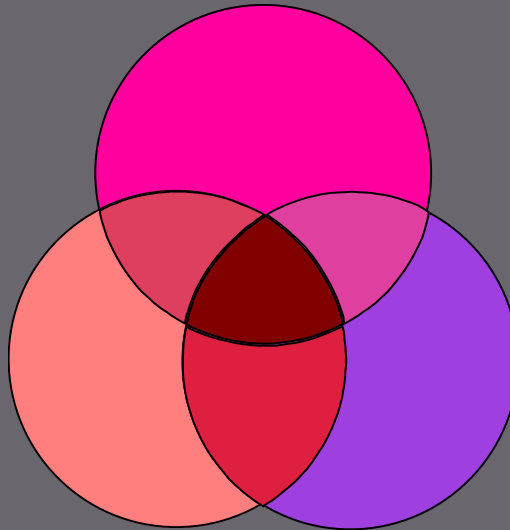


reflection

DEFINITIONS, PURPOSES, MODELS, AND ASSIGNMENTS



HOW DO YOU DEFINE REFLECTION?

Provide a definition on your card;
put your name on the card.

Pass it around the table,
with each person reading and
responding to it.

HOW DO YOU
DEFINE
REFLECTION?

WHY IS HIGHER
EDUCATION
INCREASINGLY
TURNING TO
REFLECTION?

DEFINING REFLECTION/Carol Rodgers

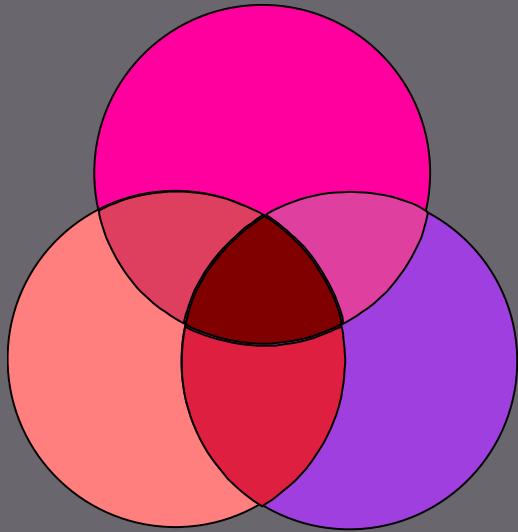
These four criteria include the following:

1. Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas. It is the thread that makes continuity of learning possible, and ensures the progress of the individual and, ultimately, society. It is a means to essentially moral ends.
2. Reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry.
3. Reflection needs to happen in community, in interaction with others.
4. Reflection requires attitudes that value the personal and intellectual growth of oneself and of others.

HARVARD BUSINESS REVIEW

We define reflection as the intentional attempt to synthesize, abstract, and articulate the key lessons learned from experience.

IN SCHOOL: Reflection as opportunity to
make connections~~and meaning~~from
the past, often as a stage for the future



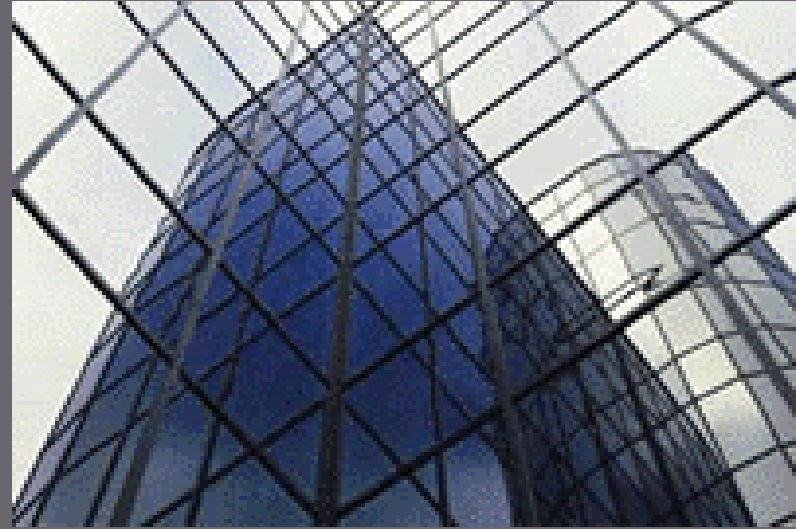
Delivered curriculum

Experienced curriculum

Lived curriculum

REFLECTION

- A **process** by which you are able to assess your own work
- A **process** that allows you to make connections and think about your learning
- A **process** that allows you to make knowledge
To reflect, you (1) stop the flow of work
(2) review what you have done
(3) prepare to share
what you have learned



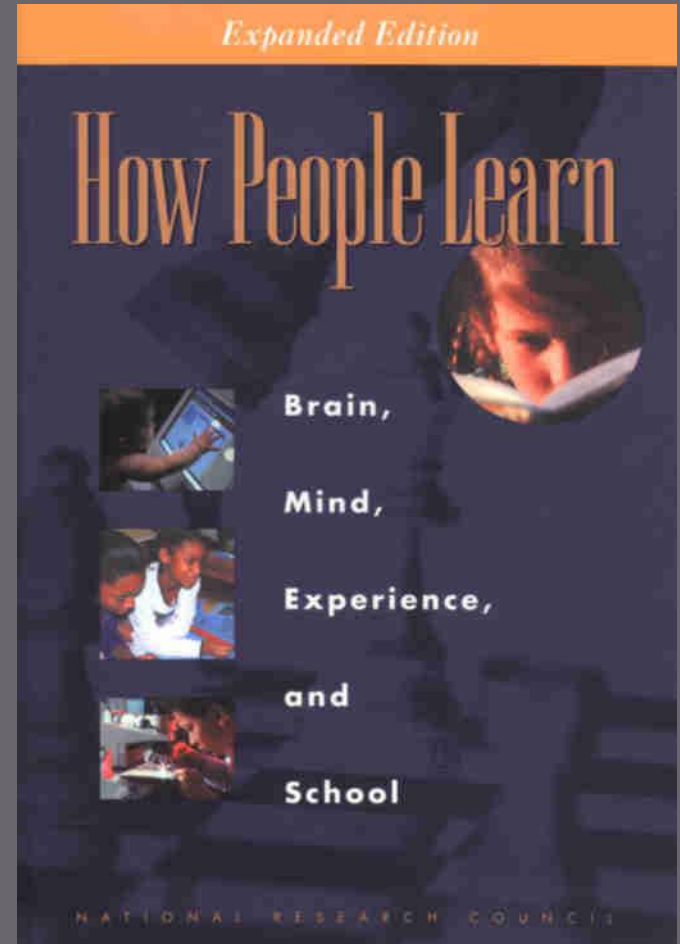
WHAT ARE SOME FUNCTIONS OF REFLECTION?

- Meta-cognition
- Account of process
- Self-assessment generally
- Self-assessment in terms of outcomes
- Account of learning; acct keyed to development?
- Synthesis: making knowledge
- Exploration
- The development of a theory
- Connection of prior and new knowledge
- Goal-setting
- Other . . .



HOW PEOPLE LEARN

- Prior Knowledge
- Novices and Experts
- Mental Maps
- Contextualized Practice
- Explicitness
- Reflection



SOME MODELS

ALVERNO DEVELOPMENTAL

MEDICAL PROGRESSION

RE-ITERATIVE PRACTICE AND KEY WORD MODEL

AAC&U INTEGRATIVE LEARNING

LOYOLA EXPERIENTIAL ePORTFOLIOS

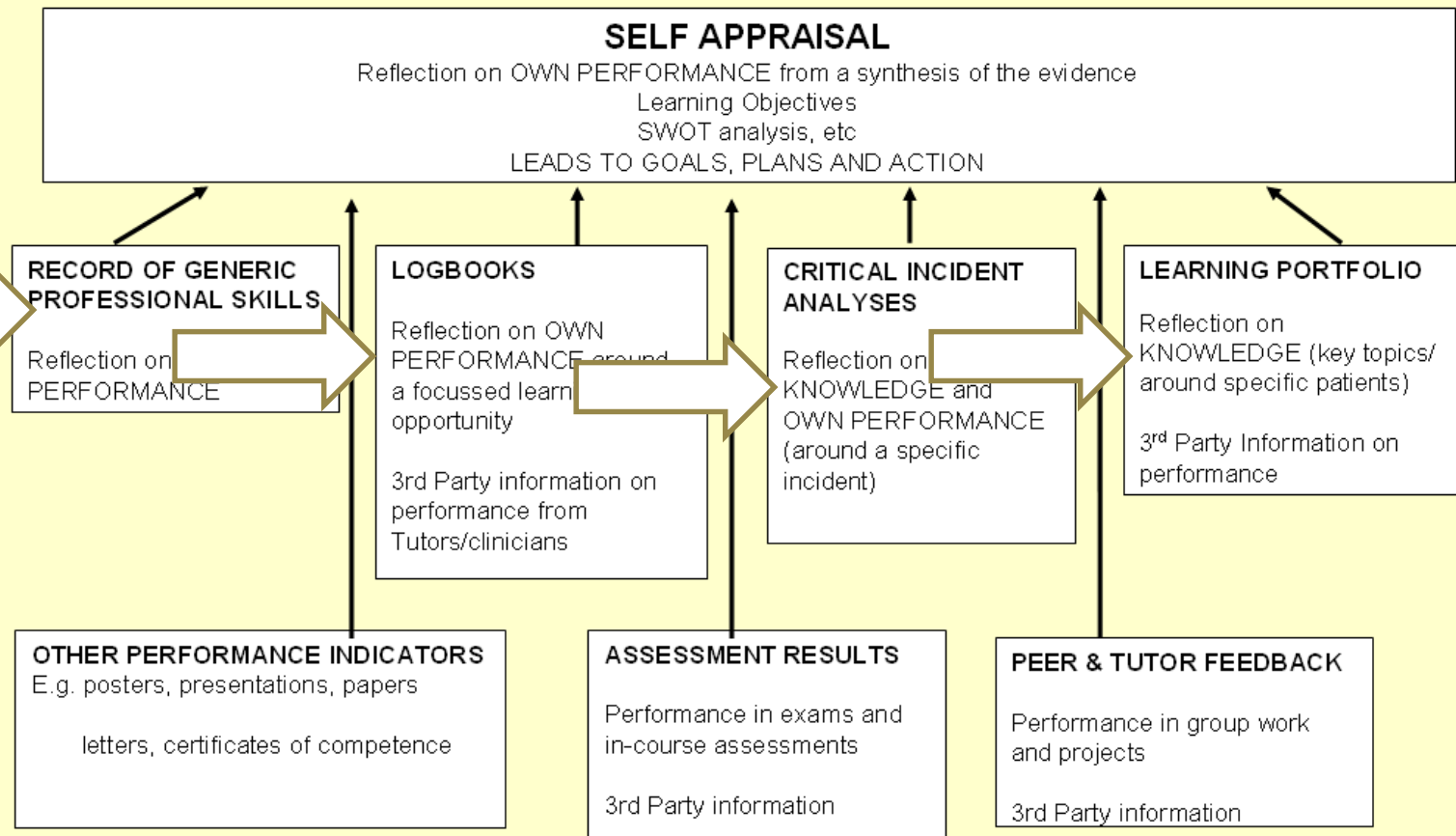
Appendix 1

Development in Reflective Thinking

Areas of Development	Introductory	Intermediate	Advanced
Ability to self-assess <ul style="list-style-type: none"> observing own performance using feedback & evidence finding & analyzing patterns making judgments 	<ul style="list-style-type: none"> *global judgments w/o evidence; *sees performance same as assignment (did what was told) * repeats judgments of evaluators *sees feedback as affirmation and evidence *narrates process (did this; did that) *observes rather than infers 	<ul style="list-style-type: none"> *applies disciplinary constructs *demonstrates deeper understanding of concept *Uses feedback to expand understanding *Recognizes connections, links, and relationships, such as cause & effect *Makes inferences (relates judgments to evidence) 	<ul style="list-style-type: none"> *Observes intentional changes as a basis for higher learning *Probes own work and understanding *Uses multiple and interdisciplinary frameworks to understand *Makes connections, applications, and uses to move forward
Awareness of how one learns <ul style="list-style-type: none"> Concepts and misconceptions Knowledge Construction <u>Metacognition</u> 	<ul style="list-style-type: none"> *Limits concept development to the terms given in the assignment *Sees feedback as external and not subject to analysis *Sees knowledge construction only within terms of the assignment *Employs personal theories largely without explanation or analysis 	<ul style="list-style-type: none"> *Sees feedback as a means to understanding links between current and future performance *Notes changes in own patters of performance; *Sees knowledge construction as integrating known and new knowledge *Applies theories or broader frameworks to discussion of learning 	<ul style="list-style-type: none"> *Integrates feedback and past performance to construct future learning plans *Uses growing awareness of knowledge structures to envision future learning *Understands own performance as a learner and transfers learning strategies to multiple contexts
Developing lifelong learning skills <ul style="list-style-type: none"> Developing identity as a learner Transferring learning to other contexts 	<ul style="list-style-type: none"> *Confuses performance and feedback with identity as a learner *Uses generalized notions of success or effectiveness as basis for reflection *Global self-evaluations minimize 	<ul style="list-style-type: none"> *Self-identifies as a learner, constructing meaning within experience, now and in the future *Questions personal assumptions and recognizes multiple perspectives 	<ul style="list-style-type: none"> *Sees own identify as a learner, employing internalized construction of effectiveness Questions assumptions to construct intellectual commitments, aware of multiple perspectives

Reflective Practice in the Edinburgh Medical Curriculum

PROFESSIONAL DEVELOPMENT PORTFOLIO



Re-iterative Key Terms

What is rhetoric?

What do we know about rhetoric?

Why should we study rhetoric?

Why—and how--should we practice it?

(What is a seminary of higher learning?
What is a reflective life?)

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact values@aacu.org



Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Connections to experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g. family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	When prompted, presents examples, facts, or theories from more than one field of study or perspective.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought and expression.	Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a powerpoint presentation, etc.) in an appropriate form.
Reflection and Self Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self awareness).	Describes own performances with general descriptors of success and failure.

LOYOLA UNIVERSITY CHICAGO

EPORTFOLIO PROGRAM

Center for Experiential Learning

STUDENTS

FACULTY/STAFF

COMMUNITY/EMPLOYER PARTNERS

BUILDING AN EPORTFOLIO

EPORTFOLIO GALLERY

In just a few short years at Loyola, you've been completely transformed. You've developed the skills, knowledge, and values need to make a real difference in this world. The Loyola Experience is a collection of integrated academic, spiritual, and social activities distinguished by your own unique talents, gifts, and desires. Showcase them in your ePortfolio and earn a commemorative frame that displays all four keys! Click here to learn how to earn the frame!

GALLERY

Explore featured Loyola ePortfolios!

Check out the ePortfolios created by Loyola students, faculty, and staff in the Loyola Folio Gallery!

TUTORIALS




Tutorials help students build dynamic learning portfolios

Section 1: Engaged Learning Outcomes:

Building on participation in an engaged learning course (defined as a structured project or experience of service-learning, an academic internship, professional fieldwork, undergraduate research, or a public artistic performance), a Loyola student will be able to:

1. synthesize out-of-classroom and in-classroom learning through reflection
2. relate the experience of engaged learning to intellectual, personal, professional, and/or civic development
3. connect the engaged learning experience to the mission of Loyola University Chicago to 'expand knowledge in the service of humanity through learning, justice, and faith.'

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 <u>into action</u> Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."	

Service is complex because it is more than just giving out some medicine. Doing service implies uneven relationships between two parties, usually with one being more powerful than the other. There would not be a need for service work if everyone were equal in opportunities and resources. Service is also complex because it is hard to determine how much help one can possibly do. In Starfish Hurling and Community Service, Morton states, "It is never smart to intervene in an ecosystem without understanding how all of its parts are interrelated." We can help people in clinics by providing resources they might not have had access to, but there are bigger problems within communities. It is hard to help without understanding why people are in certain poverty states, why the economic status of a country is what it is, how the political workings of the country are, etc. Many volunteers are far from understanding many of the issues at hand, and only the surface of these problems are addressed on these mission trips.

What is the language of reflection?

- ∞ Delivered/experienced/lived: expectations/experiences in school/experiences out: connections and contrasts
- ∞ Development in the Alverno language
- ∞ Development: growth, pivotal moments, impact on future
- ∞ Achievement: linkage between standards and artifacts/experiences
- ∞ Self-assessment: linkage between standards and artifacts/experiences with emphasis on the ability to discern successes, failures, and ways forward
- ∞ Integrative learning per AACU and/or Loyola

An Emerging Trend

Reflection on individual artifacts

Reflection on the set of artifacts

Reflective exercises themselves

POSSIBLE ASSIGNMENTS

2. Return to your card. What is reflection?

Has your definition changed, and if so, how?

Final Reflection

^{update 10-2} = update 10-2 ^{update 11-2} = update 11-2

What does it mean to be literate? Amanda M. May

1. Literacy is more than understanding a language/discourse; I think ^{know} it also involves knowing how to use the technologies and materials available to both "read" a text (image/video/composition) and to respond to/communicate ^{invent} with both the original speaker and (depending on the platform/media) the other potential audience(s). I think ^{know} it is not merely a skill (set) or a (set of) practice(s), but also a series of experiences wherein we learn to become (more) literate. Through trial & error, we learn to think.

Why/how is literacy important? ^{to processes}

2. Without literacy, we would not have the ability to participate (as audience or ^{compose} speaker) in communities of discourse (both within and outside of academia). This literacy may also help us establish conventions of discourse and since literacy involves understanding those conventions, without literacy, we lose the ability to create ^{to create} genres. However, literacy does not prevent us from breaking conventions. ^{we might not have access to literacy or remediation?} ^{depending on the genre/other genres/affordances/constraints.}

Literacy is not just a skill, it is a process. It is also a way of thinking. It is a way of seeing the world. It is a way of being in the world.



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io....docx



Portfolio reflectio....docx



AWR6Tyler Hicks....docx



cranosacral-print.doc



2017.Paraphrases....docx



3. Learning as You Go

→ choose one piece of writing you've completed thus far and add it to your portfolio, including with it a reflection responding to three questions (and send your url to kyancey@fsu.edu):

What is the artifact within the larger context of the course/experience?

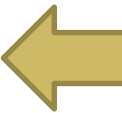
So what, or why was this a meaningful experience?

Now what, or what do I need to know or do for the learning that lies ahead?

What Do Students Say?

Please rank on a scale of 1(low) to 4 (high) how helpful the following activities were.

Photo Notes on the blog	2.4
-------------------------	-----



Weekly notes from instructor	3.6
------------------------------	-----

Choosing your three classroom artifacts and receiving response to them	3.7
--	-----

Curatorial activity for ePortfolio artifact selections	3.7
--	-----

ePortfolios	3.6
-------------	-----

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

Development or achievement?

Three artifacts?

What do they show? 150 words.

How is this reflection like
and/ or different from the
previous one?

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

What is the pivotal moment? When did it occur? Why and how is it pivotal?

What is the artifact representing this moment?

Explain how the artifact represents this learning?

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

Who is the public audience?

Return to your three artifacts and add one from out of school: what does it contribute to the set?

Talk with your colleague about how you will reflectively frame these four artifacts: what does the audience need to know, and why?

SELF ASSESSMENT ORIENTED TO PAST AND FUTURE

Include a reflection of no more than 2 pages
speaking to

- the strengths of the project
- the weaknesses of the project
- how you understand the future of the project
- what you learned in completing the
project

Using a heuristic to set the (learning) stage

- Who are you as a student?
- Who are you as a student in this class/experience?
- Who are you as a person in this class/experience?
- What do you have to contribute?
- What do you have to learn?
- What key ideas can you draw on as you both contribute and learn?

RECOMMENDATIONS

Decide what your goal for reflection is.

Decide what kind of reflection you'll support.

Include multiple kinds of tasks, but not too many.

Reflection is iterative: what is the rhythm?

Reflection is social: who is responding?

What change--in attitude, process, knowledge, text--are you hoping to achieve?

What will you learn?

A REFLECTIVE SUMMARY

What have you learned about reflection?

Of the ideas presented, which seems most promising or useful, and why?

What questions do you have about reflection?

THANK
YOU

