Emoji-Based Reflections with Preservice Agricultural Education Students
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Introduction

• Reflection is an important and impactful tool in education.
• Auditory or visual media reflection has been shown to offer more benefits than traditional writing exercises.
• This innovative practice uses the popularity of emojis to assist preservice teachers in guided, non-linguistic reflection.

Methodology

• The purpose of this innovative practice was to describe the use of emoji-based reflections with preservice agricultural education students.
• Students were asked to describe their student teaching experience using emojis during weekly reflection exercises.
• Student texted their emojis to the instructor and those responses guided discussion.

Results

• Student averaged 3.5 emojis per message.
• 33 different emojis were used throughout the weekly reflection exercises.
• Students used emojis to display personal emotions, health, classroom management, and teaching content.

Conclusions

• The exercises were easy and free to implement.
• Majority of students found the exercise to be positive.
• One student found the exercise to be “not worth the extra hassle”.
• Time and discussion parameters are recommended.