

## Student Models

These student models are examples of excellent reflections because they:

- follow the model of:



- link the content in all sections of the reflection (e.g., refers back to or uses information given in earlier sections)
- explain why the situation or task had important consequences
- describe professional behaviours that illustrate a creative or original approach
- explain why one or more actions were taken
- give one or more examples that show how the professional behaviour would be useful in different situations
- consistently and vividly represents the personality of the writer

### Model 1 (from a Faculty of Arts course)

#### Situation

As part of my important persona document assignment, I have been working on user interviews for an Instagram campaign, which will help to develop a user persona to direct the design process for the campaign. *Over the past week*, I demonstrated **my critical thinking skills** when I helped to conduct user interviews. Specifically, *before I did my interviews in class*, I used **my critical thinking skills by approaching the challenge of preparing for, and executing, the interviews in a systematic way.**

**Commented [1]:** includes why situation has important consequences

**Commented [2]:** uses skills and behaviour language from Tables

#### My Actions

To successfully conduct the user interviews in class, I **critically reflected on** what I needed to do to prepare for the interviews. I **decided** that I needed to practice the interview questions beforehand. So at home, I **developed** cue cards for each main question. Then I **practiced** both the primary and secondary questions until I only needed to glance down at the cue card to know what I had to say. At that point, I **knew** I could focus more of my attention on the content of the interviewee responses instead of solely focusing on what I would ask next. To successfully handle my turn as primary interviewer on the interview day, I **paid close attention** to the words chosen by interviewees when they answered my questions. Specifically, I **ensured** that I got all the required information **by asking** clarifying questions when any of their responses were vague or unclear. For example, I **had to handle** one interviewee who responded to my question, "How does the thought of attending university make you feel?" by saying that he felt excited and nervous. However, he did not elaborate much further and it was clear that both of these terms were quite ambiguous without elaboration. I **quickly recognized** that this short response would not provide enough insightful information because it did not highlight why he might be feeling that way. After tactfully **telling the interviewee** that the brevity of his answer was an issue for me, I **asked** a brief probing question to get the interviewee to clarify and elaborate on what specifically made them feel excited and nervous. After I **asked** these clarifying questions, the interviewees

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began to realize that they weren't providing enough detail and **my team-mates said they noticed participants were** providing more detail for questions that followed. When I asked clarifying questions, **I also signalled** my interest in their answers, which made them excited to share more. As well, because I was very familiar with the interview questions, **I spent more time thinking** about how to frame my probing questions to ensure that they were not leading. By taking the time to avoid any question pitfalls, **I helped ensure** that the answers I received were accurate reflections of my interviewees' lives, opinions and feelings.

**Commented [7]:** explains rationale for the actions that the writer took

### Result

Ultimately, my team and I developed a more representative user persona and thus a more engaging Instagram campaign because of the accurate information when I was the primary interviewer in the user interview rounds. I think that I could improve in the next interview round by writing out several clarifying questions in advance. Overall, though, I believe that this situation clearly demonstrates my ability to **critically think through preparing for, and executing, thoughtful user interviews**. I also believe it shows my initiative (preparing early) and oral communication (active listening) skills, and I am starting to recognize that I am using critical thinking skills to work on all my course assignments.

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**Commented [10]:** gives example of how the professional behaviour would be useful in different situations

## Model 2 (from a Faculty of Math course)

### Task

As part of my final course assignment to analyze and write a report about a set of data, I **had to form a group** with three other students. In completing this task, **I exhibited leadership skills in a team**. Specifically, **I showed leadership by helping the team to plan and organize its work**, which I did in and outside class over two weeks.

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### My Actions

As soon as we were assigned one of five case studies to start our project, **I began to plan**. That evening in my free time, **I started** with a simple analysis of the data in R to get an understanding of what type of project we were about to do. **I brought my laptop** with me to the next class and **gave my breakdown** of the task to my group. **I then suggested** how we could plan and organize the work. Everyone agreed to the plan, so my teammate Sam and I worked on the data analysis part, utilising the help of our instructor whenever we hit a roadblock. At the same time, **I documented** our progress in a Google Doc so that my other teammates Celine and Rami could see the progress and follow along. By using the Google Doc, **I provided** constant, offline updates, over the first week's work. **I also tracked** how many changes the document went through, and when there were enough to discuss them in more depth, **I suggested** we meet after two classes in the second week to talk face to face. After Sam and I completed the analysis, **I created** a roughly documented timeline of our thoughts and findings. This tracking made the report writing easier. As well, right before Sam and I finished the data analysis, **I created** a plan for writing the report, which we followed. Sam worked on main findings and the conclusion, Celine worked on model diagnostics, and Rami work on model selection. Meanwhile, **I formed all the charts and plots and created the appendix**. After each of us finished our part of the rough draft of the report, **I showed** our group a function in Google Docs where you can submit "suggestions" to the doc, which show up

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as highlighted comments, which can either be incorporated or denied. Each of us proofread the report and submitted our suggestions. I **organized** a meeting the night before the report was due to go over all of the notes that everyone made. I **suggested** to make the report in past tense to keep it consistent throughout, and to try to use simple language wherever possible so that non-statisticians could understand the content.

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### Result

In the end, we submitted the finished report on time, which was professionally formatted and well written, which showed that we aimed to complete this final assignment in a timely and professional way. Exercising leadership skills, I **organized** the team workflow for the whole two weeks. Overall, my actions made the entire report writing process very smooth and successful. I believe my actions also show my initiative (preparing early) and written communication (using an organization plan) skills, and I am starting to recognize that I am using **leadership skills** to work in two of my other courses this semester that require teamwork to complete them.

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