners still experienced difficulties in completing the Reflection Sheet independently.

Given the difficulty in independent reflection, an alternative method, *Paired Exchange*, was tried on day two of training. It seemed when they exchanged responses with different partners, the reactions elicited were different and they were able to gain different perspectives from the exchanges. It appears that the benefit of this method is learners learn to listen as well as how to speak to others about their ideas, feelings or thinking. Maybe some of the learners have a tendency to study better through peer's review, an interpersonal way of learning, adopting Gardner's way of assessing someone way of learning. The question is why *Paired Exchange* appeared to be more effective as a reflection tool than the *Reflection Sheet*. This may have been due to the time of incubation the learners had before the *Paired Exchange* activity, or it may have been due to individual preferences of the learners. That is, whereas the *Reflection Sheet* was highly verbal and individual, the *Paired Exchange* was a shared process. Another contributing factor may have been the simplicity of the question posed to the learners in the *Paired Exchange* reflection activity as compared to the various questions posed to them in the Reflection Sheet.

In order to tease out some of the factors for the lack of effectiveness of the Reflection Sheet, on the second day of training, the learners were again given the Reflection Sheet as a tool, but this time round, they were given opportunities to reflect at the end of each learning activity. In this way, the learners completed the Reflection Sheet progressively throughout the day. This seemed to have helped them in their reflection while the experience was still very fresh in their minds. At the end of the day, the learners were asked to reflect on all the progressive reflections they had made throughout the day.

The results were an improvement from the reflections made at the end of the first day using the same Reflection Sheet. Thus, it may be worthwhile investigating an optimal time period for progressive reflections to be made during long durations of learning.

DISCUSSION

The results of the two case studies beg the question of why the two groups of learners found it challenging to reflect or meta-cogitate. As the age range of the two groups of learners was wide, we would not think that age is a contributing factor to the ability to reflect. The common underlying factor may be that the learners were not used to reflecting, as evidenced by the teachers in Group 2 who did not know how to complete the Reflection Sheet and the students in Group 1 who listed events of a learning process in chronological order as reflection. In the case of Group 1, the learners reflected, but only on events and not the underlying thinking and affective processes. As shown by the learners in Group 1, with some guidance and practice, the ability to reflect in a meaningful way can be gained.

Another possible contributing factor to the challenges faced by learners in reflection is the long time training of the mind to think and respond to close-ended questions, as are typical in the Indonesian classroom. Guiding questions for reflections tend to be open-ended and this may create a sense of loss for some learners. However, providing guiding questions also do not immediately solve the problem as was seen in Group A's responses to the guiding reflection questions where responses had the feel of being mechanistic in nature, whereby the learners gave short answers to each of the questions listed. Perhaps if we posed more open-ended questions in the classroom, this could help learners develop the habit of searching far and wide mentally for answers instead of instinctively closing in on one right answer. This kind of training in open-ended thinking can also train learners to be courageous with their own thinking and recognize the individuality of the learning process.

In helping learners to develop the ability to reflect, teachers need to find effective tools and be thoughtful in the timing of using them during the learning process. Whether reflection is placed at the beginning, middle or end of a learning process, it serves the purpose of providing feedback to the learner. However, the timing of reflection during the

learning process can be used as a powerful tool to enhance learning in different ways. For example, reflection does not have to occur at the end of teaching. As with the experiments conducted during the teaching of Group B, reflection took place as a warm up activity to the day's learning and was shown to be effective. Reflection before learning can be used as a way to assess learning and help teachers scaffold learners' learning more effectively. Reflection conducted at the end of a learning activity may serve the purpose of consolidation of learning.

The design of the reflection tools is a key to the effectiveness of inducing reflections in learners. From our experience in using guiding questions, it is especially useful for learners new to the reflection process to be guided to think about specific learning activities or small parts of longer learning activities. This seems to help reduce the mental space in which they have to search for responses. Furthermore, any questions posed need to be presented in a way that scaffolds the learners' thinking. One technique we use that appears to be effective is to ask learners to:

1. Recall one, some or all of the learning activities.
2. Reflect on how they felt about each activity.
3. Reflect on how they approached each activity.
4. Reflect on the visible or tangible results or outcomes of doing the activity. For example: Did you manage to do the task or not, if now, what were the difficulties? Was the task easy for you? Why?
5. Reflect on the reasons for the responses they had given to number 4 above. Guidance could be given by directing learners to think of certain factors that might have contributed to or inhibited their learning.

Another aspect to the choice of reflection tools is the teacher's understanding of the learners' learning preferences. As we have seen in the tools of Reflection Sheet and Paired Exchange, each tool taps into different ways of learning and thus will have different levels of effectiveness with different learners. An advantage of using a tool such as Reflection Sheet is that each individual is offered psychological safety during the reflection process. A reflection tool such as Paired Exchange can be inspiring and encouraging when learners discover new or unknown potential about themselves during the exchange process. Paired Exchange can also be a very powerful tool to promote

understanding among learners. What must be emphasized before reflection exchanges take place is that learning is personal and there is no right or wrong answers in the reflection process.

Allowing learners time to reflect is also an important aspect teachers need to design into the teaching process. As with Group 1 learners, when contact hours were limited, reflection was done by way of post-training assignment.

In summary, the ability to reflect can be gained. The design of tools to scaffold thinking, the choice of tools to cater to different learning preferences, allowing and determining an appropriate time for meaningful reflections are all contributing factors for meta-cognition to take place during a learning process.

CONCLUSION AND RECOMMENDATION

Reflection is a feedback mechanism where we can build awareness of what we have learned and think through how, when and where our knowledge can be used. It is suggested that educators need to have a deeper understanding of the problem of the lack of opportunities for learners to reflect on their learning and to consider including reflection in every learning cycle. Given the powerful value reflection has on the learning process, the author would argue that it is important for practicing teachers to gain the ability to meta-cogitate or reflect, in order that they can build the same ability in their students, without which, our students will not be able to maximize their own learning outside of the classroom. This is especially true in the Indonesian context where most classroom learning involves rote memorization and finding one right answer, and where feedback in the learning process comes only in the form of academic grades. Even when students understand concepts taught to them, they need to be able to be flexible in their application; again, this is where meta-cognition can play a stimulating role in learning.

Our experience in teacher training indicates that learners can learn to reflect. This can be practiced in our everyday life by way of reflecting on our daily learning, journaling our thoughts or finding a learning partner to exchange reflections. Once learners feel comfortable with the reflection process, reflection can form an enjoyable part of the learning process. Learners especially enjoy sharing their views and reactions to different learning activities and gaining different perspectives from their peers. Not

only does the sharing of reflections enrich learners' experience by broadening their perspectives but the process also highlights the uniqueness of individual sense making in learning. Once reflection becomes a habit of thought, the gains from learning will be invaluable.

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APPENDIX 1

Contoh tugas refleksi kepada mahasiswa calon guru di salah satu universitas negeri di Banda Aceh :

Lakukan **refleksi kembali terhadap semua kegiatan yang telah kamu lakukan** selama 2 minggu ini. Kaitkan kembali pada semua materi pelatihan yang telah diberikan Credo selama 2 hari sebelumnya. Mungkin beberapa pertanyaan dibawah ini dapat membantu kamu dalam refleksi :

1. Hambatan (terhadap kreativitas) mana yang ternyata menjadi hambatan terbesar kamu dalam melakukan semua tugas yang ada?
2. Apa saja yang sudah kamu lakukan dalam mencoba mengatasi hambatan tersebut?
3. Bagaimana dengan hambatan yang dimiliki oleh teman sekelompok kamu, apa hambatan terbesar mereka?
4. Hal apa yang bisa kamu lakukan sebagai teman untuk bisa membantu temanmu dalam mencoba mengatasi hambatan tersebut
5. Apakah kamu sudah menerapkan semua peraturan berpikir diversi saat melakukan tugas-tugas tersebut? Peraturan mana yang menurut kamu paling sulit diterapkan untuk diri kamu?
6. Dalam kelompok kamu, apakah peraturan berpikir diversi ini sudah dilakukan? Apakah ada kendala berarti saat mencoba menerapkannya dalam kelompok?
7. Bagaimana dengan peraturan berpikir konversi, apakah sudah dicoba diterapkan? Apakah ada kendala saat mencoba menerapkannya, baik untuk diri sendiri maupun kelompok?

Tuliskan semua perasaan kamu saat mengerjakan tugas selama 2 minggu. Disaat mana kamu menyukainya, disaat mana kamu tidak menyukainya, sertakan juga alasan dan dasar pemikiran kamu. Katakanlah seperti **curahan hati mengenai semua kegiatan (materi pelatihan) dan tugas yang kami berikan**. Tugas refleksi ini bersifat sangat individu, jadi walaupun mungkin ada kesamaan antara teman-teman kamu, tidak akan mendekati 100% karena kami percaya masing-masing kalian adalah unik dan memiliki pemikiran sendiri. Tuangkanlah semua pemikiran kalian tersebut, mengapa bisa sampai

disana, apa yang mendasarinya, bagaimana perasaan dan harapan kalian mengenai semua ini. Tuliskan lebih jauh lagi mengenai pemikiran kamu, bukan hanya kronologis

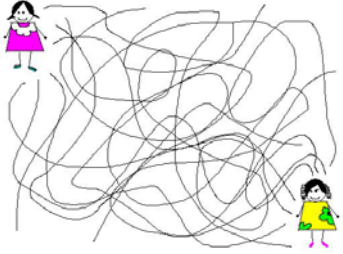
Contoh tulisan :

Asumsi yang dibuat saya dan pasangan (sebutkan namanya, misal : Cut Tari) adalah mengenai kurangnya kesadaran akan pentingnya pendidikan. Kenapa saya dan Cut tari bisa sampai berpikiran seperti itu karena dalam banyak percakapan non-formal dengan banyak orang dari berbagai kalangan, terutama kalangan kurang mampu, ditemui pendapat seperti ini. Sebenarnya Cut tari sendiri tadinya kurang setuju dengan pendapat saya ini karena punya pendapat lain, tetapi saya mencoba mengingatkannya pada hambatan kreativitas budaya dan lingkungan 'tradisi dan perubahan'. Bahwa kurangnya kesadaran ini dikarenakan adanya tradisi bahwa perempuan tidak perlu pendidikan yang tinggi. Saya pikir sebenarnya antara kurangnya kesadaran akan pentingnya pendidikan dan tradisi bahwa perempuan tidak perlu pendidikan tinggi saling berkaitan. Juga dengan skala prioritas hidup mereka, dimana mereka lebih mementingkan uang untuk mengisi perut daripada membeli buku yang tidak jelas akan bisa memberikan apa.....Kami berdiskusi panjang lebar mengenai hal yang satu ini dan akhirnya sepakat untuk memilih asumsi saya tadi untuk dijadikan asumsi kelompok. Diskusi kelompok yang kami lakukan setelah berpikir secara divergen untuk menentukan asumsi mana berlangsung 'panas'. Masing-masing pasangan memiliki argument sendiri untuk mempertahankan asumsinya. Hal ini sungguh menarik karena kami belum pernah tahu sisi teman kami yang seperti ini. Dst...dst...

APPENDIX 2

Refleksi Pelatihan

Aktivitas	Apa yang anda pelajari mengenai diri anda sendiri	Bagaimana anda dapat mengaplikasikan di kehidupan sehari-hari	Bagaimana anda dapat mengaplikasikan di dalam kegiatan mengajar
Kartu nama			
Semua orang harus seperti saya Preferensi belajar			
Pendekatan penyelesaian masalah Matematika Verbal Visual			
Pertanyaan terbuka dan pertanyaan tertutup			
Mengerjakan masalah terbuka Masalah tali sepatu			
Stereotipe Apa guna sebuah kursi			

<p>Kesulitan mengisolasi masalah</p> <p>Gambar sapi</p>			
<p>Tidak mampu melihat masalah dari berbagai sudut pandang</p> <p>Lift yang lamban</p>			
<p>Batasan</p> 			
<p>Tradisi dan perubahan</p>			