Reflection, *especially in ePortfolios*

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--Definitions

--Varieties

--Models

--Practices

1. Defining a Term and Locating It Socially

2. Revisiting a Term

3. Learning as You Go: Choosing an Artifact and Reflecting on It

4. Reflecting on a Set of School Artifacts to Demonstrate Development or Achievement to a
     Campus Audience

5. Choosing and Reflecting on an Artifact to Demonstrate a Pivotal Moment

6. Reflecting on a Set of Expanded Artifacts to Demonstrate Achievement to a Public Audience

--Response and Assessment Options

Some References

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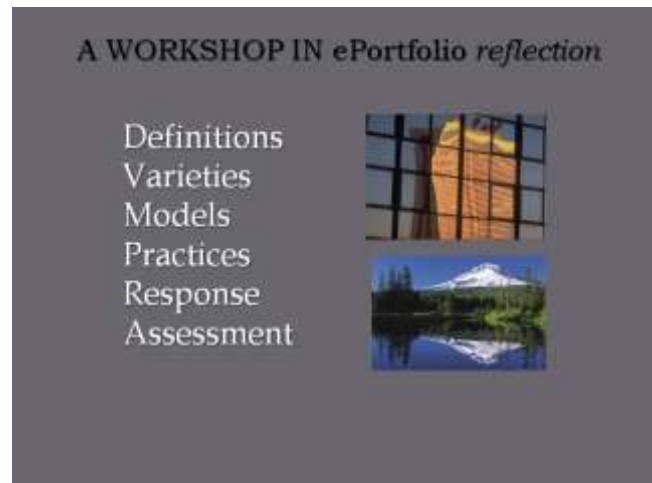   Study." *International Journal of ePortfolio*, 5.2 (2015): 107-121.
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Developmental Perspectives on Reflective Learning

Frameworks/Themes	Beginning	Intermediate	Advanced
Self Assessment Framework • Observing performance • Using evidence, feedback • Finding/ analyzing patterns • Making judgments	Vague, global judgments, asserted w/o evidence Simply repeats description, judgment of assessors Sees performance as same as assignment (e.g., did what was told) Sees feedback as affirmation and evidence Offers procedural stories, describing action w/o perspective on ability Doesn't move from observation to inference	Relates judgments/conclusions to evidence (inference) Deepens understanding of ability Uses feedback to expand understanding of ability Connections and links are realized in plans Recognizes cause and effect relationships Uses designated discipline frameworks	Makes connections, applications, and uses to move forward Observes intentional changes as a basis for higher learning Uses multiple frameworks from disciplines and beyond Probes own work and meaning of ability Uses ability as a framework for learning and assisting others
How People Learn • Concepts and Misconceptions • Knowledge Construction • Metacognition	Sees feedback as external and not subject to control and analysis Sees knowledge construction as only what is received through assignment/assessment Meaning of ability is limited to the terms given in the assignment/assessment Employs personal theories, more or less consciously	Sees feedback as a means for understanding links between her performance and target abilities Uses diverse tools and notes own changes in own patterns of performance Begins to have an understanding of the tools being employed and the metacognitive nature of one's decisions and planning Uses explicit theory applications	Incorporates feedback and past performance in constructing further performance and learning plans Uses growing command of knowledge structure (e.g., expertise, discipline, theory, abilities) as a foundation for further learning Understands own performance as a learner and transfers learning strategies to multiple contexts
Learning That Lasts • Developing identity as a learner and performer • Constructing ability frameworks across performances • Linking ability to development	Observes personal behavior with concrete relationships to broad criteria Utilizes criteria and generalized notions of effectiveness/success as the basis for reflection Global self evaluations minimize attention to connections between performance and the power of reflecting on performance	Self-identifies as a learner, constructing meaning in experience Employs a concern for a future self and performance Includes personal values and identity in own narrative Recognizes multiplicity Questions personal assumptions Uses abilities as a framework for criteria through which to interpret situations Clear conception of challenges, with positive attitude or confidence in ability Develops self assessment as a basis for personal improvement	Elaborates own identity as professional and individual, including self as learner Employs an internalized construction of effectiveness Uses multiplicity as a basis for developing identity Moves between questioning personal assumptions and construction/articulation of commitments Situates personal narrative in relation to a wider narrative history (e.g., becoming a professional) Develops personal identity in relation to mature commitments Uses self assessment and reflection to transfer ability and capacity to new situations Integrates personal effectiveness as part of a developing future self

Loyola Engaged Learning
Reflection Guide

Section 3: Engaged Learning Rubric

Levels/Criteria	Does Not Meet/ Partially Meets Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Score/Level
Synthesis through Reflection	Does not clearly connect out-of-class and in-class experiences as they relate to the Engaged Learning Experience, or does not demonstrate meaningful reflection upon the experience.	Articulates clear connections between the in-class and out-of-class components of the Engaged Learning Experience, and reflects meaningfully upon the experience.	Demonstrates clear connection/s between the in-class and out-of-class components of the Engaged Learning Experience, and demonstrates exceptional insight in meaningful reflection upon the experience.	
Relate Experience to Development	Lacks clear connection between the Engaged Learning experience and the student's intellectual, personal, professional, and/or civic development, or does not demonstrate meaningful reflection upon the experience.	Clearly articulates how the Engaged Learning experience contributed to the student's intellectual, personal, professional, and/or civic development, and reflects meaningfully upon the experience.	Clearly articulates how the EL experience contributed to intellectual, personal, professional, and/or civic development, and demonstrates exceptional insight in meaningful reflection upon the experience.	
Connect Engaged Learning to Loyola University Chicago Mission	Does not articulate a clear connection between the Engaged Learning experience and Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."	Articulates a clear connection between the Engaged Learning experience and Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."	Demonstrates how the Engaged Learning experience helped put into action Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."	

Code of 0

- Not a reflection
- "lkj;asdkjfg ai8ujrgm;qawerg"

Code of 1

- Represents a surface reflection
- The reflection **centers around the artifact** uploaded and does not extend pass the particular artifact.
- Example 1: "I made this graph in Excel. It is my all time favorite graph. I'me sure you can see how hard I worked on it."
- Example 2: "I absolutely loved writing this paper because it forced me to dig deep into this issue and write my personal opinion, which at times, can be very strong. I think that it has some good points and is a worthwhile document."

Code of 2

- Represents a surface-moderately deep reflection
- The reflection still centers around the artifact uploaded, but starts to extend past the particular artifact to include a discussion of the class or thoughts about working on the particular artifact. It **does not extend to anything past the artifact** though; all thoughts are centered on the artifact still.
- Example 1: "I believe this paper displays my ability to research and write a thorough description of complicated processes. It also displays my understanding and mastery of the following National Science Education Standard: The earth is a system containing essentially a fixed amount of each stable chemical atom or element. Each element can exist in several different chemical reservoirs. Each element on earth can move among reservoirs in the solid earth, oceans, atmosphere, and organisms as part of biogeochemical cycles."
- Example 2: "This document taught me how to use a basic tool such as draw to create images and pictures using technology. I learned how to manipulate the mouse and object on the computer to come up with a final product that looks such as this."

Code of 3

- Represents a moderate reflection
- The reflections starts to extend past the artifact itself and starts to talk about how the creating the artifact has helped them for the **near future**. There are notions of growth in education, but not connected to the distant future.
- Example 1: "This is my Teaching Project I for MUED 240: Introductory Music Field Experience. I liked doing this project because it gave me a chance to become more skilled in using technology. Also, I was able to identify good and bad concepts in my teaching."
- Example 2: "I liked doing this because it forced me to think about what good webpages entail but I do not think that anyone else will find it that valuable because it was done by a young college student and may not be as reliable as other website checklists."

Code of 4

- Represents a moderate to deep reflection
- The reflector makes only a loose connection to the actual artifact, and starts to look at how the project has helped them for the **distant future**. The reflection is less concerned with the particular events of the reflection, but now looks at how the process was helpful and informative for other things.
- Example 1: "This lesson plan I saw in my observations and I really liked how he did this lesson. I think that it will help the students get interested in authentic german songs, as well as learning about grammar and new vocabulary."
- Example 2: "I really liked doing this in class because I feel that it is important to recognize children's acheivements and hard work with something that they are able to hang on their parent's refrigerator."

Code of 5

- Represents a deep reflection
- The artifact is hardly mentioned, but the process of creating it and the uses are the topics of the reflection. The reflector is discussing how the process is going to help him/her obtain future goals. The reflector is able to see how the individual artifact will actually be able to help **areas in their future**.
- Example 1: "With all the changes that occurred with my assistantship institution, I was expected to go above and beyond my normal duties. One such responsibility was to complete a directors report highlighting all the events and activities that student activities did. Doing this allowed me to look more critically at what types of programs this office produces. Further, I can critically analyze what methods and steps I can take to produce better events in the future."
- Example 2: "After taking EFTL 302, I have learned a great deal of information that will be VERY beneficial in my future as a teacher! Although it was very stressful at times, I learned how important it is to incorporate technology nto my classroom. I hope that the school I get hired at will have computers in my classroom and will be willing to supply me with the technology I need. I truely hope to use it as much as possible, especially to allow students to use it for their own work."