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The Contribution of "Open Studio" Program based Experiential -Learning to Developing Reflection Abilities and Self Efficacy of Elementary-School Children

Long Abstract

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Abstract

The Open Studio Program (OSP) was first studied as an educational program based on experiential learning in the framework of elementary school. The program is based on theories from the field of experiential learning, social learning, phenomenology and mediated learning.

The research focused predominantly on the contribution of the OSP in two main areas: reflective ability and perception of self-efficacy. The reflective issue was examined in two main aspects: (a) factors that enable reflection to occur in the studio; (b) development of reflective ability. These two aspects of reflection are central component in learning processes. The issue of perception of self-efficacy was examined in two aspects as well: (a) perception of self-efficacy in the program in general and reference to social and academic self-efficacy; (b) Style of the children's coping with difficulties in order to afford them success in learning.

A mixed methods research performed, comprised 16 elementary school children aged 11 – 12 in four groups. Qualitative content gathered and analyzed on the reflective discourse. Quantitative data were collected for measuring styles of coping abilities, social and academic self-efficacy.

The main findings: regarding the reflective issue, a three-dimensional model emerged which comprised conditions, construction and mediation, constituting the framework of reflection. As for the quality of reflection, the range of cognitive qualities of reflective discourse was expanded. Furthermore, a positive correlation was found between the level of reflective quality and the descriptions point of view. In the domain of self-efficacy, it was found that OSP grounds a perception of self-efficacy in general and contributes to the development of utilizing additional coping resources (Affective) in addition to existing ones. Analysis of the areas of self-efficacy revealed that social self-efficacy is of greater importance than expected for the group work in the studio; regarding academic self-efficacy, it was found that an increase in the self-efficacy of a number of children points to a possibility of replicating the perception of self-efficacy to other academic areas.

Key words: Open studio program, experiential learning, reflection, reflection abilities, self-efficacy, mediated learning, phenomenology.

INTRODUCTION

."Open Studio" is a term that describes an intervention model in the field of Art as Therapy (Shapiro, 2014). Participants come to the open studio as artists in order to explore their world throw art creative processes. The focus is not on a therapeutic intervention but on capabilities in the area of thinking and faith in abilities that constitutes grounds for learning of any sort.

Experiential Learning (E.L.) theory posits learners as construct meaning from their experiences (Doolittle & Camp, 1999), deferent models of E.L. align reflection as main stage in the learning process these are common to creative processes as well (Malchiodi, 2011). The creative action like learning requires integration of deferent abilities: kinesthetic/sensory, perceptual/affective, and cognitive/symbolic.(Figure 1)
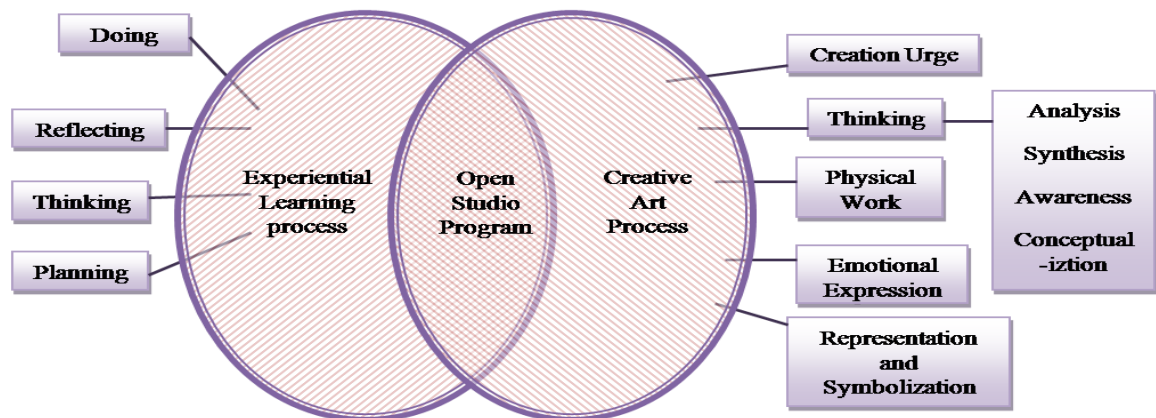
Figure 1: Integration between creation processes and active learning process as a platform for the Open Studio Program

The Ministry of Education in Israel 2014 continues to look for ways of coping with rapid and enormous changes around us. For example, the steering of learning programs towards "meaningful learning" processes while considering the meaning of learning to the learner in terms of the contents, ways of learning and teaching (Harpaz, 2014). Learners are expected to engage in high level thinking that can address these challenges where a huge amount knowledge added every minute, new thinking paradigms, such as the transition to classical physics quantum physics). Since ours is an era of rapid changes, learners do not only face cognitive challenges but also emotional challenges (such as anxiety, stress and frustration due to the rapid transitions). Learning becomes active and interactive (commitment, involvement and initiative).

Learners have to take responsibility and choose the content and style which suit them the most (as opposed to frontal learning which is not individually tailored). (Harpaz, 2014)

What are the conditions? To develop an independent, thinking learner, there is a need to examine which capabilities and resources are available to the learner and which capabilities and resources need to be developed to meet the contemporary challenges. For some children, the classroom situation creates the worst conflict areas; spending time in the artistic, protected place allows the child to explore content and conflicts creatively, express inner experiences and create relief or relaxation (Caroline & Dalley, 2002). The Motivation to create and explore when they are leading the process and being the subject of the creation is high.

Creative and learning processes intensify the person's abilities to cope with obstacles and difficult situations (Chung, & Ro 2004; Lahad, et.al, 2013). Art process suspends the learning experience and allows for reflection and independent learning. Despite the significance of creation processes, the current research does not focus on them, but rather on the <u>children's thinking about their processes and their perception about their abilities.</u> The significance of the group is that it serves as an audience and as social connection to the artists. The audience asks phenomenological (descriptive) questions about the work, allowing the creator to deepen understanding of his/her own process (Vass, 2012).

Gap in Knowledge

Research literature depicts a good deal of knowledge in the domains of experiential learning and mediated learning. The Literature describes the significance of reflection in learning processes. The literature describes the importance and the contribution of self-efficacy to academic and social achievements. Research that involves art & health studies is in progressive growth. In recent years many research deal with coping and resiliency. However, the literature offers little knowledge that refers directly to children and verbal reflective processes. There is less knowledge about the ways in which Open Studio Programs with a combination of arts can promote primary school children's reflective capabilities and self-efficacy.

Research Aims

The OSP operates in the framework of experiential learning. The areas of capabilities and perception are central to learning processes. The aims of this research are:

a) To expand knowledge about reflective processes and their essence in OSP.
b) To examine the connection between the OSP and the development of self-efficacy perception.

Research Questions

The research Questions derived from the main research aims:

1. What elements in the OSP enable the reflection abilities to occur?
2. What is the contribution of the OSP to developing reflection abilities?
3. What is the contribution of the OSP to the self-efficacy of the children

I. LITERATURE REVIEW

This chapter reviews the theoretical grounds, theories and concepts in which this research engages.

I.1 Experiential Learning Theory (ELT)

ELT aligns with constructivism, which posits that learners construct meaning from their experiences (Doolittle 8c Camp, 1999). Basic characteristics of constructivist learning include (a) learners as active participants in their learning, (b) the acknowledgement of prior learning as foundational to current learning, (c) interaction with others leading to greater understanding and shared meaning of concepts, and (d) as opposed to abstract learning, a focus on "real – world" tasks, called "authentic activities" (Perkins, 1999).

Dewey (1910) describes how individuals make sense of the world around them. They focus on "reflective thought" as a process to learn from observations of their experience. Dewey (1938) proposed that learning from experience involves observation of an event, calling to mind previous similar experiences, and judgment or evaluation of the significance of the experience.

Kurt Lewin's points to the contribution of feedback role in group dynamics (Kolb, 1984). Piaget's (2013) added that children reorganize perceptions through the process of assimilation and accommodation in order to make sense of their world.

Rogers (1969) focused experiential learning's affective elements: the personal involvement of the learner and the half-initiated desire to comprehend and make meaning of experiences, both from a cognitive and affective perspective.

Stefano (1986) examined deferent models of EL, and found that in all of them reflection of the action and experience.

I.2 Phenomenological Theory

Phenomenology has a significant place as an open studio methodology; nevertheless, it is important to remark its contribution as theoretical, philosophical, psychological, educational and practical grounds. The term phenomenology derives from the word phenomenon, *phaenesthai* in Greek, which means: to appear, to show oneself, to flare up (Mustakas, 1994). Phenomenology can be perceived through the senses and thought. Phenomena include things that are seen, can be touched and heard in the world around us, as well as feelings, dreams, memories, fantasies and whatever flows in the mind or personal consciousness and belongs to the realm of mental experience (Betensky, 1995).

Husserl's modern phenomenology (Moran, 2000) aim was to create a scientific philosophy that would provide a strong foundation for all sciences. In his attempts to achieve this aim, he developed a means of study that devoted itself to the systematic analysis of consciousness and its objects (Husserl, 1996). For him, phenomenology was the rigorous and unbiased study of the things as they appear in order to arrive at an essential understanding of human consciousness and experience (Valle et al., 1989).

In order to hold subjective perspectives and theoretical constructs in abeyance and facilitate the essence of phenomena to emerge, Husserl devised phenomenological reduction (Racher & Robinson, 2003). Heidegger, who continued Husserl's work, regarded the aim of phenomenology as uncovering the aspects of a person's being as a phenomenon to which consciousness and awareness are accessible. The 'open studio' program invites its participants to see themselves as "objects of intentions" and study, as stated by Moustakas (1994) with regard

to the concept of "intentionality", meaning a fundamental basis for understanding and sorting actions of consciousness and the mental experiences of learning. Suspension of criticism, judgment and preconceptions support the phenomenological description of a phenomenon - the essence of creators, the process of creation and its products. (Valle et al., 1989).

I.3 Mediated Theory

Piaget (1970) suggested the first comprehensive theory in the field of cognitive development and suggested that children are actively involved in the building of their world structuring and that the cognitive ability in each and every step is limited by the kinds of cognitive structures that have already developed in the child. Piaget thought that learning processes initiate by direct exposure relating to the direct encounter between the stimulations and the child

In comparison, Vygotsky was interested in developing awareness, in high mental function and in society's crucial influence on human development (Tzuriel 1998). Vygotsky (1986) thought that a person's cognitive functioning develops on the basis of social interactions within organized cultural structures.

Both Vygotsky and Feuerstein, influenced by Piaget, developed the Mediated Learning Theory in parallel (MLT). Feuerstein (1980) who viewed the extent, to which social interaction affects the development of thinking, developed The Structural Cognitive Modifiability (SCM). He perceived intelligence in its broader sense as the organism's ability to adapt and modify to environmental changes or stimuli. Hence, adjustment is a dynamic process describing the organism's cognitive modification from one state to another. Like Piaget, Feurerstein (1994) described learning as mediated experience. Yet, he defined thatthe mediator appears through a figure; a parent, a teacher or any adult with knowledge and experience and are external to the learner. The mediator by his/her directions will make the world around the learner more understandable and meaningful (Feuerstein, et. al. 1991).

The role of the mediators is to control the stimulus by modify it in terms of intensity, organizing, focusing and meaning perception. By that they will provoke the learner's curiousness, awareness and perception so cognitive functions that are required for the learning processes, will developed.

Klein (1986) connects mediated learning to a broader experience, from concrete domains to abstract ones. Learning consists of more external circles (links and inferences to similar states and schemes). Another aspect of the experience is the perception and attitude to its essence, which directly influence the experiences of learning. The significant connection between the teacher's mediation work and the pupil's ability to make distinction regarding his or her self-efficacy and coping abilities is discussed by Määttä & Järvelä (2013) in their study of children aged 6 – 8 in elementary school. The researchers indicated construction of self-confidence and a sense of self-efficacy through reflective discourse with regard to various activities and their achievements in a class guided by a teacher (the mediator).

I.4 Social Learning theory and Self-Efficacy

The concept of self-efficacy derives from Bandura's Social Learning Theory and is defined as the extent to which one believes in one's ability to influence events in one's own life (Bandura 1989). Self-efficacy refers to a person's judgment about ability to organize and execute behavior or a system of behaviors successfully thus leading to the desired outcome. The concept distinguishes between existing skills, faith in one's ability and outcome (Bandura, 1986).

People with a high sense of self-efficacy perceive difficult tasks as a challenge and increase their efforts in the face obstacles they encounter. According to Social Learning Theory, self-efficacy mediates between the ability to cope and results and can predict future coping efforts (Bandura, 1997).

The perception of self-efficacy alone may influence motivation, but it will not lead to new performance if basic skills are lacking (Bandura, 1986). Most people have the skills to perform the tasks. In these situations a great deal of effort and persistence based on a high sense of self-efficacy, encourage the development of lacking skills and vice versa.

The best evaluation of self-efficacy is slightly higher than the accurate one, as in this way that people will choose challenging, motivating tasks for personal advancement that will lead them to experience success and development. (Bandura, 1986).

Peer groups are the principal agents for the development and validation of self-efficacy. A sense of low social self-efficacy is likely to create barriers to positive social relationships (Bandura, 1997). There is a positive correlation between perceptions of social self-efficacy and the way in

which children manage social conflicts. Erdley & Asher (1996) found that children with higher social self-efficacy possessed "verbal assertiveness" and aspired to a pro social approach, whereas the "aggressive" style of those with low social self-efficacy aspired to promote confrontation

Academic self-efficacy is determined by learners' previous learning experiences. The course and outcome of tasks, such as parental approach, overcoming difficulties, success, comparison to other pupils doing the same task, helping pupils understand, the quality of learning and helping them to resent their perceptions of self-efficacy in preparation for a new task.

I.5 Reflection and reflection abilities

"*Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it*" (Boud et al. 1996 p.19).

Dewey (1933) stated that reflective thinking adds meaning to the experience through its reorganization and reconstruction and leads the way for further goals requiring more comprehensive tasks. Reflective thinking requires the learner to achieve the learning goals and change behavior.

Moon (2013) noted that it the literature shows some difficulty with regard to reflection. She believed that is owing to the fact that studies on the concept of "reflection" usually come with different contexts, meaning reflection remains in the realm of disciplines and seldom integrate for a reason that is probably rooted in an effort to cross boundaries and confront what she referred to as "foreign culture". Moon also argued there are many words that link to reflection, such as reasoning thinking, reviewing, critical thinking, reflecting thinking. These words are related but the lack of words themselves as a common language, makes it difficult to conceptualize reflection and may distort the intention in the context of what reflection is.

In the absence of specific materials pertaining to reflective abilities and verbal reflection, with regard to reflective capabilities of adults who were involved in learning. Much of the material in the literature describes reflection in the context of teaching. (Shandomo, 2014; Lupinski et al, 2012; Korthagen, 1993; Shndomo, 2010).

Reflection is not something that happened by chance; it is necessary to actively intend for it (Moon 2013; Ben Perets, 1998; Zohar, 2004).Boud et al, (2013) pointed out why a conscious reflection is needed and why does not efficiently appear unconsciously. On the unconscious level it does not allow us to make practical decisions and be aware of our learning. Only when our ideas are raised to our consciousness can we appreciate them and make choices about what was to do or not to do. For this reason it is very important for the learner to be aware of the significance of the role of reflection in learning and how to organize reflection related processes.

Schön (1983) primarily studied reflection with regard to teaching. He noticed the different types of reflection with regard to the timing in which they occur: *Reflection-on-action and Reflection-in-Action*. Various researchers have built reflective models for the study of the teaching experience for the purpose of professional growth and development. (Zohar, 2004; Van Manen, 1977; Korthagen & Vasalos, 2005; Boud, et al, 2013). As opposed to Kolb's (1984) model, what all the models have in common was more of qualitative and reflective detailing of one's experience on the emotional, cognitive and professional levels. The difference between Kolb's model (1984) and other reflection models such as Korthagen's ALACT (Korthagen & Vasalos, 2005) is that the latter make room for the emotional experience on a personal level with regard to an experience or professional contexts, for instance, and thus open linear reflective thinking of cause and effect to other directions. In this way, comprehensive information is gathered about the observed experience.

Boud et al (2013) referred to the networked nature of thinking. Significant items are absorbed by the observer and connect to another item in the context of one's personal internal world, creating a cluster of knowledge. The reflective discourse allows for observing the "stations" of this process and see the development of clusters and their interconnection (Glaubman & Kula, 1992; Schechter and Spector-Levy, 2014) consider the role of the questions an acquired skill that helps develop cognitive thinking and understanding through self-direction, which is the connection to the development of independent learners.

I.6 BASIC PH Copping Resources Model

Coping is the attempt to overcome the difficulties using internal or external resources to come to terms with the problems that arise. Lazarus (1981) defines coping as an effort to manage environmental and internal demands and the conflicts between them. Lahad(1992) argues that value of classification and categorization of coping mechanism is in the field of stress prevention: to provide many ways as possible for a group of different individuals to cope. From a review of the social and psychological theories Lahad (2013) composed a model which is comprised of six dimensions underlying each individual's ways of coping: **B**eliefs and values, **A**ffect, **S**ocial, **I**magination, **C**ognitive, and **Ph**ysiological, and called this model as **BASIC PH**. This model emphasizes the interaction of the various resources that creates each person's unique coping style.

Besides **BASIC PH** being a model which serves for understanding each person's coping skills, it serves as an assessment tool which can be used to identify the dominant overt and hidden coping resources. The model's diagnostic tool is the Six-Piece Story-Making (6-PSM). (See Appendix 1)

I.7 Open Studio Program

Not much research material is available on this subject, perhaps because most people dealing with an open studio are mostly working in the field, and are not academic researchers in their work (Shpiro, 2014). The existing literature describes the meaning of therapeutic of the Open Studio to its participants or the community in which it operates (Allen, 1995, 2001; McNiff, 2003; Moon, 2002; Shapiro, 2014).

The OSP in the current research relied on the open studio model "A Bridge to Connection" developed by the researcher in the course of her work in the psychiatric ward in the Ziv Medical Center in the north of Israel (Heller,2015; Shifron, 2013). This model provided the grounds of the structure that was divided into four parts as described in the table (1).

Table 1: Stages of the Open Studio Program: Activities Goals

Stage	Activity	Goal
Somatic/ physical	Warm-up via movement and games	Warm up and beginning the activity Connecting body and mind and presence here and now.
Intentions	Representing current feeling via a metaphor reflecting on objects: cards, toys pictures etc. Choosing art procedure in light of one's feeling: planning the art work Writing entries in a personal diary.	Expanding expression of the experience to point of understanding and conceptualization; Creating a meta-cognitive continuum between identifying the feeling and the choice what to do about it. Documentation in diary after the process.
Creation	Stage of creative worm-up. Organization, preparing materials, planning execution; Coping with difficulties posed by the art process (problem solving); Stages of artistic performance; Personal work in the presence of others	Fun and playfulness and material exploring; Active investigation of the inner experience in art: translation and transfer of the experience to the art space and language; Creating motivation and independent activity; Taking responsibility for personal process; Allowing other children to connect with one's content and work.
Observation and Reflection	Observing the creation process and the work in person in the presence of the group	Enhancing Reflection capabilities regarding the work process; Practicing phenomenological observation of work without judgment or criticism; Learning about the personal creative process.

This structure relies on a number of theories that underpin the research are also directed at a methodical / pedagogical action at the program's different stages as described in Table (2)

Table 2: The theoretical grounds of OSP and methods deriving from them

Stage	Theories	Activities
Somatic/physical	Somatic experience (Cornell, 2015). Mindfulness (Langer, 2014). Gestalt –Body-mind centered (Kepner, 2014). Play (Winnicott, 1971).	Movement, play, focus on the body
Intentions	Gestalt –Body-mind centered (Kepner, 2014). Phenomenology (Husserl, 1996) Mediated Learning (Feuerstein, et. al. 1991	Description, Symbolic expression, focus
Creation	Experiential Learning (Kolb, 2014). Free Art creation (McNiff, 2003) Art as therapy (Case, & Dalley, 2002).	Free creation in art
Observation and Reflection	Experiential Learning(Kolb, 2014) Phenomenology (Betensky, 1995) Mediated Learning (Feuerstein, et. al. 1991) Reflection (Moon 2003)	Reflective observation

This program differs from others in that it expands on the two stages of intention and reflective dialogue. The symbolic stage of intentionality creates the grounds for self-awareness, regulation of the experience and personal choice of conduct, and the stage of reflective discourse where mediation is done not only by the facilitators, but also by the children. Before set out, an agreement was reached between the participants and the facilitators with regard to rules of conduct. The participants were asked to protect the honor of participants in the humane sense, as well as respect the significance of the process and the works (Aveneyon, 1998). Furthermore, the participants were asked to neither judge nor criticize the process (Betensky, 1995) and respect the privacy of contents expressed by other participants and not tell them outside the studio (Ziv & Baharav, 2001).

II. METHODOLOGY

The current research framework comprises an Open Studio Program based on experiential learning. The research focuses on two topics that ground learning processes: reflection and reflective ability and a sense of self efficacy.

II.1 Research Paradigm

The current research paradigm is a mixed methods research an integration of qualitative and quantitative methods techniques for data collection and for data analysis (Bryman, 2012).

The "Open Studio" program is a primary research in the field, it requires a methodology that will open and expand research. The qualitative part examines and describes the "Open Studio" work. An open-ended paradigm is appropriate for questions about reflection and the way it is expressed in the "Open Studio". In this way, the researcher received a qualitative description of the resources and the children's abilities in the context of the elements of a self-efficacy experience. The quantitative part separates the phenomenon into its components (Guba & Lincoln, 1998). This separation allows for reference to the various components: definition of the children's resilience resources, the quantification and configuration of these resources. In addition, self-efficacy can be separated into academic self-efficacy and social self-efficacy components.

The combination of data and understanding the relationship between them shed new light on the reflective process that takes place in the "Open Studio" program, the children's resources and their sense of self-efficacy.

II.2 Research Approach

In addition to the mixed-methods paradigm, the researcher chose to use the **phenomenological approach**. Moustakas (1994) and Creswell (2013) stated that the aim of using phenomenology as a means of research is to expose, view and create understanding of living experiences as they are best represented by a number of people. Crotty (1996) adopted the principle in current phenomenology, whereby researchers leave their opinions, prior knowledge and preliminary perceptions at the wayside and allow the data to speak for itself.

In the current research, the phenomenological approach was chosen for several reasons: **Structurally** it provides a framework for the research methodology, data collection through observation and interviews. **Method of data analysis** - analysis of significant sentences, production of units of significance and extraction of what Moustakas (1994) called "fundamental description". Finally yet importantly, the studio sheds light on the use of phenomenology as a **pedagogical tool** (Østergaard et al, 2008), through which one can establish observation and focus on the researched phenomenon, where the children and their works constitute the phenomenon.

II.4 Research Hypotheses

In light of the theories and conceptual map (Shkedi, 2010; Creswell, 2013), it appears that the first two questions are close, and hence, a general hypothesis can be phrased for both (Hypothesis No. 1). The second hypothesis pertains to the second topic of research in the OSP.

Hypothesis 1: The Open Studio Program in elementary school develops and reinforces the children's reflective abilities;

Hypothesis 2: The OSP in a formal education environment enhances self-efficacy perception.

II.5 Research Design

This part engages in the design of the research components, variables, population and tools with regard to the OSP and its implementation in the research

II.5.1 Research Variables

The Open Studio Program in this research constitutes the grounds for research and hence, it is the independent variable. The dependent variables are those obtained and changed through the research: reflective abilities and self-efficacy perception.

II.5.2 Research Population

The research population consisted of 16 boys and girls in the fifth grade, at the ages of 11-12; eight boys - four in an mixed class (boys and girls), and four in a segregated -only boys' class, and eight girls, four in an mixed (boys and girls) class, and four in a segregated -only girls' class . See table (3) below

Table 3: Participants in the groups: gender, age, facilitator and grade

Group	A	B	C	D
Gender	boys	boys	girls	**girls**
Age	11	11	11	**11**
Participants (total 16 children)	4	4	4	**4**
Facilitator	Galit	Michal	Ayelet	**Ora**
Observer	Researcher	Researcher	Researcher	**Researcher**
Type of class	Fifth – (mixed)	Fifth – (boys)	Fifth –(mixed)	**Fifth –(girls)**

The children were boys and girls enrolled in a regional religious school in northern Israel. Their family background was that of traditional families - families that manage a religious but not extremely conservative lifestyle. The school board's policy is to allow the families to choose between a mixed boys' and girls' class and a separate, either boys or girls one. Academically, they were considered normative (neither the strongest nor the weakest according to their grades levels).

The children were selected for "Open Studio" program by the school counselor together with the homeroom teacher. Children's referral criteria were: difficulty in expressing oneself in class, introversion, difficulty in making social contacts, emotional regulation and mediocre academic level. The right to participate in the studio was presented to each pupil, and they were given a choice to decide whether or not they wanted to take part in the program.

The idea behind the choice of population was to explore the program with normative children, medium-achieving children who might not manage to achieve more in different areas (academic, emotional, social) due to emotional social or other inhibition. The studio does not seek to engage in remedial teaching.

II.5.3 Research Tools

Since the research combines qualitative and quantitative methods, it was necessary to combine a number of research tools: observations, semi structured interviews, two questionnaire and reflected stories (6 parts-stories) .The research tools are presented in table (4), based on the research questions and the methodological components (qualitative and quantitative).

Table 4: Research tools and methodological approaches according to research questions

Research Questions	Research Tool	Research Paradigm: Mixed Methods
What elements in OSP enable the reflection abilities occur?	Observation as participant (Creswell, 2013) +semi structured interview (King & Horrocks, 2011)	Qualitative: Phenomenology
What is the contribution of the OSP to the development of reflection abilities?	Observation as participant (Creswell, 2013) +semi structured interview (King & Horrocks, 2011)	Qualitative: Phenomenology
What is the contribution of the OSP to the self- efficacy of the children?	Questionnaire + reflected stories (6 parts-stories) (Lahad et al,2013) + semi structured interview (King & Horrocks, 2011)	Qualitative +Quantitative

II.5.3.1 Research Observations

With regard to the first two questions pertaining to the description of the reflective process in the studio, the researcher conducted continuous observations of the two stages in the program where expression was verbal, the stage of **intention** and the stage of**reflection**. 20 sessions were

recorded in each of the four groups. The recordings were transcribed and generated a database that allowed for text analysis (Moustakas, 1994; Shkedi, 2010).

The researcher was at the studio throughout the activity and the children were familiar with her and regarded her as one of their mentors. This allowed for authentic observations. In the current research, efforts were made to maintain an observant, outsider position (to avoid bias) (Creswell, 2013). The observations were video recorded in a way that it was possible to relate to the data. It can be stated that the observations provided the external perspective to the children and described the processes as observed by the researcher, depicting what the children said.

The children's verbal reflection took place mainly in two stages where they verbally described their experiences in the intentionality and observation stages.

II.5.3.2 In-Depth Semi-Structured Interviews

This research used semi-structured personal interviews (Robinson, 2014).They conducted with children a month after the program had ended. The interviews sought to collect the experiences that remained in their memories after the program had ended, assuming that these were the experiences upon which their perceptions were based. They are the ones who construct their answers, and the researchers do not direct them in any way (Sparadley, 1979; Marshall& Roseman, 1989; Mason, 1996; Seidman, 1991).

Since the researcher was present in the children's experience, there was a common language from the very beginning. It was possible to hear the story from the child's perspective, where the researcher was present as an observer. It can be said, then, that the interviews and observations complemented each other.

At the beginning of the interview questions were asked directed to the conceptual world of the children and their pleasant and the unpleasant experiential memory. (See Appendix 2). The advantage of a semi-structured interview is the flexibility and ease that can be achieved with the child (King& Horrocks, 2011). The interviews were recorded and transcribed word for word to reduce bias.

II.5.3.3 Six Piece Story Making as a Research Tool

The Six Piece Story Making tool was originally a method in drama therapy, a creative format for making up stories and exploring the potential personal strength of participants (Lahad, 1992). Since then, Lahad (2013) developed and validated the tool as a research tool (Leykin, 2013).

This projection tool allows analysis language and coping styles. The story writing process was done personally (See Appendix 1). Stories were taken twice – at the beginning and in the end of the studio program.

II.5.3.4 Research Questionnaires

In the current research, use of questionnaires may contribute to an assessment of change in self-efficacy. Both questionnaires were administered twice – at the beginning of the program and its end.

Questionnaire 1: social self-efficacy (see Appendix 3)

The questionnaire sought to clarify whether the studio program has any influence on the children perception of social self-efficacy in the studio process.

Perception of social self-efficacy was measured through a self-report questionnaire for examining the concept of self-efficacy based on a Hebrew translation of items from similar questionnaires used in studies conducted overseas, which examined the concept of academic self-efficacy (Sherir & Maddux, 1982) and the concept of social self-efficacy (Fan & Mak, 1998; Matsushima & Shiomi, 2003) amongst young children. This questionnaire includes 13 items ranked on a Likert scale of 1-5 (1 = strongly disagree, 5 = strongly agree).The questionnaire's internal reliability score is Cronbach's $\alpha = 0.76$

Questionnaire 2: Academic self-efficacy (see Appendix4)

The questionnaires ought to find whether the OSP has any influence on academic perception with emphasis on group work.

Academic self-efficacy was measured through a questionnaire for children who work in study groups (Hadar, 1996). The questionnaire was based on Bandura (1986), Zimmerman (1990), Pintrich & De Groot (1990) and Schunk (1991) and was translated and adjusted to Hebrew by Zeidner (1981). The questionnaire contains 17 questions pertaining to the self-efficacy experience and learning in a group. The items were ranked on a Liker scale (1 = strongly disagree; 6 = strongly agree). The reliability of the questionnaire in this case was Cronbach α = 0.8

II.5.4 Methods of Analysis

Table (5) describes the methods of analysis with regard to the research tools and research aims.

Table 5: Mixed Methods-Qualitative and Quantitative Data: Aims, Tools and Way of Analysis

Aim	Research Tool	Way of Data Analysis
Depicting reflection and coping abilities	Observations	Qualitative Content analysis.
Assessing reflection abilities components	Semi-structured interviews with children after the program	Qualitative Content analysis.
Assessing academic self-efficacy & social self-efficacy	Questionnaires for children before and after the program.	Quantitative- statistics.
Assessing the coping resources by BASIC PH Model	Coping resources before and after the program	Six Part Story analysis Quantitative statistics.

II.5.5 The OSP planning and Running

At this stage there was a need to organize on the level of participants, facilitators and the space-studio.

- ♣ The school counselor and homeroom teacher who are well acquainted with the children and their background worked in collaboration in order to choose the studio participants. Selection criteria are detailed in the Research Population section.

- The facilitators participated in a seminar with regard to "Open Studio" and individual instruction;

  A 20 sessions program was prepared. The children arrived at set times (one and a half hours each session – two consecutive lessons) and on regular days.

II.5.5.1 The OSP Sessions

The structure of the sessions was fixed. The first sessions comprised an introductory meeting, in which rules were set and explained.

1. Respecting each other, the equipment and the works;
2. Not judging ourselves or others (no such expressions as "beautiful", "ugly" "amazing");
3. Each participant can expresses him/herself in the studio. No ideas are suggested to others unless they ask. Instead of interpreting what is seen, asking the creator what he or she made and what he or she meant.
4. Group confidentiality: A participant is allowed to tell about his or her own experience, but not about the experiences of others;

The first eight sessions were more structured in terms of imparting knowledge of materials and techniques and establishing a common language for communication in the work and reflection process. From the ninth session, the children worked independently, were familiar with materials and techniques and acquired words to talk about their process.

II.6 Validity, Reliability and Triangulation

II.6.1 Validity

Validity of the qualitative part which is presented in questions 1 and 2 and part of question 3, derives from the validity of the qualitative approach (Shkedi, 2010; Mason, 1996) In the current research, the data collection and analysis process was preserved in transcriptions of recordings and the videos of sessions and interviews, notes and comments about the observations and the recordings of conversations with facilitators. The process of breaking the text, analyzing it and constructing new categories in tables were saved as evidence of the process of analysis and transparency for avoiding any doubts. When data in this research was analyzed, the researcher continually consulted a colleague respective. (Merriam, 1998; Creswell, 2013).

The current research used a mixed methods approach for data collection with regard to the third research question (Johnson & Turner, 2003). The third research question engaged in the perception of self-efficacy, coping styles were examined through a research tool that combined a qualitative approach (classification of statements with regard to BASIC PH) and a quantitative tool (the number of references for each category). These tools contributed another aspect to research about perception of self-efficacy. Use of valid questionnaire contributed to strengthening validity of the broader question.

II.6.2 Reliability

This research coped with this difficulty through analysis of texts rather than analysis of behavior. To minimize this limitation, the videos served as textual backup rather than as part of the visual data. In addition, the phenomenological approach to describing the researched phenomenon focused on data collection and description rather than interpretation.

II.6.3 Triangulation

Since the number of participants in the current research was relatively small, triangulation was accomplished by using a number of research tools. Observation was the main research tool for the issue of reflection, and was accompanied by semi-structured interviews. It was possible to examine whether the main themes recurred in both tools. In the second question of self-efficacy perception, the qualitative research tools were observations, interviews and the quantitative tools- a six piece story and two questionnaires about social and academic self-efficacy. This led to triangulation of information from various perspectives and contributed to research reliability. In the current research, analysis of the children's coping stylesin the beginning of the program, led to a new angle of exploring (Tzabar Ben-Yehoshua, 2001).Consequently, a question arose with regard to the connection and the correlation between the children's dominant capabilities and coping styles (physical, cognitive and social) and the experience offered by the studio.

II.7 Researcher's Role

The researcher initiated the "Open Studio" program in the current research, developed the program and was involved in all its stages both technically and in providing theoretical knowledge. To minimize the differences between groups, it was decided by the facilitator and the researcher that the researcher would facilitate the intention stage, thus making the transition

from a passive observer to a participant observer. The program was managed by the other facilitators in order to reduce the researcher's bias.

II.8 Qualitative Generalization

In the current research, the structure of the program was documented and may serve as grounds for other studies of the same program. Nevertheless, due to the relatively small number of participants (16 children), generalization may only be possible in future, more extensive studies.

II.9 Ethical Considerations

The following steps were taken protect the rights, privacy and well-being of the participants in this research:

- Parents received an explanatory page. An informed consent form was signed by the parents (See Appendix 5).
- A professional confidentiality agreement with regard to the facilitators protecting the children's privacy was reached.
- Each child received a personal explanation about the studio process the goals of the program (to develop abilities through a process of learning and experimentation which characterize an artist in the studio).
- During data collection, documentation, transcription and analysis anonymity was guaranteed and outside factors were banned access.

III. FINDINGS

This chapter presents examples of findings with regard to each research question. The detailed findings are presented in the full thesis.

Question 1: What elements in the OSP enable the reflection abilities occur?

Out of the findings a three dimensions model of contributing factors emerged: conditions for reflection, construction of content and mediation. Figure (2) represents the model.

Figure 2: Three Causes of Reflective Ability in OSP

1. Conditions of reflection: Table (6) depicts the conditions and their themes as they gathered from the conversations data.

Table 6: Conditions for Reflection and Themes Meanings

Conditions for Reflection	Examples of Themes Meanings
Time: timing and duration of reflective discourse	a) Organizing framework. b) Estimation: appraising a time scale which affected the choices in art.
Place: physical space in which reflection takes place	a) Marking the transition from the creative to the observation stage. B) Focusing.
Rules of Conduct: 1.Refraining from judgment and criticism	(a) Language: learning quality language (phenomenology) uses in reflective discourse. b) Safe place.
2. Refraining from "planting ideas".	a) Children were able to connect their associative world with authentic ideas.
3. Treating with respect	a) Deepened intimacy and led to sensitive questions and support during observations.
4. Confidentiality	a) Created a secure atmosphere for dialogue.

All these conditions together contributed to the creation of reflective discourse. These conditions developed the foundations of quality and broad language to describe the process from the intentional stage to the observation stage.

2. Constructing Content

Sequence and Enriching of content: The contents construction factor can be summarized as the collection of contents at three time points - intention, creation and observation, together with qualitative detail in a comprehensive phenomenological approach, with an emphasis on creating a sequence of contents of direct and indirect subjects, created a built-in and broad foundation of contents. This foundation was one of the reasons that reflective ability could be build and exist.

3. Mediation

1) Facilitators mediation: The mediation carried out by facilitators contributes to the description and collection of comprehensive and detailed descriptions of many different qualities, physical qualities of objects and participants' physical feelings, fantastical depictions in which the children expanded their descriptions from their own internal worlds.

2) Children's mediation: Children were participants in the development of the reflective discourse in different ways: (a) social participation and involvement. (b) Reflective discourse and questions were influenced by their points of view and areas of interest. (c).Self-development: By asking their friends questions, their thought process developed and benefited from others.

Findings Pertaining to Research Question 2: What is the contribution of the OSP to developing reflection abilities?

The development of reflective ability was examined in two areas: (a) Appraising statements with regard to the level of reflections (scale of quality Appendix 6). (b) Quality of phenomenological description of sentences in the statements. These areas were examined at the start of sessions and at the end in order to examine development in relation to the starting point.

1. Appraisal of Statements

Encoding and evaluation the development of reflective ability was examined according to Bait et al.'s (1999) five levels of reflection. The statements were collected and sorted according to the five levels: **reporting, responding, relating, reasoning** and **reconstructing**

The statements were sorted according to the different levels. From the findings, it appears that the dominant statements from the beginning of the process belonged to the first three levels: (1) **reporting** (2) **responding** and (3) **relating.** Respectively, each group was named after its dominant level. Table (7) describes the quality of the reflected descriptions from the beginning sessions (2-6) compared with the last sessions (14-18) in all three groups.

Table 7: The Subsets of the 5 Levels as described in the statements in the three groups at the beginning and end of the process

Group	1 reporting	2 responding	3 relating	4 reasoning	5 reconstructing
Reporting Beginning	most simple reporting report physical qualities of objects connect emotion to reporting				
Reporting End		responding reporting	relating - description to goal explanation of reasons connected to previous experience	understanding outcome of process conceptuali-zation of the process that had taken place.	conceptual construction
Responding Beginning		responding responding with emotional connection responding with self-criticism			

Group	1 reporting	2 responding	3 relating	4 reasoning	5 reconstructing
Responding End			relating to connection between previous experience and understanding expanding and connecting to the imagination detailing the process and high level of resolution	understand-ing with reasons connect to theoretical concepts analogy	
Relating Beginning			descriptions with explanations and understanding identifying and understanding emotions		
Relating End			lots of detail	consideration while working integration emotional considerations	generalization and understanding the process original conclusions about self

In every one of the children reflection qualities, there was an upward movement in the final stages of the process. None of the children remained at the first level "reporting".

**Development of the Quality of Phenomenological Description**

This section examined the diversity of phenomenological qualities of reflective descriptions in the children's statements. Descriptions of phenomenological qualities refer to what did children see when they took an object intentionally or observed their creation. The qualities refer to three aspects in the phenomenological approach: (a) "objective" aspect - description of the external aspects of an object (color, shape, place, etc.); (b) "subjective" aspect - relating to an object from one's internal world (projection of emotion or thought); (c) "integrative" aspect - cognitive integration of qualities that were discerned from a child's experiences in reality. These categories are based on Betensky (1995).

The findings showed that in the last sessions there was an integration of objective and subjective aspects. In the "responding" and "relating" groups the "integration" quality was added.

Findings Pertaining to Research Question 3: What is the contribution of OSP to children's self-efficacy?

Findings Regarding Styles of Coping Resources according to the BASIC PH Model

Figures (3) demonstrate the distribution of resources for the entire sample before and after the intervention.
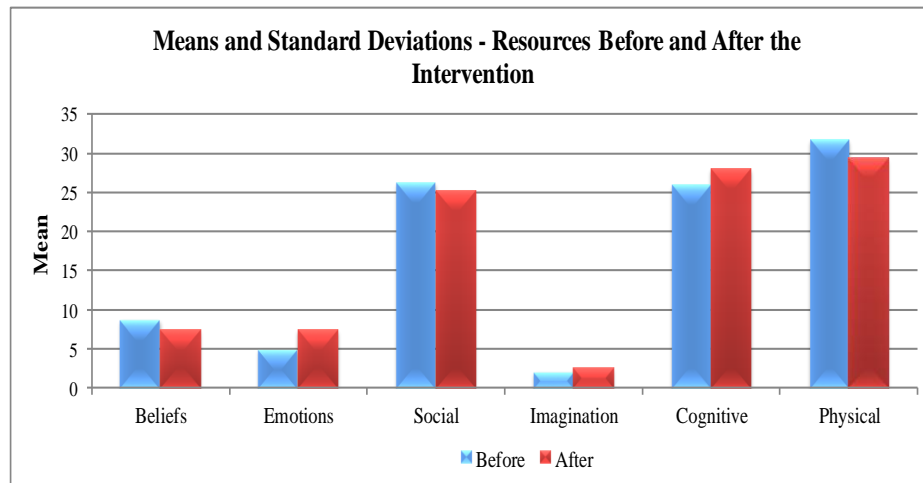
**Figure 3: Means and Standard Deviations - Resources
Before and After the Intervention**

Figure 4 demonstrates the distribution of positive change with "clinical significance" in the domain of resources. The "Dominant Language" is the physical, cognitive and social resources. The emotional resource increased after the program intervention. The distribution of resources represents in table (8).

Table 8: Resources - distribution with "clinical" significance (N=16)

|	Girls (n = 8)	Boys (n = 8)	Total (n = 16)
Resources	n	n	n
Beliefs	1	2	3
Affect	1	3	4
social	0	2	2
Imagination	2	2	4
Cognition	3	3	6
Physiological	0	1	1

The findings in Table (8) and Figure (3) reveal a significant positive change for the cognitive resource among 6 participants (3 boys and 3 girls). A significant positive change occurred in the affect resource among 4 participants (3 boys and one girl). Also, a significant positive change occurred in the imagination resource among 4 participants (2 girls and 2 boys). A significant positive change occurred in the beliefs resource among 3 participants (2 boys and 1 girl), and the social resource for 2 boys, and the physiological resource for one boy.

Findings concerning Self-Efficacy:

Table 9: Means and Standard Deviations of Self-efficacy before and after the intervention according to gender (N=16).

	Girls (n = 8)		Boys (n = 8)		Total (n = 16)	
	Before	After	Before	After	Before	After
	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Social self-efficacy	4.18 (0.64)	4.22 (0.60)	4.07 (0.45)	4.45 (0.60)	4.13 (0.54)	4.34 (0.59)
Academic self-efficacy	4.14 (0.71)	5.12 (0.33)	4.30 (0.85)	5.08 (0.74)	4.22 (0.76)	5.10 (0.55)
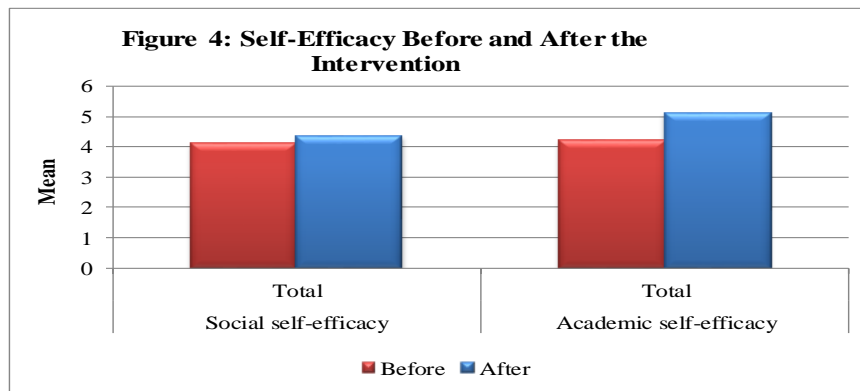
Figure 4: Self Efficacy before and after the intervention

The findings in Table (9) and the above figure (4) reveal that social self-efficacy was found to be high for both boys and girls (Mean 4.13 on a 1-5 range), and has really not increased. Academic self-efficacy was found to be higher in the end of the process than in its beginning. For the entire sample and for girls, the mean increase was above one standard deviation, and for boys the increase was one standard deviation.

IV. CONCLUSIONS

Two main issues pertaining to learning processes of children in elementary school were examined: reflection and reflective ability, and an experience of self-efficacy. Observation of the data, their analysis and discussion yields a number of factual conclusions:

- According to Hypothesis 1, the OSP in elementary school develops and reinforces the children's reflective abilities.
- According to Hypothesis 2, The OSP in a formal education environment enhances self-efficacy perception.
- The three-dimensional model of the conditions for reflective discourse sets the grounds and serves as a body of content and knowledge. It allows for deriving implementation instructions for the construction of a reflective process and alleviates the organization of the process.
- Group use of phenomenology in the OSP creates a uniform language for all participants. Phenomenology's has a multi-layered nature as a humanistic approach that places learners at the center, as a qualitative research tool and a profound pedagogical tool that enriches the dimension of content.
- Use of Phenomenological language creates a distinction between things observed in the external ("objective") reality and what is said in the internal ("subjective") reality, it might help to children with expressing difficulties to retrieve descriptions.
- The children's mediation contributed to the dimension of reflective discourse. The questions surfaced contents from the children's perspectives. Since the peer group is highly significant. The meaning of mediation in the Phenomenological approach is the development of the ability to ask question and a high order of thinking, quality and development of reflective ability.

The findings created an understanding regarding the quality of verbal reflective description.

- OSP can contribute to the children's abstraction abilities and develops meta-cognitive thinking, which is important for understanding and conceptualization in developing learning processes.
- The dynamic nature of the development of reflective description is hierarchic-developmental. Each stage is added to the previous ones. A high stage does not abolish

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the previous stages, but rather expands the range of description abilities. Hence it can be stated that the program contributes to the way of acquiring the verbal reflective descriptive language and its dynamics.

- The integrative perspective characterized the end of the process in the studio. In other words, there is potential for developing a perspective that is not only descriptive, but also applicable to self. The great significance of this process is that reflective discourse in the studio does not only develop thinking abilities, but also has the potential of changing perspective.

- Children with difficulties in verbal expression have mostly used the objective perspective, sensory, concrete description of the object or process. This issue is particularly interesting with regard to difficulties in expression at the beginning of reflective processes, and is thought provoking with regard to the learning phenomenological observation as a way to alleviate the beginning of learning reflective discourse or verbal expression in general. It is possible that those who experience difficulties in retrieving an experience can adhere to concrete objective descriptions which are important and significant in reflective discourse.

- Continuous and consistent reflective work on self, the processes the children undergo while creating and the creation as an object of observation contribute to enhancing the children's emotional resources. Because the expansion of expression involves emotional expression, the work in the studio directing children to their inner world through metaphoric reflective play. This is important for observing the balance between the contribution of work in the studio and the children's cognitive processes, understanding and expression of the emotional experience.

Conceptual conclusions will be presented congruent with the structure of topics in the research questions.

- The classification of factors into a three-dimensional model that organizes and simplifies the method into a methodological tool and thus makes it applicable for other framework such as training institutions. In addition, such a structure can be used for monitoring and analysis of the difficulties with regard to execution of reflection.

- The use of the phenomenological concept can expand beyond studio processes to any space where there is research and experiential learning.

The meaning of children's mediation in the work of the studio inspires the perception that children can mediate at a high level of thinking, which sets a developmental level to which we may aspire. Shifting weight to the children marks the belief in their self-efficacy and contributes to the experience

- The ability to strengthen a specific resource such as affect contributes to applicable thinking that it is possible to develop different resources if we focus attention to them via intentionality, activity, observation and reflective processes.

- The last conclusion pertains to the program as a whole, which can be applied to various educational goals. The intentionality questions, art creation and reflection can be steered in a specific direction, for instance, regulation processes, improved conduct when coping with attention difficulties or processing specific issues that are of significance to the participants.

Research Innovations

- The findings in this section contributed knowledge about conducting the reflection in practice to the theory of experiential learning. The research is innovative in the area of constructing the process of verbal reflective discourse with children.

- The research shed light on the texture of reflective quality in elementary school children. The research added new knowledge in the area of children's reflective activity with regard to the developmental dynamic of reflective description quality. Thus the research adds knowledge in the field of models of reflection, most of which were developed in the area of teacher education, with adults, and which were lacking in the field of children's verbal reflection.

- The research added knowledge to the connection between reflective abilities and the experience of self-efficacy, as well as to the connection between skills and perception.

- An innovation of the research is the development of children's sensitive and interested mediation ability. The children embraced the phenomenological approach that regarded the child as a phenomenon worth knowing and examining. And thus helped their friends to expand their knowledge from their own perspective. They validated the abilities of the child as a member in a peer group and developed meta-cognitive thinking which observes the thinking of others by way of thinking about their own thinking.

- This research adds new knowledge about the contribution of work in an Open Studio with regard to coping resources and developing coping resource styles. In this way, the

research contributed to children's coping abilities. The issue of coping resources is central on the agenda of the therapeutic community these days.

🞢 This research adds innovations in the field of Open Studio models in Israel and in the world. This model was developed in a therapeutic framework in Israel and was examined, for the first time, in a non-therapeutic, but rather an educational setting in elementary school. The research innovated in the area of learning processes with regard to reflection, as they occur in an Open Studio and the studio's contribution to the experience of self-efficacy. Thus the door is opened to applying this research outside the borders of Israel, thus making an international contribution.

Research Limitations and Recommendation for Future Research

The limitations of the current research is the small number of participants, which allowed for qualitative observation on processes rather than drawing generalized conclusions about the perceptions of self-efficacy in the open studio. In addition, it is recommend to expend the numbers of meetings to another academic year with measurement points during the work process.

Open studio research in the educational realm of elementary school according to this model constitutes a breakthrough. So it is recommended and necessary to continue to research the connection between academia, learning abilities and creative processes. Research the contribution of more aspects of OSP to learning experience like involving teachers in the program or in different population.

On a personal note, it is my belief that the Open Studio model is not just a learning program, but rather a world view where one can focus on self, give attention to one's experiences and explore them; to act with awareness and free choice and thus to be better coordinated with the environment and contribute to it. The reflective process takes the experience to a state of learning and awareness. Through reflection and social reflective discourse, coping resources, abilities and strengths emerge, and thus the experience of self-efficacy is enhanced. The education system and the world around us encounter us with challenges and difficulties, and we can build a better world through processes of creation, reflection, understanding and faith.

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Appendices

Appendix 1: Structure of the Six Parts Story (6PS)

1. Think of a main character for your story – a hero or heroine; fictional, legendary, from a film real. What are his/her characteristics?
2. What is the task for your character?
3. Is there anyone who helps your character?
4. Who or what is the obstacle that stands in the way of your character?
5. How will he or she deal with and try to overcome the obstacle or solve the problem?
6. What happens in the end of the story?

Appendix 2: Semi-Structured Interview Questions

1. Which pleasant experience do you remember from the studio?
2. What is the least pleasant experience you remember?
3. Have you learnt new things in art during the studio process? Which?
4. Which problems did you cope with in the studio?
5. Did the studio contribute to you? In what way?
6. How was the social experience in the studio?
7. What was it like to engage in intentionality?
8. What was it like to engage in observation of your work and those of others at the end of the process in the studio?
9. Did you use our imagination in the studio? In what way?
10. Would you recommend that other children come to the studio?

Appendix 3: Social Self-Efficacy Questionnaire

		1 never	2 rarely	3 Sometimes	4 often	5 always
1	When I plan something I am sure it will work out					
2	If friends ask me to do something that I am not comfortable with, I am able to refuse					
3	When I decide that I want to do something, I succeed to do it					
4	It is hard for me to find new friends					
5	I am sure that I am capable to do things					
6	I am a child that I can rely on myself					
7	When I stumble I do not give up and I keep on trying					
8	I succeed in explaining to others what exactly I want them to do					
9	IfI do not succeed in doing something for the first time ,I keep on trying until I succeed					
10	I manageto get along with children that are not my friends(for example: children from other classes in my school)					

Appendix 4: Academic Self-Efficacy Questionnaire

		1 I do not agree	2	3	4	5 I agree
1	I am able to study on my own better then with a group					
2	It is difficult for me to study in a group					
3	It is difficult for me to deal with the academic problems					
4	I am afraid that I will not be able to solve problems					
5	I will not always succeed in coping with the problems					
6	It is hard to find material for academic projects					
7	I do not know where to look for academic material					
8	I do not know what academic material is suitable and what to Choose					
9	I do not succeed to integrate the right material in my academic work					
10	It is difficult for me toorganize the materialaccording to categories and subjects					
11	It is difficult for me to organize the study process					
12	It is hard for me to link between subjects					
13	It is hard for me to check if I work properly in order to solve problems					
14	It is hard for me to plan the learning processand tofollow it					
15	I find it difficult to get a good mark					
16	I do not expect to succeed in learning					
17	I find it hard to succeed in exams					

I am aware that you are conducting research on the topic: **The Contribution of "Open Studio" Program based Experiential -Learning to Developing Reflection Abilities and Self Efficacy of Elementary-School Children**.

Since you have asked for my consent regarding the participation of my son/daughter and collecting data about my son/daughter _____ (name of son/daughter) I hereby declare:

- That you have explained the aims of research and the issues that will be examined through it;
- That you have detailed and explained all activities in which my son/daughter will participate in the framework of this research;
- That you have stated the date when all identified details will be deleted from the data;
- That you have described all the means that you would take to ensure confidentiality of the identifying details until such time that they are deleted.
- That you have described the way in which the data will be published.

Having understood all of the above, I am hereby giving my consent for you to collect the data.

I am here undersigned:

_____ _____

DateFather's/Mother's NameSignature

Appendix 6: Five –point level of reflection. (Bain et al. 1999)

Level 1 (reporting)	The student describes, reports or re-tells with minimal transformation, no added observations or insights.
Level 2 (responding)	The student uses the source data in some way, but with little transformation or conceptualization. The student makes an observation or judgment without making any further inferences or detailing the reasons for the judgment. The student asks a 'rhetorical' question without attempting to answer it or consider alternatives. The student reports a feeling such as relief, anxiety, happiness etc.
Level 3 (relating)	The student identifies aspects of the data which have personal meaning or which connect with their prior or current experience. The student seeks a superficial understanding of relationships. The student identifies something they are good at, something that they need to improve, a mistake they have made, or an area in which they have learned from their practical experience. The student gives a superficial explanation of the reason why something has happened or identified something they need or plan to do or change.
Level 4 (reasoning)	The student integrates the data into an appropriate relationship, e.g. with theoretical concepts, personal experience, involving a high level of transformation and conceptualization. The student seeks a deep understanding of why something has happened.

	The student explores or analyses a concept, event or experience, asks questions and looks for answers, considers alternatives, speculates or hypothesizes about why something is happening.

The student attempts to explain their own or others' behavior or feelings using their own insight, inferences, experiences or previous learning, with some depth of understanding.

The student explores the relationship between theory and practice in some depth. |
| Level 5 (reconstructing) | The student displays a high level of abstract thinking to generalize and/or apply learning.

The student draws an original conclusion from their reflections, generalizes from their experience, extracts general principles, formulates a personal theory of teaching or takes a position on an issue.

The student extracts and internalizes the personal significance of their learning and/or plans their own further learning on the basis of their reflections. |