

Reflective interaction builds students’ educational resilience: 'Steeling' inspiration from high impact practices.



This study examines how reflective interaction supports student resilience, belonging, and self-efficacy. Reflective interaction occurs when students respond to structured prompts, share challenges and growth, and then engage with peer feedback. This process activates meaning-making, metacognitive reframing, and a sense of shared academic journey.

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Research Question & Hypothesis

RQ: How do college students use reflective interaction toward critical self-evaluation?

H: Higher levels of social support in reflective interaction predict greater self-efficacy, optimism, mindfulness, and student retention.

“[Peer mentors’] input really elevated the overall presentation, and I now feel more confident going into my upcoming career fair and future networking opportunities.”

[Peer mentors] made sure I felt confident with each decision I made, and their guidance was incredibly valuable. I felt supported the entire time, and the clear explanations helped me gain a deeper understanding of the tools I was using.”

Reflective Interaction as a Catalyst for Resilience

Resilience emerges through communication, not isolation. When students publicly narrate challenge–response–growth cycles and receive peer validation or perspective-taking prompts, they enact the communication theory of resilience (Buzzanell, 2017).

Key Mechanisms

- Identity anchors
- Alternative logics
- Adaptive sensemaking
- Social affirmation

How this shows up at ODU:

COMM 433 Capstone and WBL Student Module prompts guide students to revisit assumptions, name adaptive strategies, and make sense of setbacks.

Communication Pedagogy, Belonging, and Retention

Resilience grows within relational networks. Communication pedagogy creates the structures where students reflect, respond, and imagine possible selves alongside others.

High-Impact Practices (HIPs)

These spaces normalize vulnerability, connect students across shared experiences, and leverage peer-to-peer meaning-making. This supports belonging (Walton & Cohen, 2011) and integrative learning (Eynon & Gambino, 2018), which are essential amid current enrollment and retention pressures.

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About Me
JULIAN BARNES is an actor, voice talent, USAF veteran, and full time university student. After serving in the Air Force for six years as an aircraft maintainer, he decided to follow his creative and

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Up, Up, and Gazing Away: The Representation of Women in Superhero Films of the Post-2000s Era

Superhero films have quickly become some of the most profitable films in Hollywood, with 16 of the top 50 highest-grossing films of all time coming from the genre. These comic-based films, most known for their intense action and powerful heroes and heroines, are capitalizing on a harmful, yet common, industry practice regarding the representation of women.

Discursive Artifacts of Resilience

ePortfolios serve as living records of student growth. Reflections, revisions, and peer exchanges become evidence of resilience-in-practice.

What we observe: movement from description to analysis, clear articulation of adaptation and problem-solving, professional identity formation through iterative storytelling.

Expected Impact

- Scalable model for fostering resilience and belonging.
- Evidence for the role of communication practices in student persistence.
- Strong applicability for first-gen and marginalized students navigating academic transitions.