

## Let's DRAG-IT! A Framework for Facilitating Critical Reflection and Student Learning

**DRAG-IT** is an acronym to help guide learning through reflective conversations and activities. Critical reflection led through a series of questions is used to facilitate the learning process and foster deeper leadership growth. The DRAG-IT model is iterative and designed to help the educator's role in student reflection of an experience. Educators can ask multiple questions in each step of the process or walk through the process many times: asking a reflection question that leads into an analyze question, which prompts a generalize question and then back to another reflection, until students are fully situated in their learning and able to apply it!

### D – Do

(This represents the subject of the conversation: a personal/group experience, planned activity, conflict, success, or any other student experience)

*Example: What happened when...? What was the most surprising aspect of...? What do you remember most about...? What did you do? What were the positive and negative aspects of...?*

### R – Reflect

(These questions should aim to bring out the details and information of what happened during the experience)

### A – Analyze

(These questions get to the how & why of the experience. Digging deeper into the cause and effect of the trip/activity/service/reading etc.)

*Example: Why were you successful? Why was the task/activity/experience easy or difficult? How did it feel to...? How did you find resources that were helpful? Who was involved that helped or hindered in this experience? How did you react to the situation/reading/etc.?*

### G – Generalize

(These questions ask the "now what" and are a critical piece of the student's development. Great questions can help people learn to build on their experiences and take control when faced with future issues. It is also the hardest to become skilled with as this is where we tend to inject our opinion and tell them what they ought to do next.)

*Example: Have you ever experienced something like this before and how did you react then? What is the most important thing you learned from this experience? How can you use what you've learned for your future? If something like this happened again (good or bad), how would you deal with it differently? If someone else were about to experience what you are experiencing (good or bad) what would you want to share with them?*

### I – Identify

(These questions should aim to help the student identify their role and other's role in the process, clarifying their current situation and their personal perspective).

*Example: What questions does this raise for you to explore in the future? What are the next steps in answering these questions? How did you experience this differently than others may have? Where does your bias play a part in this? How can you turn this experience into a positive move forward?*

### T- Take Away

(Providing a gift, physical object, challenge, commitment, or homework assignment as a connection for students keeps them engaged in the learning. Processing of their experience provides the opportunity to apply new learning and leadership behaviors on their own.)

*Example: Writing a key word that reminds them of their conversation on a small stone/key chain, stress ball/etc. Giving a homework assignment like finding information or examples*

### Put DRAG-IT to Use!

Workshops  
Class Activities  
Simulations  
Trainings

Service Learning  
Group/team Building  
Capstone Courses  
Reflection Papers

Senior Portfolios  
Assignment Rubrics  
Study Abroad  
Annual Reports

Shared Readings  
Action Projects  
Peer Mentorship  
Employee Evaluations

First Year Experience  
Student Programming  
Assessment and Evaluation  
Career Development and Internships