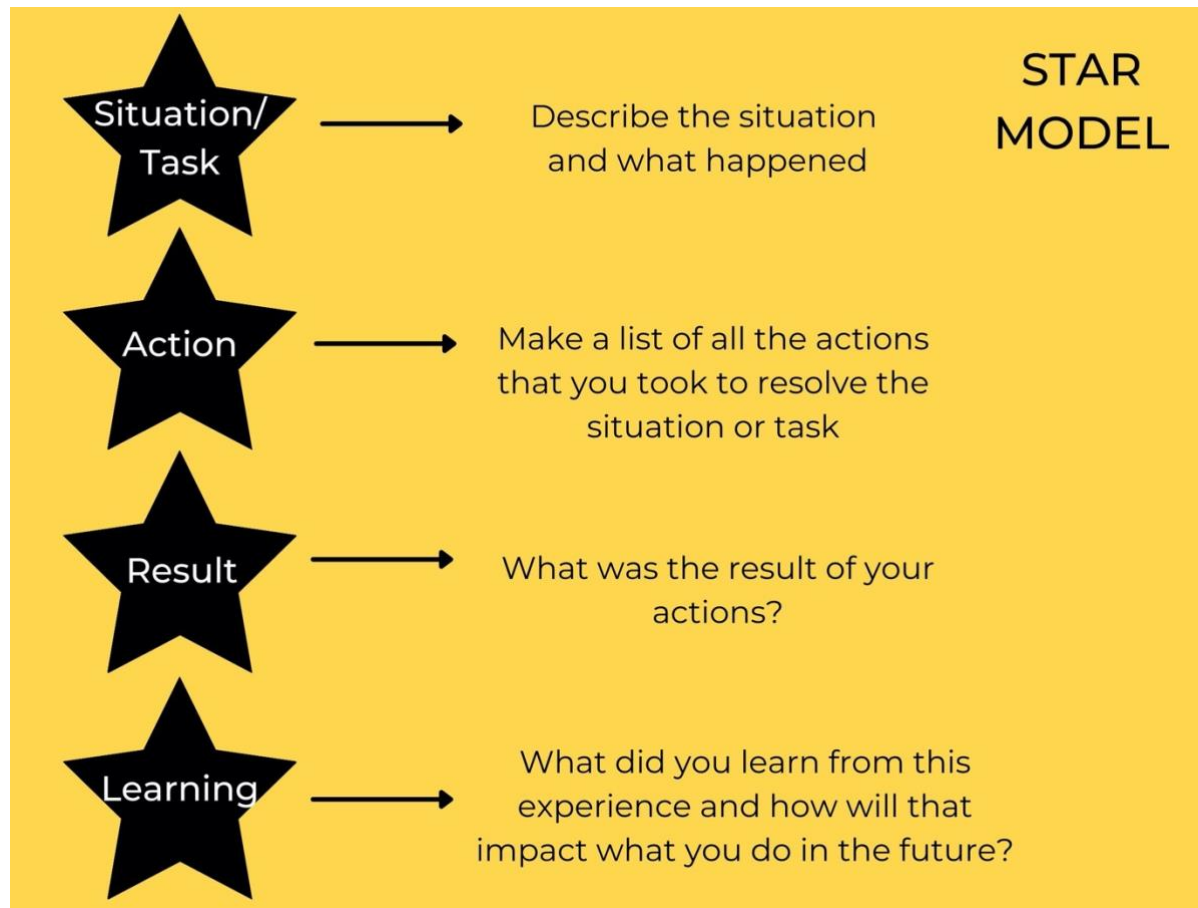



STAR Model

Situation | Task | Action | Result | Learning



STAR Model



The **STAR Model** is a useful framework for answering behavior-based questions, the most popular type of interview questions that usually begins with “Tell me about a time when...”, “Give me an example of...” or “Describe a situation in which...”

- Common behaviour-based interview themes include the following:
- Working effectively under pressure
- Handling a difficult situation with a co-worker or a client
- Completing a project on time
- Anticipating potential problems and developing preventative measures
- Making a quick decision during the absence of a supervisor
- Adapting to a difficult situation

See University of Waterloo [Career Hub](#) for more information.

Situation/Task:

- Briefly explain the task or experience and the context.
- What was the task you were required to undertake and engage in?

Action:

- What did you do to handle the task? (Make sure to write from an “I” perspective)

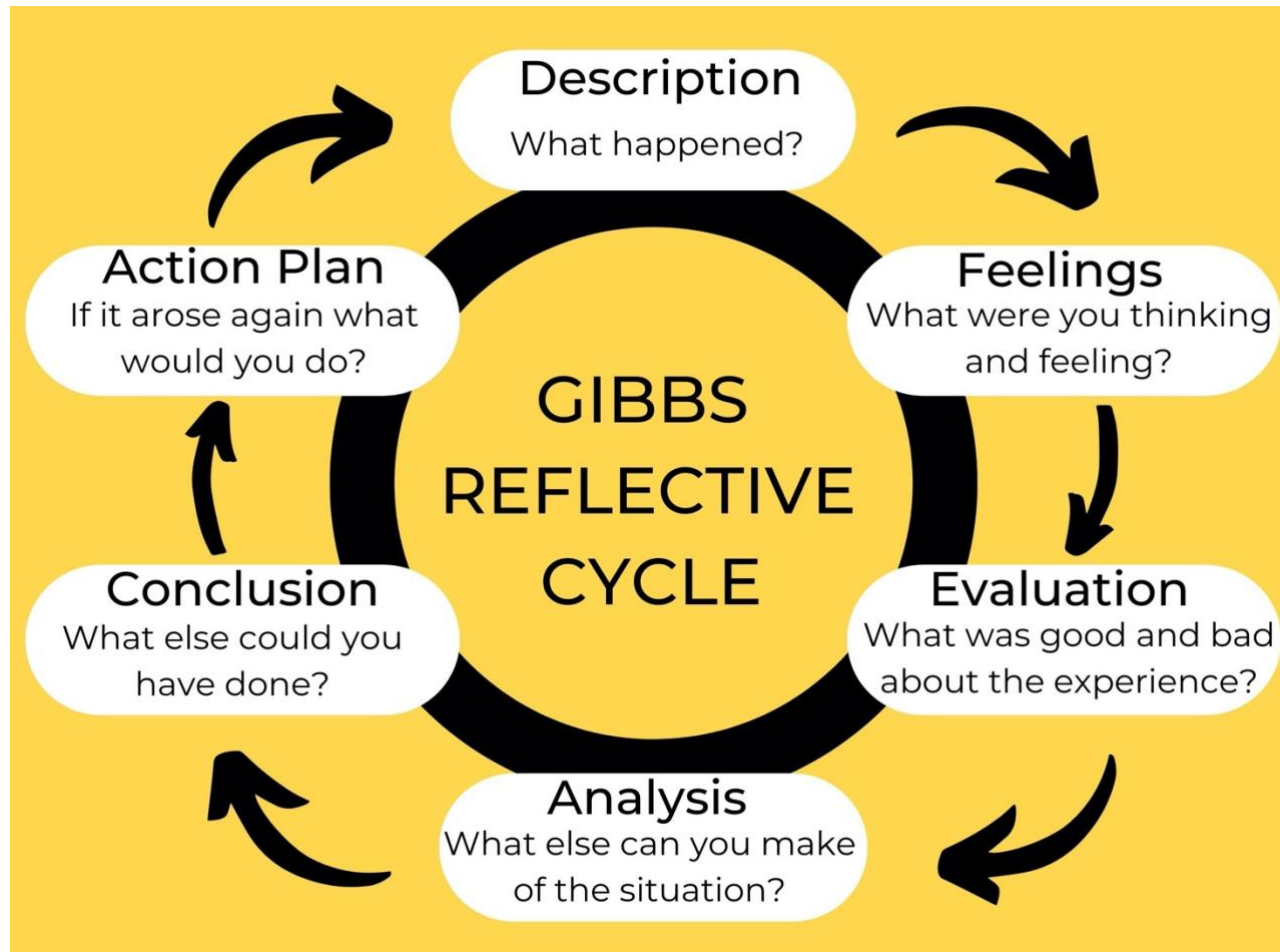
Result:

- What were the results of your actions? (They may not be as successful as you hoped. Often it is the negative examples that show how you learn and develop your skills.)
- How do you personally evaluate your success or the effect of your practice?

Learning:

- What did you learn from this experience and how might it affect future practice and performance?
- What would you do differently in the future?
- What are your plans to follow up?
- What further learning opportunities will you look for?

Gibbs' Reflective Cycle



Gibbs Reflective Cycle. Adapted from Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. Further Education Unit.



Experience:

- What happened?
- When and where did it happen?
- Who was present?
- What did you and the other people do?
- What was the outcome of the situation?
- Why were you there?
- What did you want to happen?

Feelings:

- What were you feeling during the situation?
- What were you feeling before and after the situation?
- What do you think other people were feeling about the situation?
- What do you think other people feel about the situation now?
- What were you thinking during the situation?
- What do you think about the situation now?
- What were you feeling during the situation?

Evaluation:

- What was good and bad about the experience?
- What went well?
- What didn't go so well?
- What did you and other people contribute to the situation (positively or negatively)



Analysis:

- Why did things go well?
- Why didn't it go well?
- What sense can I make of the situation?
- What knowledge – my own or others (for example academic literature) can help me understand the situation?
- Why did things go well?

Conclusion:

- What did I learn from this situation?
- How could this have been a more positive situation for everyone involved?
- What skills do I need to develop for me to handle a situation like this better?
- What else could I have done?

Action Plan:

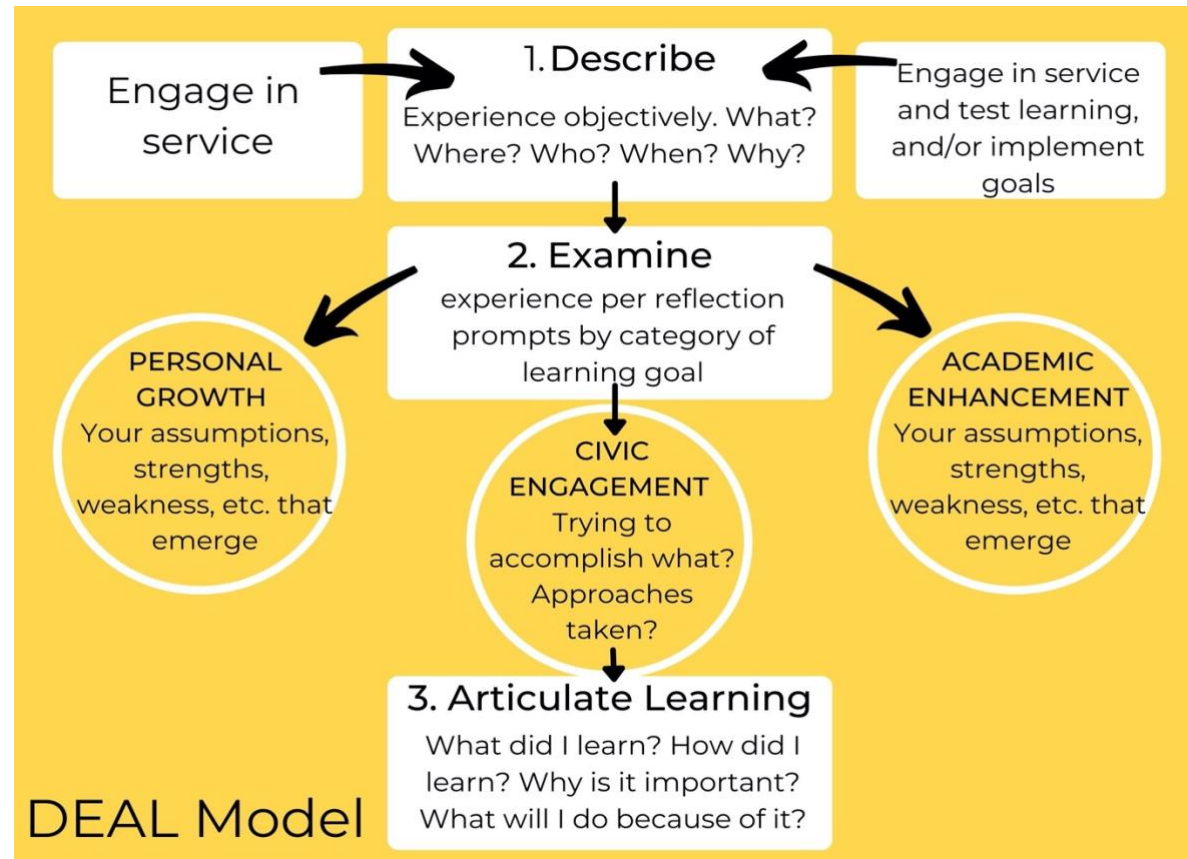
- If I had to do the same thing again, what would I do differently?
- How will I develop the required skills I need?
- How can I make sure that I can act differently next time?

Interested in learning more about Gibbs Reflective Cycle?

Review Gibbs, G. (1988). [Learning by doing: A guide to teaching and learning methods](#). Further Education Unit. Oxford Polytechnic: Oxford.

DEAL Model

Describe | Examine | Articulate Learning



Adapted from DEAL reflection model - Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection for applied learning. *Journal of Applied Learning in Higher Education*, 1(1), 25-48. (2009).



Describe:

- What did you do and/or what actions did you take?
- Why did you do it?
- What did others do?
- When and where did this take place?
- Who was there? Who wasn't there?
- What was communicated by you and/or others?
- Who didn't speak and/or act?
- What else happened that might be important?


Examine:

If you are reflecting on **Personal Growth...**

- What assumptions did you make?
- What personal strengths and personal weaknesses surfaced as you participated in the experience?
- What effect did these strengths and weakness have on the outcome?
- What effect did these have strengths and weaknesses have on the others?
- What changes do you now realize that you need to make and how will you go about doing that?

If you are reflecting on **Civic Engagement...**

- How can you or others in the community use what you learned about the course material and are there any challenges associated with doing so?
- How did this experience differ from your initial expectations?
- What was the civic goal you were trying to accomplish, and did you achieve your goal?
- How did you contribute to the diversity of the people with whom you worked with and how did you harness those differences for maximal effectiveness?

- 
- Did your assumptions about members of the community make your experience successful when accomplishing your objectives?
 - How did your personal values regarding civic engagement play a role in helping you to accomplish your goal?
 - How did this experience increase your sense of responsibility for acting on behalf of others?
 - How did this experience inspire you to continue a commitment to serving others?
 - What steps have you taken, or do you plan to take to implement this plan of continued commitment?

If you are reflecting on **Academic Enhancement...**

- What academic (disciplinary, intellectual, professional) skills and knowledge did you use, or should you have used?
- What specific academic material is relevant to this experience?
- In what ways were your understanding of the material, skills, or experience the same or different than those of others?
- What are the possible reasons for the differences or similarities?
- Did you or others approach the experience from a specific discipline perspective, and if so, how did it impact the experience?
- If there were differences in the approaches taken, what are possible reasons for the differences?
- What knowledge assumptions did you make?
- What knowledge or skill strengths emerged as you participated?
- What knowledge or skill weaknesses emerged/developed as you participated?
- What impact did your knowledge and skills, including strengths and weaknesses, have on the outcome?
- What effect did your knowledge and skills, including strengths and weaknesses, have on others?
- What differences between your textbook and your community experience were noted?
- In what specific ways has your understanding of the material or skill remained the same, or changed?
- What are possible reasons for the change?



Articulate Learning:

- What did you learn? Why is that important/significant?
- What will you do, considering what you've learned?
- How might you use what you've learned in a new and different context?
- If you encountered a similar situation
- What would you do, based on what you've learned?

Prompts are based upon the DEAL model developed by Ash & Clayton and work well for reflections on experiential, civic or service-learning experience.

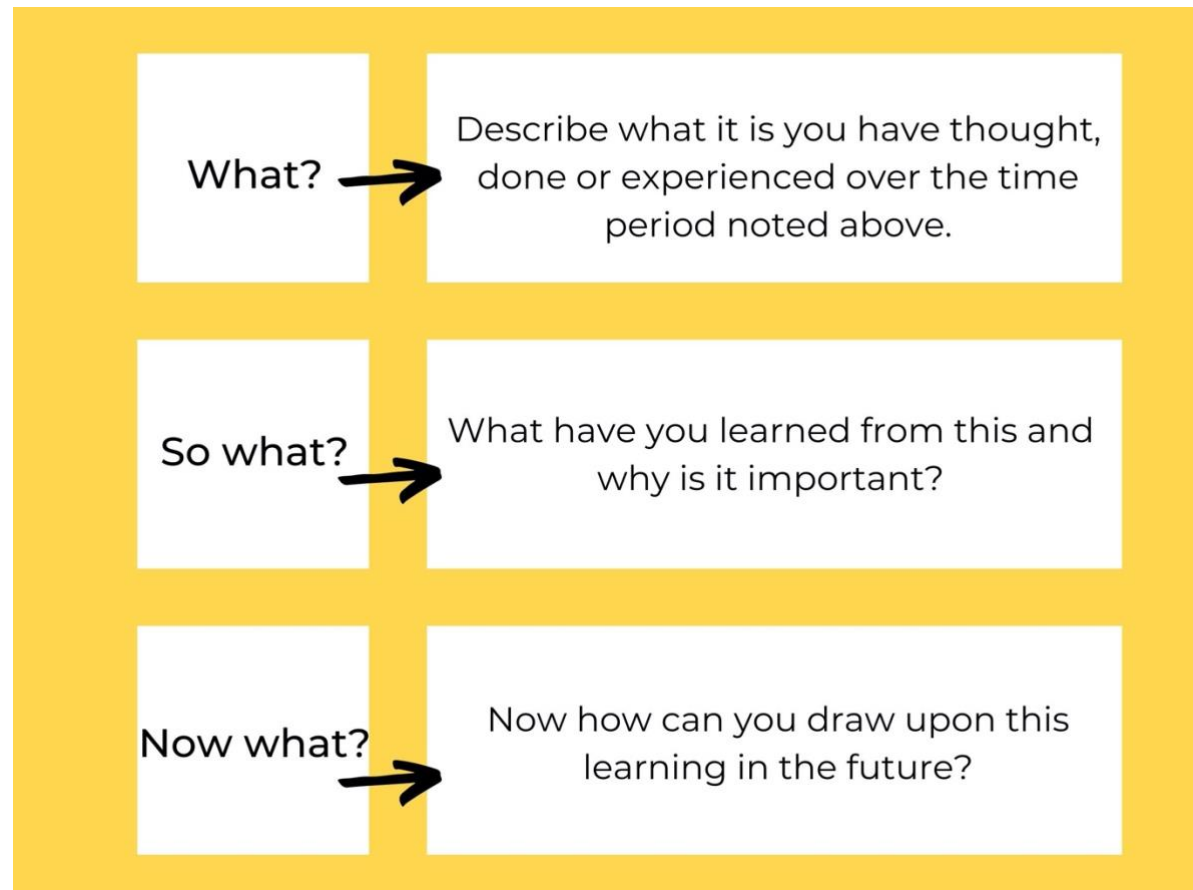
Resources:

Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection for applied learning. *Journal of Applied Learning in Higher Education*, 1(1), 25-48.

Ash, S.L. & Clayton, P.H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education*, 29(2). pp. 137-154.

Ash, S.L., Clayton, P.H., & Atkinson, M. (2005). Integrating Reflection and Assessment to Capture and improve Student Learning. *Michigan Journal for Community Service-Learning*, 11(2). pp. 49-59.

What? So What? Now What?



Borton, T (1970) Reach, Teach and Touch. McGraw Hill, London.



What?

- Describe what it is you have thought, done, or experienced over the period.
- What happened? What did you see/do? What was your reaction to this?
- What did others do?
- What were you trying to achieve?
- What was good or bad about the experiences?

So What?

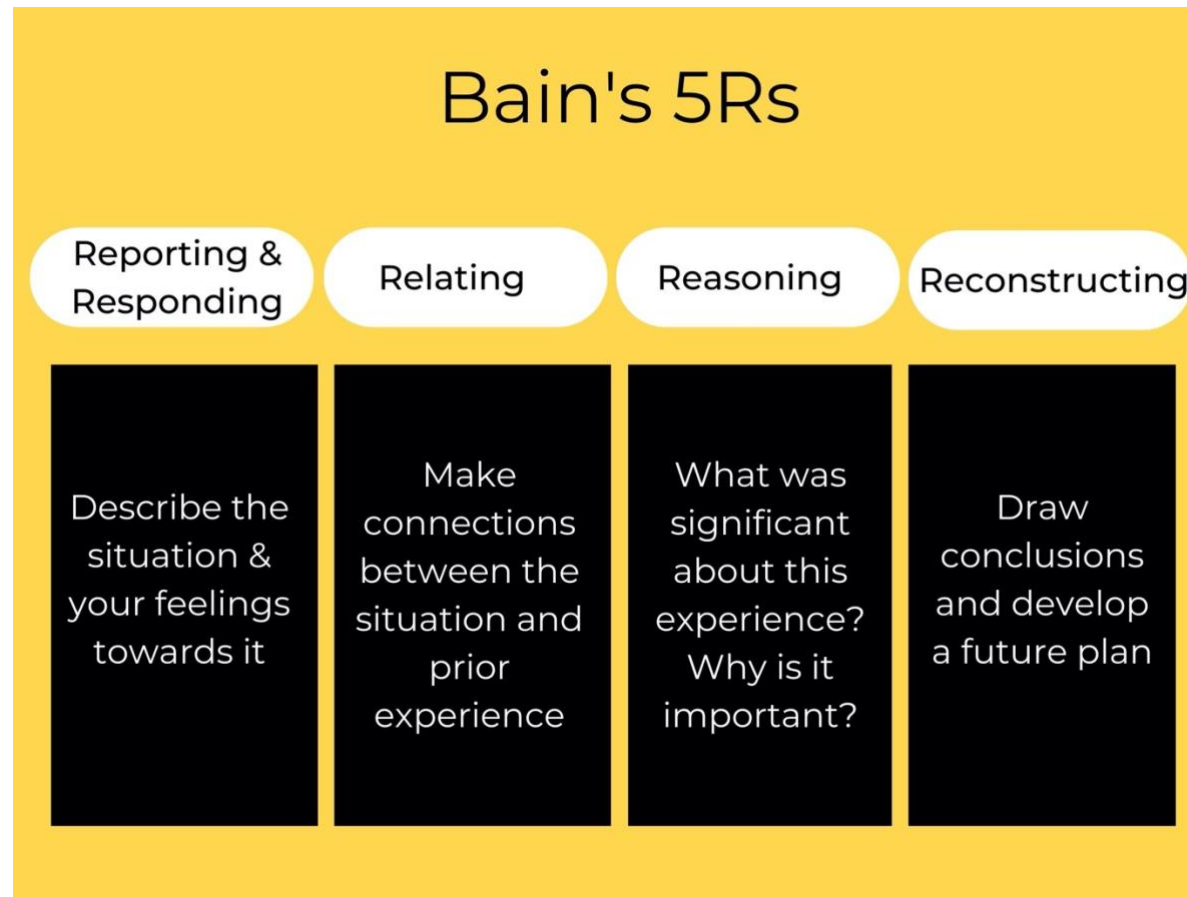
- What have you learned from this?
- How does it relate to your overall learning or development?
- What is important about this?
- What more do you need to do?
- How did you feel at the time? Were others feeling the same or differently about the event?
- Do you feel the same now that some time has passed?
- What were the effects of what you did or did not do?
- What positive aspects now emerge for you from the incident/event?
- What have you noticed about your behaviour now that you have reflected on this incident?

Now what?

- Now what could you do?
- Why is this important or relevant?
- How can you draw upon this learning in the future?
- Where can you get more information to face a similar situation again?
- If you could do this again, what might you do differently?

Reflection Model: Bain's 5R's (4R's)

Reporting & Responding | Relating | Reasoning | Reconstructing



Adapted from 5R framework for reflection created by Bain et al (2002).



Reporting

- Write a brief descriptive account of the experience or issue.
- What happened? What did the experience involve? What did I do?

Responding

- What were your feelings, ideas, questions, about the experience? What made me think and feel this way?

Relating

- Personal and/or theoretical understanding relevant to the experience.
- Have I seen this before? What was similar/different then? Do I have skill and knowledge to deal with this?

Reasoning

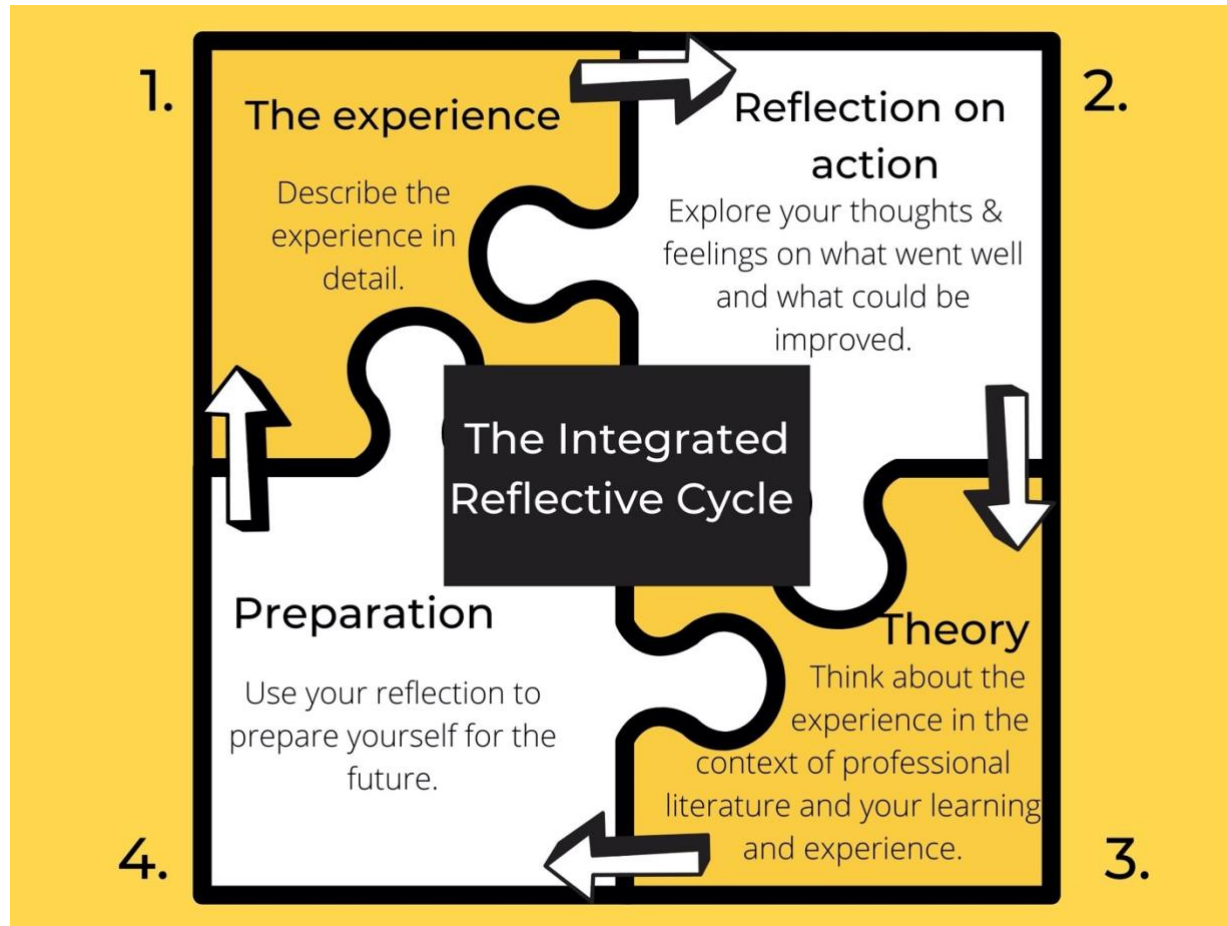
- Explaining the experience in terms of the significant factors.
- What is the most important aspect of this situation and why? Is there any theoretical literature that can help me make sense of the situation? How do different perspectives (for example personal, as a student or professional) affect the way I understand the situation? How would someone who is knowledgeable about these types of situations respond?

Reconstructing

- Drawing conclusions and developing a future action plan.
- How would I need to do this differently in the future? What might work and why? Are my ideas supported by theory?

Prompts are adapted from the [5R framework](#) for reflection created by Bain et al (2002).

The Integrated Reflective Cycle



Adapted from The Integrated Reflective Cycle developed by Bassot (2013).



The Experience – Describe the experience.

- What happened? What were the contributing factors?
- Who else was there? What did I/others do?

Reflection on Action – Look at the experience and identify what went well and what could be improved. It is here where you explore your thoughts, feelings, and assumptions and ask yourself why.

- What was I trying to achieve?
- Why did I act as I did? What assumptions did I make?
- What were the consequences for me and other people involved?
- How did I feel? How did the other people feel? How could I tell?

Theory – Think about the experience in larger context of professional literature and your own learning and personal experience.

- What has this experience contributed to my professional or theoretical knowledge?
- What have I learned that I can apply to a similar situation in the future?
- What have I learned in general?

Preparation – Using your reflection to prepare yourself for future experiences.

- What will I do next time in a similar situation?
- How could I do better next time?
- What will I now consider for next time?
- What other strategies could I adopt to move forward?

Prompts are adapted from [The Integrated Reflective Cycle](#) created by Bassot, B. (2013).



The Four F's of Active Reviewing

Facts | Feelings | Findings | Future

The Four F's of Active Reviewing

Facts

Record what happened objectively.

Feelings

What were the emotional reactions you observed?

Findings

What concrete learning can you take away from this experience?

Future

How can you structure your learning such that you can use it in the future?

Adapted from Roger Greenaway's 'The Active Reviewing Cycle'.



Facts – What objectively happened?

- Did anything unexpected happen? Any surprises? Did anything very predictable happen?
- What was the most memorable/different/interesting? What were the turning points or critical moments?
- What happened next? What happened just before?
- What most influenced your attitude and behaviour? What didn't happen that you thought/hoped would happen?

Feelings – What were the emotional reactions you observed?

- What are some of the feelings you experienced? At what point did you feel most or least involved?
- What other feelings were present in the situation?
- At what points were you most aware of controlling/expressing your feelings? What were your personal highs/lows?

Findings – What concrete learning can you take away from the experience?

- Why ...did or didn't it work? ...did you take on the role? ...did you do what you did? ...did you not do something else? etc.
- How ...did your feelings influence what you said and did? ...did you get the outcome that happened? etc.
- Were there any missed opportunities or regrets? What would you like to have done differently/more of/less of?
- What was most/least valuable?
- Was there any feedback/appraisal? What have you found out?

Future – How can you structure your learning such that you can use it in the future?

- How do you imagine using what you have learned?
- What has already changed? What choices do you have?
- How does it look to use the findings? What plan can you make for the future?


Prompts are adapted from [Roger Greenaway's 'The Active Reviewing Cycle'](#)

CARL Framework

Context | Action | Results | Learning



Adapted from The CAR model of interview techniques, for example BlueSteps (2011) CAR interview technique.



Context – Set the context for yourself or the reader.

- What was the context of the situation?
- What was the situation?
- Where was it?
- Who was there?
- What am I hoping to accomplish?

Action – What were your actions in relation to the context?

- What did I do?
- What else happened (other actions)?
- Why did I choose this action?
- What other actions could I have chosen? (not necessarily giving you the same result)

Results – Discuss the results that came from your actions.

- Did I accomplish what I wanted?
- Did my actions accomplish what I wanted in the way I expected?
- What are the implications of my actions on myself/others/similar situations in the future?
- Could different actions have given me the same result?
- Is there a way I could improve my results or actions?

Learning – Conclude based on your insights and plan for the future.

- What did I learn from the experience?
- Would I do the same thing again or would I change something?
- What should I do next time when I'm in a similar experience?
- Should I change anything about the way I do things? What?