

Reflection:

**A Quick Look at What It Is,
Why It's Important, and
How It Can Be Done**



Reflection is part of the learning process.

Experimentation

Now what?

Experience

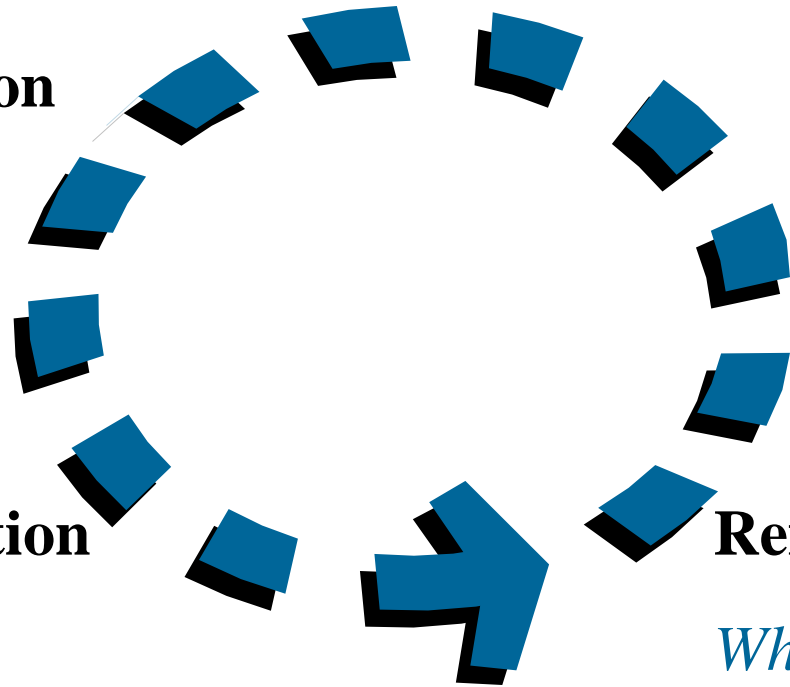
What happened?

Conceptualization

So what?

Reflection

What was that about?



What Is An Experience?

“It is an event, training, activity, occurrence, adventure, experience, endeavor, lecture, outing, undertaking, project, seminar, quest, escapade, happening, or effort. The experience is nothing more than a reference point or marker in one’s life. It can be overlooked, discounted, passed by, ignored, or forgotten. Then again, it can be the turning point, catalyst, energizer, enzyme, breakthrough, impetus, stimulus, incentive, or driving force for great changes and learning. *The experience is just the experience. What we bring into it, take from it, leave there, reach for, and continue to use, are all up to us.*”

(Luckner & Nadler, 1997, xv. Graphics added.)

Experience

Workshops/speakers

Group projects

Individual projects

Service learning

Field trips/travel

Community activities

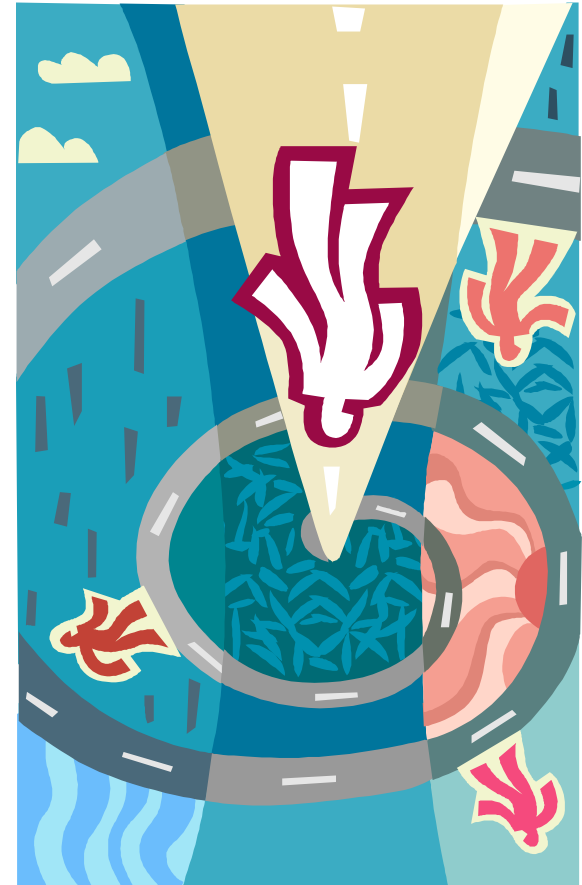
Case studies

Student organizations

Residence living

Employment

Etc.!



When to Reflect

- Beginning
- Middle
- End



Reflection Can Take Many Shapes

- Individual
- Small group/large group
- With community partners
- Class-based/other group
- Written/oral
- Activity-based
- Single event/ongoing



Reflection: Design Decisions

From <http://www.compact.org/disciplines/reflection/structuring/decisions.html>, retrieved 6/1/06

- Learning outcomes
- Frequency and timing of reflection
- Form of reflection
- Degree of Structure
- Small group/large group
- Communication with Community partners
- Feedback/grading

Reasons for Reflection

(From <http://servicelearning.org/static/link/pages/428.htm>, retrieved 6/1/06)

Academic Learning

- Improved basic skills.
- Better learning of subject matter.
- Higher level thinking and problem solving.
- Learning to learn from experience.

Personal Development

- Awareness of changes in oneself.
- Taking charge of life.
- **Program Improvement**
- Improved service.
- Improved program.

Reflection Helps Students . . .

- Experience
- *REFLECT*
- Visualize/conceptualize implications & possibilities
- Act
- And then *reflect* again. . .

Grow!



Rubrics

An Overview

What Is a Rubric? A Simple Definition

Criteria for evaluating a piece of work



Types of Rubrics

- Analytical (specific components)
- Holistic (overall guidelines)

Other ways of distinguishing among rubrics

- General
- Task-specific

Uses for Rubrics

- Rationale for assigned grades
- Formative feedback for individuals or groups
- Summative feedback for individuals or groups
- Program (or course or project) assessment

Who Develops Rubrics

- The instructor
- Groups of instructors
- Individual student
- Groups of students
- Instructor and students together
- Faculty member(s) and community member(s)

Some Examples of Applications

- An instructor provides feedback with an individual or group grade
- Individuals or members of a group provide feedback on individual performance (e.g., on an oral presentation or an essay)
- A student evaluates his/her own work
- A student evaluates his/her progress in developing defined behaviors/characteristics (e.g., leadership, initiative, class participation)
- A group evaluates its work on a project--either while in process on the project (formative evaluation) or at the end of the project (summative evaluation)
- A group evaluates defined dimensions of group behavior (e.g., listening, respect for others' views, sharing of roles)

Advantages of Using Rubrics

Adapted from <http://www2.sjsu.edu/ugs/assessment/as-tools.htm> (6-5-06)

From a faculty viewpoint, the use of rubrics

- helps faculty score students' work more accurately, fairly, and reliably - and more quickly
- requires faculty to be much more precise about criteria for evaluating student work
- can lead to shared standards among faculty about what makes a good essay or project
- sets standards for student achievement and make the standards explicit to students

Advantages of Using Rubrics

Adapted from <http://www2.sjsu.edu/ugs/assessment/as-tools.htm> (6-5-06)

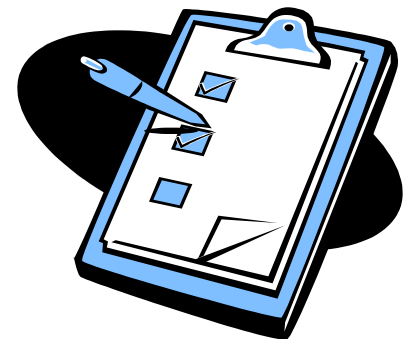
From a student viewpoint, the use of rubrics

- gives students a better idea about the qualities their work should exhibit
- allows students to self-assess work prior to submission and to offer feedback to peers
- helps students understand the meaning behind a grade
- improves student performance, particularly among lower achieving students

Advantages of Using Rubrics

And last, as a *starting point for conversations!*

- ✓ Among faculty
- ✓ Among faculty and students
- ✓ Among students and student
- ✓ Among faculty and community members
- ✓ Among students and community members



Reflect,

Connect,

Learn,

Grow!

