
DEVELOPING STUDENTS' REFLECTION SKILLS THROUGH ASSESSMENT AND FEEDBACK STRATEGIES

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THE APPROPRIATE REFLECTIVE FRAMEWORK SHOULD MATCH YOUR PURPOSE.

PLANNING QUESTIONS

- Why am I asking students to reflect (what do I hope they gain from it)?
- How does this assignment/activity relate to my learning outcomes?
- Is there clear alignment between this assignment/activity and the course's learning outcomes?
- What does "doing well" on this assignment/activity look like?
- What will not be sufficient to pass?
- What questions/aspects must be addressed for this work to be acceptable?
- What are the different dimensions that make up the assignment/activity? (E.g., clarity, critical thinking, evidence, etc.)

Source: <https://www.ed.ac.uk/reflection/facilitators-toolkit/assessment/criteria>

REFLECTIVE FRAMEWORKS

- **What? So What? Now What?** For novice reflectors to identify, make sense of, and respond to real-life situations.
- **DEAL (Describe, Examine, Articulate Learning)** For reflections on person growth, community service learning, professional development, and academic enhancement.
- **Gibbs (Experience > Feelings > Evaluation > Analysis > Conclusion > Action Plan)** A framework that acknowledges the affective domain and its influence in the reflective cycle.
- **Bain's 5Rs (Reporting, Responding, Relating, Reasoning, Reconstructing)** For robust reflections on professional practice—making "professional sense" of what has been learned.
- **STAR + L or T (Situation, Task, Action, Result + Learning or Transfer)** Document evidence of learning and professional capabilities for job interviews and addressing selection criteria.

CHOOSING TO ASSESS REFLECTION

Edinburgh Reflection Toolkit: <https://www.ed.ac.uk/reflection>

- Factors to Consider in Whether to Assess: <https://www.ed.ac.uk/reflection/facilitators-toolkit/assessment/should-assess>
- Who is Assessing? <https://www.ed.ac.uk/reflection/facilitators-toolkit/assessment/assess-assignment>

PROVIDING FEEDBACK

FRAMEWORKS AND CORRESPONDING RUBRICS

- **What? So what? Now what?** → https://sites.ualberta.ca/~hsercweb/pdf/Reflection_Guide_Rubric.pdf
- **DEAL** → below
- **Bains (5Rs/4Rs)** → <https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2021/02/Ryan-Bain-Rubric-Revised.pdf>
- **STAR(L) or STAR(T)** → WatCV: <https://watcv.uwaterloo.ca/rubricdemo/>

DEAL

	2 Exemplary	1 Developing	0 Unacceptable or Missing
Describe	You describe one way that _____ contributed to your personal and/or professional growth. Your description is specific about how _____ influenced your growth and about the facet(s) of growth that are affected by it.	You describe a connection between _____ and your experience this term, but you are not specific enough for the reader to fully understand the reflection.	You do not describe a connection between _____ and your experience this term.
Examine	You examine in what way(s) you expect _____ to change your approach to personal and/or professional growth, and what you expect the impact of that change to be.	You examine the change or its impact, but not both.	You do not examine a _____ concept or aspect.
Articulate Learning	You summarize the most valuable thing(s) you learned from examining _____ and clearly articulate how you will use this learning going forward.	You summarize what you learned, or how you will apply that learning, but not both.	You do not summarize your learning or articulate its application.

HOW DO YOU DETERMINE YOUR OWN RUBRIC/GRADING SCHEME CRITERIA?

- VALUE rubrics: <https://www.aacu.org/value-rubrics> (especially *Critical Thinking*, *Integrative Learning*, and *Lifelong Learning* VALUE rubrics)
- Edinburgh criteria: <https://www.ed.ac.uk/reflection/facilitators-toolkit/assessment/criteria>
- Critical Reflection rubric: <https://brocku.ca/pedagogical-innovation/wp-content/uploads/sites/53/Critical-Reflection-Rubric.pdf>
- Planning Questions