

O.R.I.D. Model of Reflection

A common format for guiding reflection is the **O.R.I.D. Model**, through which students contemplate and discuss a series of increasingly complex questions about their experience. O.R.I.D. stands for objective, reflective, interpretive, and decisional. Below are examples of questions for each category of reflection in the model.

Objective

- Describe the environment/people.
- What did you see/smell/hear?
- What actions did you perform or notice other people performing?
- What service does the organization provide?

Reflective

- How did you feel when you initially entered the site? Why?
- Was there anything that surprised you about your experience?
- What was the general feeling of the employees/clients?
- Share one word that describes your experience.
- What was the most powerful part of your experience? Why?

Interpretive

- What social issues does the organization address?
- Are the services effective? Why or why not?
- What expectations/stereotypes did you have coming into the experience? Were they challenged or confirmed?
- In what ways are you like and unlike the people you met at the organization?
- What did you learn from this experience?

Decisional

- How might you apply the skills and knowledge learned in the classroom to help a community member/community organization/the entire community?
 - What are some additional social issues that you are interested in?
 - Brainstorm some ways that a college student can get involved with the community.
 - What benefits would you receive from serving regularly at this organization? What benefits would the organization receive?
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Reflection can be conducted in various formats, including:

Large Group Discussion—The facilitator poses the questions to the entire group and members take turns sharing their answers with the entire group

Think-Pair-Share—The facilitator poses the questions to the whole group, then students share their answers with a partner. Afterwards, the facilitator asks a few people to share their answers with the whole group. *This is good for a group of students who are unfamiliar with each other and the facilitator because it creates a low-risk environment and ensures that everyone participates.

Journal and Share—The facilitator can distribute paper and guiding questions to students and allow them time to think and write responses. Once the students have finished writing, the facilitator can invite students to share something that they wrote.