



Developing and Promoting Learning through Reflective Practice.

**“Development training embraces a range of active
approaches to learning which aim to develop peoples’
ability to learn from experience”**

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**Development Project Report
May 2008**



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Teacher Education College

Author(s) Trisha Jenkinson	Type of Publication Development project report	
	Pages 29	Language English
	Confidential <input type="checkbox"/> Until _____	
Title Developing and promoting learning through reflective practice		
Degree Programme Teacher education College		
Tutor(s) Eila Burns		
Assigned by		
Abstract <p>The aim of this project was to create a new course orientated program for the BBA students of Kajaani University of applied science (KUAS) Also known in Finnish as the Kajaani Ammattikorkeakoulu (KAMK). The need for this course helped with a practical problem: communication across cultures.</p> <p>The theoretical background is based on Kolb's learning cycle which was used to enhance learning by doing and support reflective practice learning process.</p> <p>The project Boot-camp shows the experiences had by students through learning activities. It was important to develop students' ability to work in a team environment and learn to structure reflection on issues of experience. Over all it aimed to introduce students to the concept and the functions of a team and how to build a flexible, dynamic and creative team structure. Further more the project was used as a benchmark to identify the above pedagogical skills and to offer the provision for future student collaboration. Involved in the 2004 boot-camp as trainers were outdoor professionals from UK who helped with the added pedagogic abilities.</p> <p>As a result of the Boot-camp, students feel happier with this introductory process to learning. They gave feedback stating more confidence in their own abilities to participate in learning activities and developed constructive learning techniques.</p>		
Keywords Learning by doing, Kolb's experiential learning, Reflection, Experience, Boot-camp, Personal development		
Miscellaneous		

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1 INTRODUCTION

The pilot Boot-Camp in 2004 was proposed for the Bachelor of Business Administration (BBA) students and used to support the methods of reflective practice and learning by doing. If successful, it would to be applied again for BBA degree program and then replicated in the future possibly for all new students in other disciplines. The activities planned for the boot camp aimed to support the learning outcomes used for the Personal Development Program (PDP) course. The aim of the PDP boot-camp introduction session (first introduced and guided by Charles Roberts, supported by Trisha Jenkinson and Hendrik Hielkema) was to develop students' ability to work in a team environment and learn to structure reflection on issues of experience. Above all it aimed to introduce students to the concept and the functions of a team and how to build a flexible, dynamic and creative team structure. It is important for the students to feel safe and secure and connected to their school environment. They have made a decision to study at the Kajaani University of Applied Science (KUAS) (previously known as Kajaani Polytechnic) and therefore need to understand the commitment needed to succeed.

Boot-Camp 2004 started as a 4 day indoor / outdoor development program facilitated by specialists based in the UK. The outdoor professionals Ian McLean, Sam Pantling, Sally Piesse and Ruth Lee led the students in succession through a number of activities which allowed the students to actively be involved in getting to know each other. The group size was 24 students of which half were Finnish and the other half foreign. The students learn and experience the fundamentals of reflective development training through a series of dynamic and challenging outdoor activities. A residential phase was a fundamental part of this venture, based in and around the grounds of Kajaani UAS, in Finland. However some of the activities were also based at Joutenlampi camping ground, in order to strengthen the dynamics of team interaction and interdependence. This in turn required the students to rely on, trust and learn from each other as well as apply

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business orientated skills to the tasks performed, whilst developing friendships. It gave some students leadership roles, others self fulfilment and helped to develop stronger bonds of togetherness rather than having to deal with new challenges completely alone. There was also a video made for the 2004 pilot for publication and it was shown to the students and staff after the camp. In many ways it increased understanding of the tasks performed and enhanced the experiences felt by all participants.

This work also aimed to benchmark and highlight the tasks students partook, together with the subsequent goals and objectives related to tasks carried out during the boot camp. Boot-camp was used a spring platform for the personal development of students within the course PDP. Due to the prosperous nature of the camp it was decided it should be an annual event within the introductory PDP course. It also encouraged first year students to volunteer for the coming year's boot-camp.

2 THEORY

By developing thinking it allows you to reflect, apply different thinking to particular topics and organises your thinking. It helps with critical analysis and contributes to personal development. Boud; Keogh and Walker (1985) describe reflection as an activity in which people, “recapture their experiences, think it over and evaluate it”. Reflection activities engage students in the intentional consideration of their experiences in light of particular learning objectives, and provide an opportunity for students to:

- gain further understanding of the course content and discipline

- gain further understanding of the work experience

- Develop self-assessment skills as a life-long learner

- Explore and clarify values that can lead to professional responsibility

(Hatcher & Bringle, 1997)

These particular learning objectives require a process-orientated teaching approach. Behind the idea of identifying that the boot-camp could be such an influential event, it was important students understood that they could use direct experience as a resource for thinking critically about ideas and theories presented

in other courses. Certain features of learning may stand out at particular times, but all learning involves feelings and emotions which are affective, then there is the intellectual and cerebral, known as cognitive followed by action, which is conative (Boud; Cohen and Walker, 2000, pg 13). Using experience for learning was an important aspect of the boot-camp as it emphasised that the study period in KAUS was a meaningful event and that students should enjoy this essential part of their life. Although the foundation of learning is experience (Boud, *et al*, 2000) is doesn't necessarily mean we actively engage within it. It is important to realise that our experiences do not happen independently to our environments and are also influenced by our values and cultural backgrounds. Two of the most important aspects present and supported in the boot-camp were the influence of the social group dynamics and the emotional context of the experience. The theory had been used for other working environments such as for team motivation and educational institutions in the UK, so the expectations from staff were one of confidence.

2.1 Kolb's Learning Cycle

The Kolb's learning cycle helps develop understanding of attainment. For the group to be successful in completing tasks they need to work as a team. Thus 'TEAM' being an acronym for Together Everybody Achieves More. This lead to discussions about goals and how to achieve realistic goals...It also established the ideas behind goal setting and different styles of learning. *"It improved my thinking skills so that now I can think more in different ways and think about something how someone other may see the same thing"* (Appendix 3, Student 2, pg.22). The process of effective learning from experience and improving confidence in translating words into action are important tools in reflective practice. Active Reviewing compliments discussion based methods of effective practice. The main pedagogical principles behind the project for the Personal Development Program (PDP) and boot-camp used learning by doing and problem based learning. Kolb's theory is also used to compare thought process in practice.

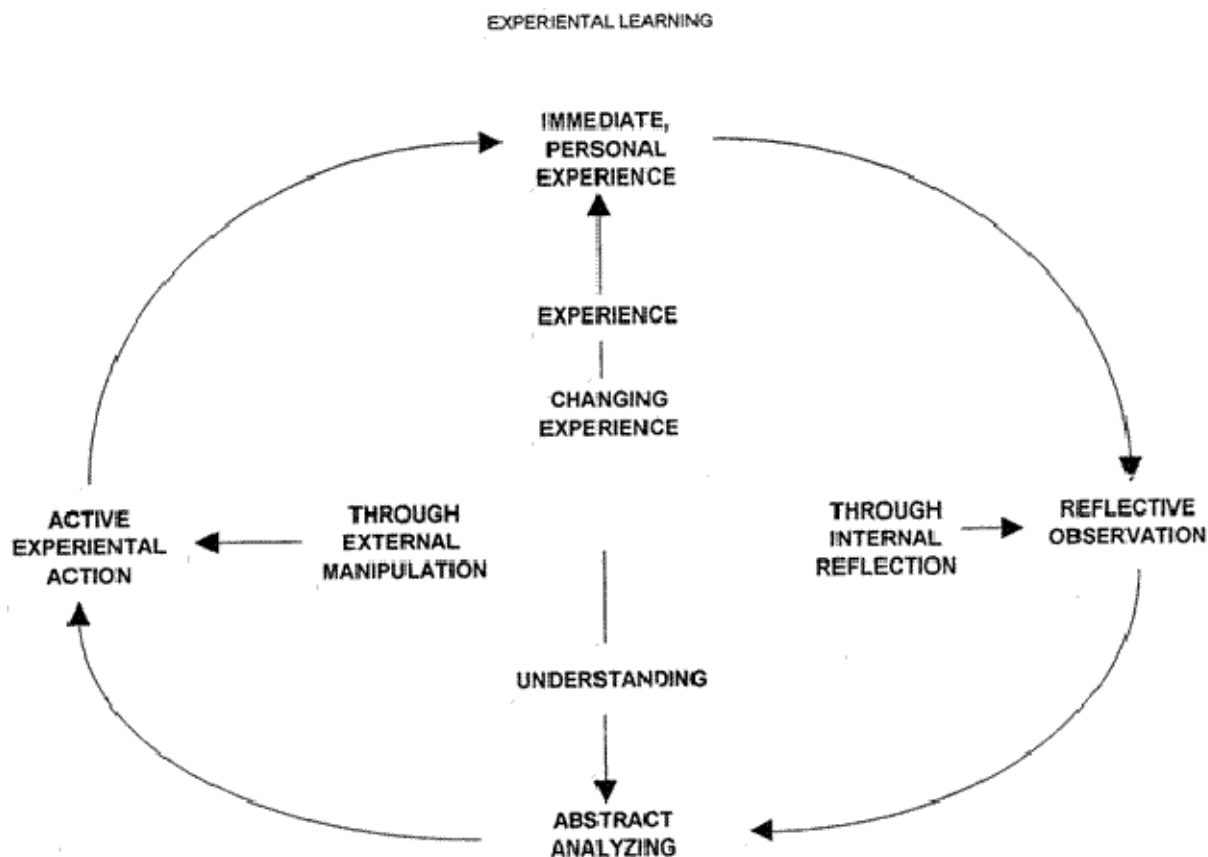


FIGURE 1: Kolb's learning cycle, showing the various stages of reflective practice.

2.2 Edward De Bono - Reflective Practice.

These principles and the theory used in conjunction with Edward De Bono's six thinking hats, supports constructive reflective practices and made it possible to incorporate them into the events of the boot-camp. The effectiveness of reflective practices was measured by the objectives above as well as giving the students a mini task at the end of the boot camp. This entailed answering some questions and describing a task using Edward De Bono's six thinking hats. These tasks were given on separate occasions however in short sequence from each other. The event of boot-camp was also later discussed as it was a hot topic of conversation reflecting on good memories of fun activities once again in the class room. The PDP course continued the learning process of personal development in guiding students to advance further and discover more of their individual talents. Students

were encouraged and happy to give opinions when discussion time was in progress. Boot-camp allowed the bond to develop into a form of trust which gave many more students confidence when it came to discussion topics. This was found to be especially true if the topic was of a more sensitive nature. Students valued the opportunity to develop friendships faster than usual and a sense of security not felt at earlier institutions. *“I have never experience something like that in three days, bunch of people created amazing team spirit and new friendships”* (Appendix 3, Student 2. pg.22). Students were also encouraged to continue to organise fun tasks outside of normal school routines in order to maintain bonds built earlier. After establishing the open ended possibilities available to them from boot-camp students could identify and develop themselves further within the course.

2.3 Honey & Mumford's Typology of Learners

Once the students understood the basic principles of the Kolb's learning cycle the education was developed further. The pedagogical tools and theories used in the boot camp lead to further analysis of the student as an individual in personal development. Honey and Mumford analysed Kolb's cycle and developed it further creating a typology of learners as seen in figure 2. During the PDP course this was used to help students identify what style of learner are they? Once reflection had been conquered they could personally develop other areas of learning and understanding. They worked with supplied material of questions to identify their typology. It was explained that it was not 100% accuracy rate; however it was used as a tool to establish possible areas of learning. Many of the students agreed with there outcomes and then followed up with individual tasks to develop the other areas of learning possibilities.

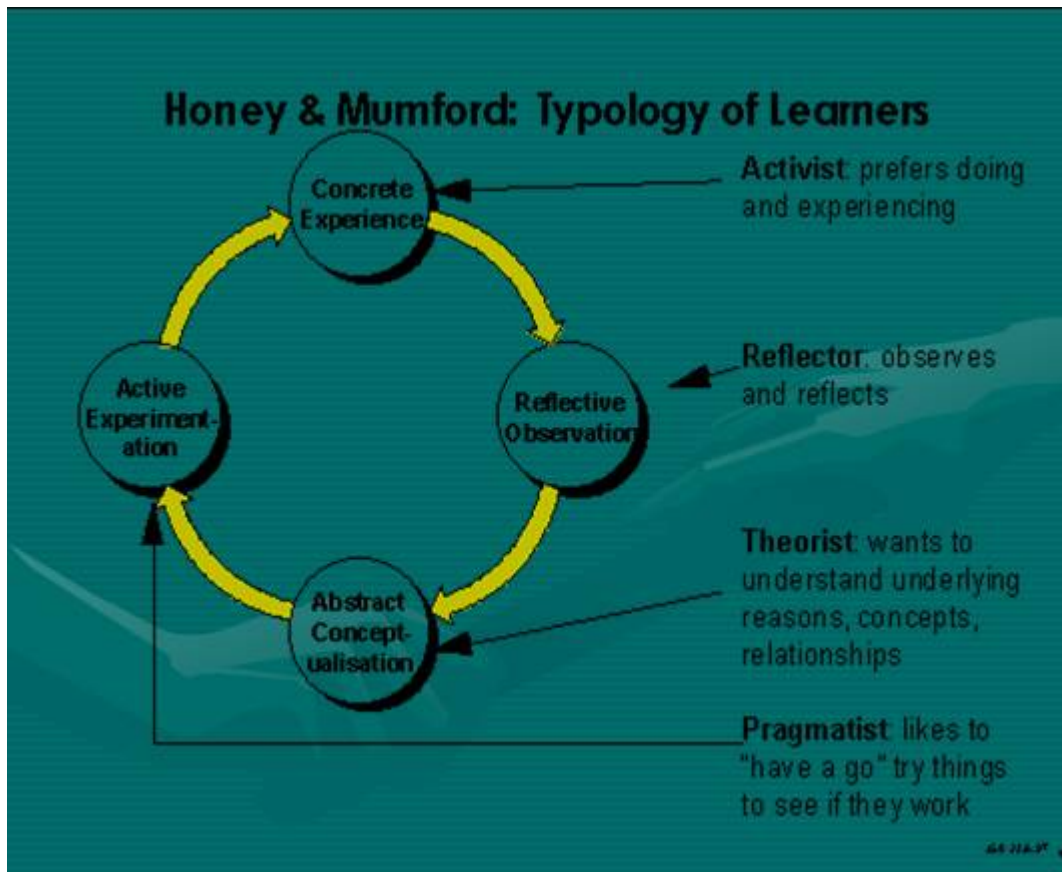


FIGURE 2: Honey and Mumford: Typology of learners- theory based on Kolb's learning cycle

3 BOOT-CAMP IN PRACTICE

The course PDP encourages development of new skills in various areas such as reflective practice, time management, teamwork and identifying personal strengths and weaknesses related to swot analysis of teams and self. Boot-camp provided the groundwork for students to make a distinction between the bases of theory into the experience of learning in the reality of working life. It was important for students to learn the discipline of the basic skills of studying in a fun easy going environment. Prior to the actual event taking place (which transpires in the first weeks of September each year, since 2004) two facilitators flew over from UK in early August to meet with the organisation team to hash out plans, protocol and procedures. It was here the final ideas, pedagogical theories and strategies were merged together satisfying both parties. The Facilitators introduced themselves and told of where they're from etc. and integrated well with the team from KAUS. Many of the following objectives were produced as a result of the co-operation.

3.1 A sense of belonging within Kajaani Polytechnic

The Team started getting to know the group. The facilitators explained the days ahead will consist of various games with aims and are designed for the facilitators and students to get to know the group through fun and enjoyable activities. They identified a few key areas that would help bond the new students to each other and feel like apart of the team at Kajaani University of Applied Science (KUAS). It is imperative the students feel empowered to learn and well supported. They are secure by means of knowing that knowledge is within reach and have a good connection to their school environment. Students have chosen to further themselves at the KUAS and therefore it will be important they understand the dedication and receive the support needed to succeed.

3.2 Connection across cultures

Various cultures were enrolled in the BBA program at KAUS. It varies annually but the school tries to support a 50-50 ratio of Fins to foreigners, however some

years there has been an increase in foreigners. The language of instruction is English and the students who are admitted have completed the language criteria according to the Finnish ministry of education. The students vary from as far as Africa, China, EU and as neighbouring as Iisalmi. The utmost challenge is bridging the gap in a matter of four days. However once they believe a level of trust has been established and develop friendships it will lead to the teamwork needed in their education. According to Boud (*et al*, 2000) the extent in which we can change our attitudes to learning is a function of the supportiveness of our environment. This will form the basis upon which the groundwork is made for which future collaborations will be built. *“I learned everyone's name, their nationality and some vital matters from everyone. I learned new ways of working in groups and with groups. I learned to trust others and rely on their skills and knowledge”* (Appendix 3, Student 2, pg.22). Supporting your team was encouraged from day one, through reflecting on activities. Encouragement was given through each others support, attitudes, trusts and beliefs.

3.3 Communication

Communication is aimed to be identified through the activities. They are encouraged to use verbal and non-verbal communication – To Talk or use body language providing clear and open messages. Sharing a common language and terminology is important when trying to solve problems - Example Russian scientist and an English footballer, if they don't share the same language and terminology then there isn't going to be clear communication. Everything has to be set at the right level for the team of participants. Clear and open communication channels show others your readiness to accept others ideas and share your own in working with and supporting your peers. It is difficult to communicate with others if culture and language are barriers to communication. Once communication barriers are crossed successfully it allows students to trust and respect each other through teams in action encouraging motivational attitudes. An ice breaker is a simple name game and a section of rope can be used in the following way to achieve these results in a short amount of time. This was an outdoor activity that involved the whole group. The team rolled out a rope about

10m long in a straight line. The group was requested to stand on the rope. Once everyone was in place they were asked to introduce themselves to each other whilst standing on the rope and then arrange the team in alphabetical order (A-Z). They were not allowed to move off or let their fellow team member fall the rope. The goal here is to have personal contact and get to know each other, thus removing some personal boundaries that usually exist between new people. They were talked through the task by the outdoor professionals who encouraged them to talk and support each other whilst passing along the rope and completing the task given. After the completion of the task the students got together to reflect on the tasks. They were asked about the activities and to say how they felt and what was different and were there difficulties experienced between these activities. It was successful and the feedback replied that they enjoyed it. Some identified that becoming touchy feely with people you hardly know was hard, however to achieve the task they had to rise above the initial awkwardness.

3.4 Intercultural communication

The students were led to understand one important perspective that no matter how far away from home they are, they are not alone. Each individual is feeling lost, emotional and excited to experience this new era of their chosen vocation in life. They will develop understanding of each other's culture gradually; however the initial contact is to develop friendships based on our interactions and experience had during the boot camp event.

3.5 Develop team spirit and interaction

The following activity as seen in Table 1 was to establish a learning agreement with the addition of a contract specific to the student's personal aims for the week. This was an important step to develop the spirit and interaction of the group. The students took part in a learning agreement activity, which is a statement of the experiences they wish to be apart of. These were also the achievements and rules to which they would aim for and follow over the period of the boot camp. These were also the rules used to continue their academic education of the first PDP

course. “I also learned how to build a team spirit with people you don’t know very well” (Appendix 3, student 1, pg.19).

Table 1: Established learning agreement

Learning Agreement	
Motivation	Tool ↔ driven by goals ↔ Task ↔ what motivates you to achieve your goals.
Teamwork	There are many roles in a team such as doers – shapers – finishers. All members of team have a role within the team, eg Soccer – 4 parts to one team.
Group Cohesion	Coming together
Fun	Enjoying the experience
Friendships	Open to new heights.
Co-operation	Working together
Adventure	Exciting activities
Honesty	Be sincere and true to one another
Support	Maintain group bonds
Respect	Listening to others

3.6 Problem Solving:

Being upfront and direct; confronts issues not people. To trust, make clear decisions, reflection process, managing conflict, freedom to express ideas and freedom to share opinions. Combining characteristics of learning and problem solving develops understanding of how people generate their experiences to guide behaviour in new situations. This process is combined within four steps; the first being a concrete experience followed by observation and reflection leading to the formation of abstract concepts and generalisations resulting in hypothesis that needs action of future testing which in turn leads to new experiences (Kolb et al, 1979). The students received the Task Achievement Flow Diagram (see appendix 1 pg.14). A discussion about strategy and systems is important for the students, if the tasks are not completed – students have to identify why? What wasn’t done? They need to analyse the plan for improvements – Then apply these to the next tasks, as well as understand culture and getting to know each other. Thus constructing Kolb’s learning cycle simplified for practice → Plan, Do, Review and Apply in the course of action.

3.7 Motivation

It is difficult to push your own motivation onto others. It is far more important for a person to be inspired. A key issue here is to improve motivation through success in doing so; students develop a feeling of fulfilment. In turn they start understanding success and the benefits of development through realistic goal setting. Students using their own initiative raised levels of self worth and esteem. This leads to self efficacy in situation specific confidence. Many activities were used during the boot-camp, all with various aims. Once the minor activities used developed getting to know each other, a friendship of trust soon followed. At the end of the first day a challenge was set for the students in order to help them really see how the earlier activities had influenced and developed the group as a whole. The boot-camp activity called the '*Egg- Stream Delivery*' was one such situation that improved motivation according to the enthusiasm and feedback expressed by the students. The task was to build a structure to deliver an unboiled egg from point A to B without breaking the egg. They needed to plan the event from beginning to end. The idea is to relate the task process to business and divisions within the work place. They need good communication, planning and to participate as an individual as well as a group. At the end the group will review, evaluate and reflect on the task. Tools included - Pipes cut into $\frac{1}{2}$ and full pipes. Wooden stakes about 1 metre in length also rope, tape and cotton wool. The track was about 25metre in length and they could only use the materials supplied. This activity also built anticipation and as it was successful it launched a new platform to complete the tasks ahead. They enjoyed the challenge of being a single group and needing to work together to build their egg race track.

3.8 Developing Self Reliance.

Trust thyself: every heart vibrates to that iron string (Emerson, R. W. 2008).

Using your own initiative, it is important to believe that your opinion and thoughts are significant and need to be expressed. Once students saw that their own ideas were also stated by others they realised, the magnitude of empowerment and

inturn felt empowered. *“One of the strongest feelings during that problem was absolutely frustration. Especially when we all tried to bring out only our own ideas without any result. That was in the beginning of the process. When we found the common language that feeling changed to the feeling that we have done something right and succeeded with the mission”* (Appendix 4, Anonymous 2005, pg.25). Discussion, planning of tasks, reviewing and listening to others helped to guide individual students to achieve team cohesion. This channelled the students through the process of constructive reflective practice, identifying what and who works well and how to achieve completion of tasks resourcefully and productively.

4 CONCLUSIONS

The reflective practice process was a form of subconscious learning in the beginning for the students. They were informed of the theory and briefly aware of the basic methods used in the process of reflective practice. Some were at first skeptical as were a few traditional old school teachers. This uncertainty was not entered into for long as students soon interacted actively without hesitation and teachers followed for the duration of the mission. As a young teacher in the foundation of her teaching career this project showed the possibilities of actively being involved with the students early on in their education. It enabled personal growth in developing a bond and a sense of who they were without pushing the boundaries of the teacher student interaction. The methods used were new and interesting and personally eager to see them in action after many discussions for implementation. The progression students showed during their involvement was clear; they were actively seeking out the goals aimed to achieve tasks. However all the while processing their mistakes and assessing progress. The students excitedly participated in the activities, thinking and discussions. Their interest increased hourly along with their enthusiasm. Over a short period of time students were able to be open and share information freely. This development from the boot-camp was carried into their first study year, easing themselves into group work and flexible group discussions. As a functioning team the students progressed forward deepening the knowledge of their fellow students various cultures and individual strengths and weaknesses. Personal development continued throughout other courses and provided opportunity for students to expand their study horizons.

The 2004 BBA boot-camp provided the school and the students with a network for the project with functional aims and objectives. These were used to benchmark this event, which were productively implemented and achieved. The students truly felt a connection to each other early on in the event. Student's comments supported the methods used, for example "*During the camp I learned more and more from everyone and I met several interesting personalities. Also new learning and working methods were huge achievements*" (Appendix 3, student 3, 2005, pg 23). The boot camp and its main learning concepts were useful

to students and teaching staff alike. It opened up the students minds through active participation. It allowed them to see the scope of learning by doing and that learning in business orientation could be interesting, practical and fun.

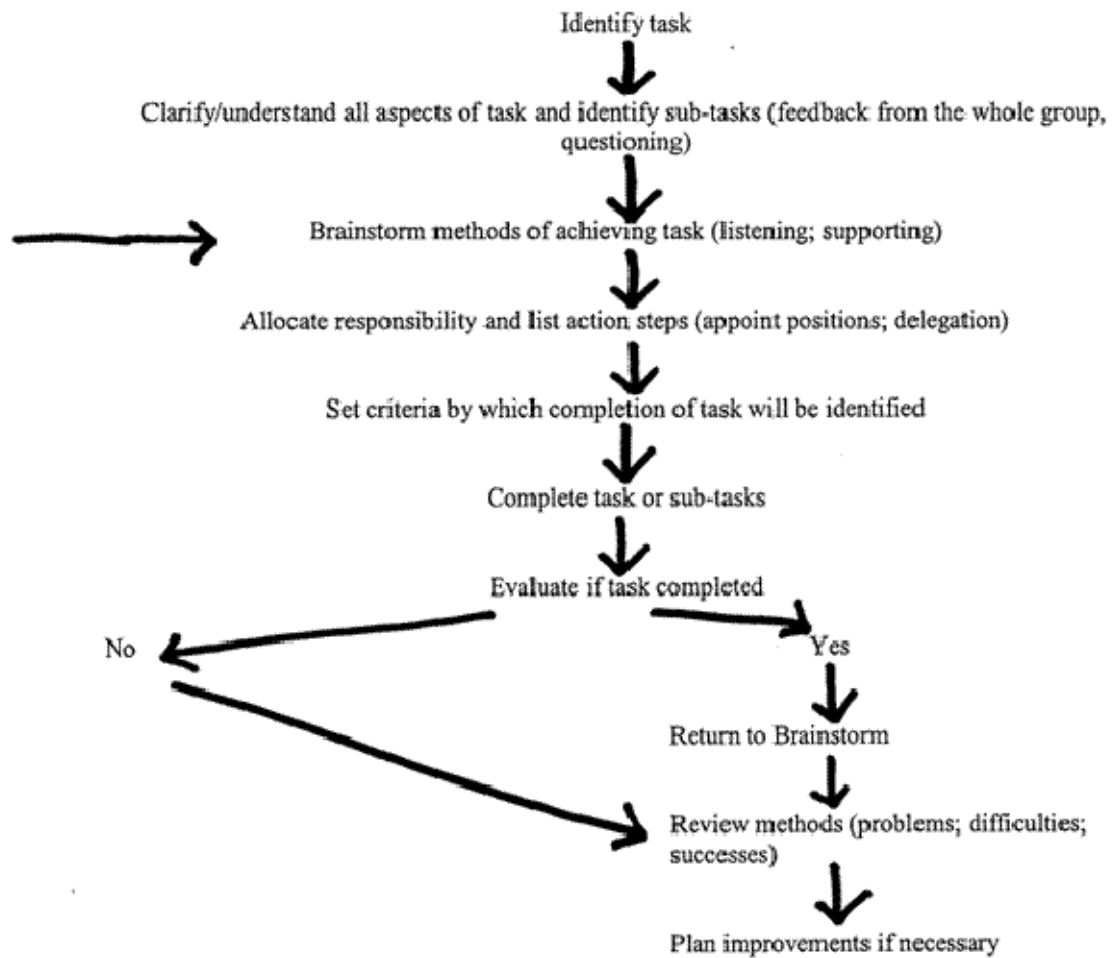
Afterwards it gave them a voice as feedback taken gave suggestions of likes, dislikes and possible improvements for future boot camps. This empowered the students with a sense of importance; that feedback is a necessary part of the learning process. It also gave students a feeling of worth and self fulfillment to achieve the greater goals early in their education. Thus enabling a stronger connection to learning at the Kajaani University of Applied Science and their peers for the support needed in the three year journey they had embarked upon.

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APPENDICES

Appendix 1: Task Flow Diagram



"Learning Circle"

Appendix 2: Program of Events

Day 1

Start Time: 09.30 am. (Short breaks will be added through the day)

Location: Ski Shelter.

Introductions: The Team.

Learning Agreement:

Activities:

Ice Breakers:

Butt Of.

Have You Ever.

Paired Interviews.

Name Game.

Group Juggle.

Paper Drop.

Team Challenge:

Tangled Knot.

Folding the Tarp.

Lunch 12.30pm.

Re-Start 13.00pm.

Location: Ski Shelter.

Power Point Presentation. (Sam teams in action). Activities:

Afternoon activities

Blindfold Leads. Circle Sit.

Egg Stream Delivery.

Review of the Day: Feedback Timings for Day 2:

Day 2**Tuesday 7th September 2004****Start Time** 09.30am.**Location:** Grounds around the Ski Shelter.**Slide show; -** Motivation**Activities: #** Chain Gang.
Sling Challenge.
Tyre Bridge
Laser matrix.**Kolb's Learning Cycle:** Discussion.

Lunch: 12.30pm to 13.00pm.

Power Point Presentation: Sam Pantling (teams in action).**Activities:**Circle Sit
Laser matrix.
Tyre Bridge
Mine field.
The bomb.
Communication exercise

Review of the Day:

Feedback.
Instructions given for Day 3!

Day 3**Wednesday 8th September 2004****Start Time:** 09.00am.**Location:** Meet at school and walk to Ski Shelter, Transport to Joutenlampi.**Activities:** Menu Plan and Budget.**Transport Students to Joutenlampi by coach.****Safety Brief:**

Sleeping Arrangements.
Survival Demonstration/Exercise.
Casualty Evacuation.

Lunch: 12.30pm - 13.00pm**Location:** Joutenlampi Grounds and around Lake.

Activities: Post-Man Walk.
Tyrolean Crossing.
Bridge Build.
Activities will finish when all elements have been completed.

Evening Meal:

Team Exercise.

Evening Activities:

Create a Nation.
Raise the Flag

Review of the Day:

Feedback.
Instructions given for Day 4.

Day 4**Thursday 9th September 2004****Wake up:** 8.00am**Start Time:** 9.30am.**Location:** Joutenlampi.
Clean Accommodation (hand over keys).
Transport Students to Polytechnic. Re-Group.**Location:** Kajaani Polytechnic**Activities:** Bridge Build.
The Fast and the Furious.
Hot seat review.**Course de-briefs:**
Feedback.
Final farewell.

Appendix 3: Evaluation of the personal development program (PDP) Boot camp!

Think about your achievements.

- 1. What did you learn about during the personal development program boot camp?*
- 2. What did you achieve at different points in the camp?*
- 3. How did the course initiate thinking skills?*
- 4. What personal skills have you improved on during the camp?*
- 5. How did this camp improve communication skills within a team?*
- 6. How will you work for improvement of the team communication skills in future?*
- 7. Do you have any worries after participating in the program?*
- 8. Are there any suggestions to be how the course could be improved?*
- 9. Would you like to be a tutoring student for 2005 PDP camp?*

Answers to these questions:

Student 1 - Boot camp evaluation of 2004

I learned to know people better and how to get friends with them. I also learned how to build a team spirit with people you don't know very well. I learned a few things about myself and how to get my opinions clear.

I learned that even though I'm pretty shy I should just get in to the groups and discussions and try to communicate with people.

You really had to use your brains there because there were so many different types of activities where your thinking skills were needed. It improved my thinking

skills so that now I can think more in different ways and think about something how someone other may see the same thing.

I have been more active in the tasks than I usually am and I tried my best and had enough encourage saying my opinions about things.

In the Boot camp you worked in so big groups that you really had to focus on listening to each others opinions and accept them and after that try to pick some of them which seems to be the best or the most practical in certain cases.

I'll support different people to open their mouths and tell their opinions because I've learned that if you don't say a thing when you have a possibility for that so you may probably regret that later.

Not really... I just hope that I am able to keep those new skills I learned about doing the tasks given. I also hope that I will have enough encourage in the future to show those things what I learned about me self during that Boot camp.

I just hope that also the next years' students are able to go through as great Boot camp as we did! =)

ABSOLUTELY! The tutoring students had such a big part in the Boot camp missions and arranging them must be very hard and it takes some much time. Our Boot camp was arranged so well that I want to be arranging as great experience to others as our tutoring students had arranged for us! (Of course you can't forget the teachers in this part!)

Student 2 - Boot camp evaluation of 2005

1. What did you learn about during the personal development program boot camp?

I learned everyone's name, their nationality and some vital matters from everyone. I learned new ways of working in groups and with groups. I learned to trust others and rely on their skills and knowledge. I have never experience something like that in three days, bunch of people created amazing team spirit and new friendships. Now it is easier to talk with people and be around different people, because in Boot Camp we were forced to work together otherwise nothing would have happen. I think most of all, I will remember that everything is much easier if

you co-operated with your group and when the group combines their knowledge, the group will be much wiser and experience would be much wider.

2. What did you achieve at different points in the camp?

My first achievement was to remember everyone's name and nationality and it's was not so easy that one may think. Some names were so hard to pronounce and when one meets twenty new people at the same time it is a tough task. During the camp I learned more and more from everyone and I met several interesting personalities. Also new learning and working methods were huge achievements.

3. How did the course initiate thinking skills?

Well I really woke up, now I know that almost everything can be solved if you just think hard enough and will not give up. I am very impatient person and Boot Camp also improved my patience. I usually gave up easily if I could not figure out a solution to a problem immediately but now, I try couple times more that I used to.

4. What personal skills have you improved on during the camp?

Now I can trust my classmates and enjoy their company. I can just be myself and now I do not have to be afraid of everything. I think all of my working skills are improved; now I work better in a group because I remember to listen, respect and trust others. Also my communication skills improved during those blindfolded tasks.

5. How did this camp improve communication skills within a team?

Well now we know each other so much better so it would be easier to communicate inside the group. At the camp we were "forced" to do group work so I/we realized that it is really good way of working and it really is, more the merrier. We have many nationalities in our group so we got so much to give to each other. All members in our group have their own opinions and none of us is afraid to say their opinions anymore and that is very important now everyone's voice is heard in our group.

6. How will you work for improvement of the team communication skills in future?

Supporting, respecting, listening and creating even better atmosphere to our team. Making everyone involved in every event and maybe arrange some free time activities together. If we spend also more free time together we will create and improve on this unbreakable team.

7. Do you have any worries after participating in the program?

I'm afraid if someone quits. I'm already so keen on to our class that I could not live without it. Of course I'm also little bit worried about, how this program is going to work because we are the first ones to commence it and complete it.

8. Are there any suggestions to be how the course could be improved?

More informal activities and more support from tutors and teachers. We can not completely learn to know each other if we do not share and learn from interest of others. The only free time at the Boot-Camp was in the evenings and if you did not want to die due to tiredness you had to go to sleep. Accommodation also divided people because some where sleeping in other building. But resources are not always perfect and it is understandable. But maybe some things could be improved for next year.

9. Would you like to be a tutoring student for 2007 PDP camp?

Yes! I definitely would like to do that and I think I could be pretty good at it. I have experience in tutoring. I was a tutor in senior secondary school and I liked it very much.

Student 3 - Boot Camp evaluation of 2006

First of all, I would like to bring up my thoughts before the boot camp. I have to admit I was a little skeptical. Or in the other words, I was a bit doubtful for the purpose of the following camp. I was pretty sure there is nothing to do about our team work. And that's simply because we did not know each other and I had kind of given up already on the "team spirit". Well, soon it was time to leave to the

camp. I had noticed already in the beginning of the academic year that there are some specific groups formed. Well, I guess the first purpose of the camp was to break those groups and make everyone us to get to know everyone of us individually. By different kind of activities and practices we got some touch to the others and later on, we simply could not avoid getting to know each other. But of course, it was a lot up to the person too. Being open minded was the key and that was the thing we were looking for there.

In the beginning of the camp we made the rules we will follow. That was part of the learning too. We learnt the basics of the group working together. We learned that each of us has the different opinion. That makes us individual person and that makes us all different. We learnt how to respect and look up to someone else's opinion and point of view. Also, we learnt how to trust someone else. I think that came up also with the exercise where we made pairs and other one were not able to see and the other one was. So, the other had to lead the other while the other had to ask directions. We were not allowed to touch each other which made it even more difficult and made us depended on someone else.

I personally learnt many things during that camp. Not only from others but also the others. I think the most important thing was listening to the others, taking their point of views as an advantage which I will learn something and benefit somehow in the future. I learnt a lot of things about myself too. I am usually a type of person who wants to get done with some thing as soon as possible. By saying that I mean I want to get things done very fast and not really think. Well, during that camp I understood that planning is very important thing to do when it comes to different kind of projects and things that needs some careful planning. Also, when there is a group the planning and the positions becomes even more important. As it was said, we achieved lots of activities. To get to know people better, we started with different kind of name games when you will practice your memory and start getting to know the names and personality as well. For an example, we organized an alphabetical row from our names standing on one rope and no one was allowed to "fall" to the ground. So, that way we had to get in touch with the people, literally.

Our planning skills were totally tested in one building project where we were supposed to build some sort of pipe (around 10 meters long) for an egg which was not allowed to break on the way to the end.

Our group did not succeed with that but it made us feel better to know that none of the previous groups succeeded either. This was a good example of our communication skills too. We had to be interactive to get some process.

Communication skills were improved during the camp because people got to know that the own opinion is not always the only one or the best. And without any interactive communication there is no good result. I am little worried about that thing in the future because those things are very easy to forget if someone is not reminding us. That is especially beginning of our studies. But I am sure that as the time goes by and we will get to know each other even more that will not be an issue.

I don't really have any suggestions for the program for the future. I think all of those achievements were excellent and using the same ones for example in next year would be a good idea. I personally enjoyed the camp and I think it was interesting to follow the process on side as a tutor and teacher.

That is why it would be very interesting to join the next camp next year. –
Especially the international one.

Appendix 4: Edward De-Bono's 6 Thinking Hats Reflection Task.

I will take now one of the activities that we did during the camp and analysis it with the six thinking hats that we were given.

The achievement I decided to take is building a bridge over “swamp”. The reason I chose this mission is that especially this one needed to be planned very carefully. Also, we had to use “the stones” to help us to get there. The meaning was to get all the people to the other side of the swamp helping each others.

The negative points of the topics were absolutely the fact that it wasn't really safe. We had couple of injuries during that achievements but not that serious. Those injuries happened just because we were too excited for listening others opinions and suggestions. There was another problem as well. I was a little disappointed to our way to communicate. Unfortunately, we did not use our communication skills that we were told to do. That led to the situation where all of us were just yelling our own ideas and no-one listened each other because the own idea was always the right one. But then we suddenly realized that the way we were solving the problem won't work in that way and we found our way to communicate all together after while.

The positive aspect of the mission was the fact that we all supported each other. Also, it was very interesting process. I was very interested building it and it was very interesting to hear how different ideas we got because this “mission” did not have only one result. Also, I noticed that we got little better in planning.

Generally I really liked the process and I have to admit that was the best achievement, in my opinion, when it comes to growing as a group.

One of the strongest feelings during that problem was absolutely frustration. Especially when we all tried to bring out only our own ideas without any result. That was in the beginning of the process. When we found “the common language” that feeling changed to the feeling that we have done something right and succeeded with the mission. I felt also a little bit of anger because I felt nobody listened but then I realized that I was also one of them who didn't listen. I

really learnt something about other people and I really learnt that it is really right to say there are different people.

About our creativity and imagination... We certainly had some! We had some great ideas and I had no idea how creative we could get with this group. That was the thing I was really amazed. And I understood more and more how individual we all are. And this was the way to learn it.

We got some great ideas but we ended up to the one which didn't really bring us to the end. I mean, we did have everyone to the "other side of the swamp" but it took a little bit of overtime and many of us fell into the swamp. (I included) but we just continued.

As it was said already, I picked this exercise because it gave me the most. I learned how different we are and how different ideas make us individual. I learnt how to listen and take the new ideas as an advantage. I know that eventually these kinds of problems are a lot easier to solve. Overall, I really learned a lot and I know I am not the only one. I can see a huge difference in other people as well and working with people is easier. The way we solved the problems got better all the time and I wish we will work on our team spirit in the future too.

I hope this answered to the questions.