

Intellectual Response Feedback

Name:

Type /Level of Reflection	Indicators	Integration of learning	Example in Intellectual Response	Suggestion(s) for increasing criticality in Intellectual Response
<p style="text-align: center;">Critical Reflection</p> <p style="text-align: center;">↑ ↑</p>	<p>With evidence, questions root causes and assumptions, engages with ambiguities about culture, systems, self, authority, meaning... .</p> <p>Asks "How did it come to pass?", "Why?", and/or "What if...?" along with "How do I know this?"</p>	<p>Critically examines theories, class discussions, concepts, frameworks from this course and/or other courses.</p>		
<p style="text-align: center;">Analytical Reflection</p> <p style="text-align: center;">↑ ↑</p>	<p>Provides explanations related to the specific situation, or a personal reaction to a situation.</p> <p>Asks "What?", "Why?" and/or "How?"</p>	<p>Relates situation to theories, class discussions, concepts, and/or frameworks from this course and/or other courses.</p>		
<p style="text-align: center;">Descriptive Thought</p> <p style="text-align: center;">↑ ↑</p>	<p>Provides a description of a situation and a reaction to it. (e.g. "This is what happened and this is how I felt.") Reports on experience instead of interpreting experience.</p> <p>This is no/little attempt made to uncover assumptions of the situation.</p>	<p>Little /no integration of theories, class discussions, concepts, or frameworks from this course and/or other courses.</p>		

Overall level of reflection demonstrated in your response paper:

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(None = 0) (Descriptive = 1-6) (Analytical = 6-8) (Critical = 8-10)

NOTE: errors of fact, grammar, spelling or typing will lead to a lower mark than an error-free submission.

General comments:

Suggestions to become more critically reflective:

- Seek alternatives
- View from various perspectives
- Seek the framework, theoretical basis, underlying rationale (of behaviors, methods, techniques, programs)
- Compare and contrast
- Put into different/varied contexts
- Ask "what if...?"
- Consider consequences

References

Kember, D., Jones, A., Loke, A., McKay, J., Sinclair, K., Tse, H., Webb, C., Wong, F., Wong, M., & Yeung, E. (1998). Determining the level of reflective thinking from students written journals using a coding scheme based on the works of Mezirow. *International Journal of Lifelong Learning*, 18(1), 18-30.

Mezirow, J. (1998). On critical reflection. *Adult Education Quarterly*, (48)3, 185-197.

Surbeck, E., Park Han, E. & Moyer, J. (1991). Assessing Reflective Responses in Journals. *Educational Leadership*, 3, 25-27.

Website: Critical Reflection - <http://www.nwlink.com/~donclark/hrd/development/reflection.html>