

The ORID reflection process

What is it? When is it used?

An ORID is a facilitated process for enabling focussed conversations with a group of people to understand their level of agreement and disagreement with each other about a particular issue or for obtaining feedback and reflection on participants' experiences. It is based on the four cyclic stages of Kolb's (1984) Experiential Learning Theory (Experience → Reflect → Generalise → Apply → Experience → Reflect etc.). **ORID** is an acronym for:

- **O**bjective – the facts – what the group knows about the issue/experience
- **R**eflective - emotional response – what the group felt about the issue/experience
- **I**nterpretive - meaning and learning – what have the group learned about the issue/experience, what do these learnings mean?
- **D**ecisional – response or evaluation – what is the decision, evaluation or future action.

The ORID is a flexible tool that can be used for a number of different purposes, including the evaluation of events, which is the primary focus of the current description. Questions for each stage of the ORID should be prepared beforehand and tailored to the specific event or issue under examination. They should be open-ended but specific and sequenced so that, in each stage, easier questions are asked before harder ones. ORIDs provide qualitative data that is useful for evaluating and improving projects or events. Using the ORID process effectively requires a degree of skill on the part of the facilitator to ensure that it does not turn into a talkfest, remains focused, follows the process structure and gives everyone an opportunity to contribute meaningfully and equitably. It is a good practice for the facilitator to explain the process to the participants before they begin.

It is important that the steps of the ORID be followed sequentially. The process structure is its strength. The idea is that once the facts of the situation and the participants' emotional responses to the situation have been clarified, then the participants are in a better position to understand and interpret the meaning of the information or situation and therefore make better decisions regarding it.

Reference

Kolb, D. A. (1984). *Experiential Learning Experience as the Source of Learning and Development*. Englewood Cliff, New Jersey. USA: Prentice Hall Inc.

ORID Question Template Example 1

This example template for ORID questions comes from ‘Workshop Notes on Methods’ (Coutts J&R, 2014). The first columns show the elements of the ORID structure, the second column shows the focus of the element and the third column shows focus questions specifically designed for farmer extension workshops. However, most of the questions are relatively generic and can easily be used or adapted for any workshop or event.

ORID Elements	Focus	Suggested questions
O Objective	Getting the facts	<ul style="list-style-type: none"> • What did we do today? • How did we do it? • What do you remember from today? • What did you hear or see? • How many people were there? • Who was involved, what was said?
R Reflective	Emotions, feelings, associations	<ul style="list-style-type: none"> • How did you feel? • What was your first response? • What other feelings did you experience? • Did you like this or not? • Where do you remember the whole group reacting? • How did your apprehension change or your confidence grow?
I Interpretive	Value, meaning, purpose, learning	<ul style="list-style-type: none"> • What would you say were the main points? • What did this mean? • What were the main messages? • What did you learn? • Which of these actions should be first priority?
D Decisional	Future steps	<ul style="list-style-type: none"> • In what ways can you apply what you saw today to your farm? • How might the things you observed today change what you do on your farm? • What can you or will you use or follow up from today? • What would you say about this event to someone who was not there?

Source: Coutts J&R. (2014). Workshop notes on methods.

ORID Question Template Example 2 (Generic)

ORID elements	Focus	Generic questions
<p>O</p> <p>Objective</p>	<p>Facts, data, senses</p> <p>Used to draw out the facts and observable data about the event. Participants learn that there are different perspectives. Questions relate to thought, sight, hearing, touch and smell</p>	<p>What images or scenes do you recall?</p> <p>Which people, comments or words struck you?</p> <p>What ideas/people caught your attention and why?</p> <p>What sounds do you recall?</p> <p>What tactile sensations do you recall?</p> <p>What were the other elements?</p> <p>What words jumped out at you?</p>
<p>R</p> <p>Reflective</p>	<p>Reflective questions, reactions, heart and feelings</p> <p>Questions relate to the affective domain of emotional responses moods and hunches</p>	<p>How did this xxx affect you?</p> <p>Were you concerned at any time?</p> <p>Were you surprised at any time?</p> <p>Were you worried at any time?</p> <p>What was the high spot?</p> <p>What was the low spot?</p> <p>Where (did) you struggle?</p> <p>What was the collective mood of the individuals involved?</p> <p>How did the group react?</p> <p>Were you surprised/angered/elated/curious/confused/depressed by anything in the experience?</p>
<p>I</p> <p>Interpretive</p>	<p>Interpretative questions, critical thinking: so what?</p> <p>Participants consider the value, meaning or significance of the event for them. By hearing other people's viewpoints their thinking gains perspective</p>	<p>What was your key insight?</p> <p>What was the most meaningful aspect of this activity?</p> <p>What can you conclude from this experience?</p> <p>What have you learnt from this experience?</p> <p>How does this relate to any theories, models and/or other concepts?</p>
<p>D</p> <p>Decisional</p>	<p>Decision Questions: now what?</p> <p>Individuals/group make decisions on outcomes and determine future resolutions and/or actions</p>	<p>What will you do differently as a result of the experience?</p> <p>Has this experience changed your thinking in any way?</p> <p>What would you say to people who were not there?</p> <p>What was the significance of this experience to your study/work/life?</p> <p>In future in how many different ways could you... as a result of this...?</p> <p>What would it take to help you apply what you learnt?</p>

Adapted from Hogan, C. F. (2003). *Practical facilitation: a toolkit of techniques*, Kogan Page: London, England.