

The Reviewing Process

Step	Definition	Illustrations	Tools
<p><b>Observation</b></p>	<p>Gives students an opportunity to identify elements of spiritual life or community involvement that have been explored in, or were part of, the “acting” phase.</p>	<ul style="list-style-type: none"> <li>▪ <b>Bring up facts that are relevant to the areas selected:</b> <ul style="list-style-type: none"> <li>- what has been said and done, gestures made, and their effects</li> <li>- motivation at the outset</li> </ul> </li> <li>▪ <b>Name feelings related to the “acting” phase:</b> <ul style="list-style-type: none"> <li>- their own and those of others</li> <li>- before and during the “acting” phase and now</li> </ul> </li> <li>▪ <b>Bring out observations and questions:</b> <ul style="list-style-type: none"> <li>- conceptions, representations, prejudices, relationships with others and with the universe, etc.</li> <li>- reasons for or consequences of what they have discovered</li> </ul> </li> </ul>	<p>The following tools may be used in one or more of the process:</p> <ul style="list-style-type: none"> <li>▪ Questioning</li> <li>▪ Analysis checklist</li> <li>▪ Journal</li> <li>▪ Portfolio</li> <li>▪ Sharing circle</li> <li>▪ Parables</li> <li>▪ Proverbs</li> <li>▪ Analogies</li> <li>▪ Fables, tales, stories, allegories</li> <li>▪ Guided daydreaming</li> <li>▪ Anecdotes</li> <li>▪ Role plays</li> <li>▪ Mime, skits, dance, songs</li> <li>▪ Drawing, crafts, collage, assembly</li> <li>▪ Ritual</li> <li>▪ Symbolic gestures</li> <li>▪ Etc.</li> </ul>
<p><b>Deepening</b></p>	<p>Gives students an opportunity to examine the observations made and their repercussions on their spiritual life and community involvement in light of their past experiences, comments by others, universal knowledge, human wisdom, etc.</p> <p>This step maximizes the contribution to the students’ progress in the integration of their being and the development of their social conscience.</p>	<ul style="list-style-type: none"> <li>▪ <b>Explore facts and feelings in order to identify and broaden:</b> <ul style="list-style-type: none"> <li>- representations, conceptions, prejudices present before and after acting</li> <li>- the beliefs and values involved and ways of thinking, being and acting in the past and present</li> <li>- connections with their past experiences</li> <li>- differences from other people’s experiences</li> <li>- etc.</li> </ul> </li> <li>▪ <b>Take a personal position regarding:</b> <ul style="list-style-type: none"> <li>- their spiritual and social beliefs and values</li> <li>- their world-views and views of the meaning of life and of their own lives</li> <li>- their conceptions of God, the Absolute or the ultimate reality</li> <li>- their place in the world</li> <li>- their understanding of their relationship to others and to the universe</li> <li>- their sense of commitment</li> <li>- etc.</li> </ul> </li> </ul>	<p>Other, more elaborate tools may be adapted for use at any step: metacognition, psychagogy of values, Bernard Lonergan’s insight, life review, etc.</p>
<p><b>Follow-up</b></p>	<p>Gives students an opportunity to anticipate the changes they will make or the actions they will undertake in light of their new awareness and, occasionally, to become conscious of their reviewing process and to judge its value for them and their interest in using it again.</p>	<ul style="list-style-type: none"> <li>▪ <b>Look at possibilities for the renewing phase:</b> <ul style="list-style-type: none"> <li>- Define concrete actions for continuing and improving their <i>acting</i>, taking into account their new awareness.</li> </ul> </li> <li>▪ <b>Discover their own reviewing process:</b> <ul style="list-style-type: none"> <li>- ease with the process</li> <li>- interest in applying the process</li> </ul> </li> </ul>	<p>Other, more elaborate tools may be adapted for use at any step: metacognition, psychagogy of values, Bernard Lonergan’s insight, life review, etc.</p>

EXPLANATION OF THE *REVIEWING* PHASE

- The *reviewing* phase comprises three steps: observation, deepening and follow-up. The importance placed on each of the steps varies according to the form of reviewing.
- There are three possible forms of reviewing: nano reviewing, micro reviewing, macro reviewing.

The table below presents the main characteristics of the three forms of reviewing. At the left of the table, in the shaded area, the three steps in the reviewing phase are shown with, in **boldface**, the step that should take precedence in each form. The grey areas between the forms of reviewing show that they are not completely separate from each other.

Reviewing process (3 steps)	Prerequisite: Acting	CHARACTERISTICS	Duration	Scope	Time	Actions	Description
OBSERVATION DEEPENING FOLLOW-UP	<p>The reviewing phase must be preceded by <i>acting</i> because it is the <i>acting</i> that is reviewed.</p> <p>To facilitate reviewing, the students' attention may be drawn, <i>while they are acting</i>, to one or two aspects of spiritual life or community involvement that are present in the <i>acting</i> phase (values or concepts), by means of questions, comments, attitudes, gestures, etc.</p> <p>The idea is to help the students perceive meaningful aspects that may be reviewed.</p>	NANO reviewing	Short	Narrow	At the end of an activity	Observe Become aware Realize	Give students an opportunity to examine, using a structured process, an aspect (value or concept) of spiritual life or community involvement that is present in <i>acting</i> in order to become aware of certain repercussions, connections or consequences.
OBSERVATION DEEPENING FOLLOW-UP		MICRO reviewing	Medium	Developed	After a project or several activities	Examine Search Explore Define Detail	Give students an opportunity to examine, using a structured process, some aspects (values or concepts) of spiritual life or community involvement that are present in <i>acting</i> in order to begin to see their repercussions, connections and consequences.
OBSERVATION DEEPENING FOLLOW-UP		MACRO reviewing	Long	Broad	After several projects or activities	Delve Dig Develop Amplify Scrutinize	Give students an opportunity to examine in greater depth, using a structured process, several aspects (values or concepts) of spiritual life or community involvement that are present in <i>acting</i> in order to more clearly identify their repercussions, connections and consequences.