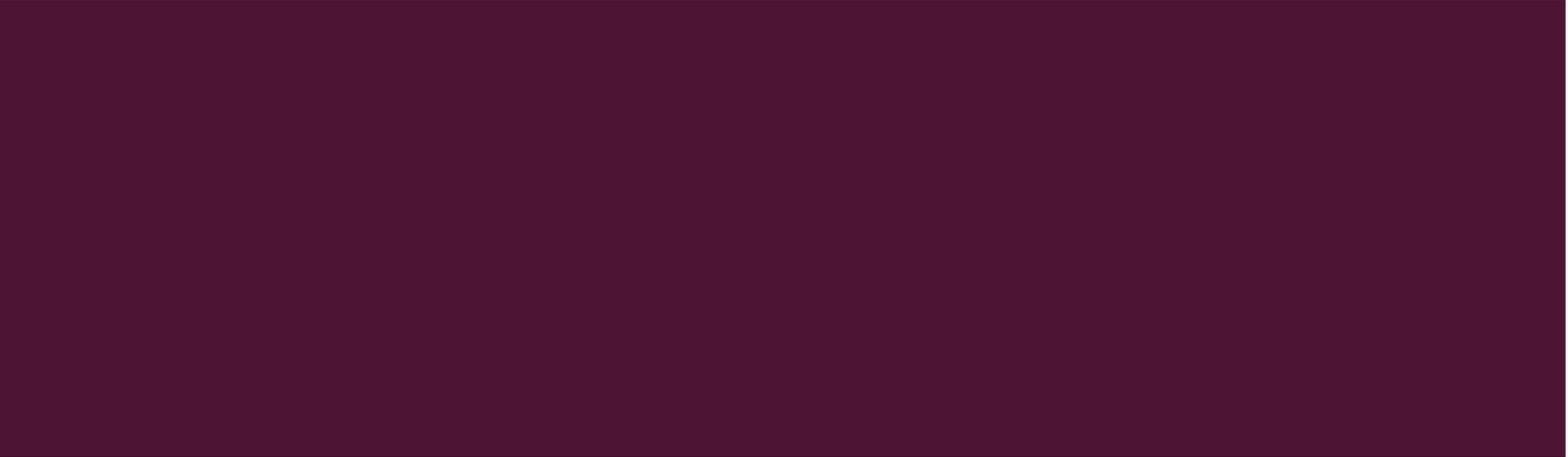




DEVELOPING REFLECTIVE ASSIGNMENTS

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DETERMINING WHAT TYPE OF REFLECTION TO USE

- **WHAT IS YOUR PURPOSE? WHY ARE YOU HAVING STUDENTS COMPLETE THIS REFLECTION?**
 - **Personal reflection**
 - To assess their own work against assignment criteria (ex. having students use a rubric to self-assess their work)
 - Thinking about what they have learned and what they may do differently in the future
 - To reflect on the work they submitted (how they approached the project, what went well, what was more difficult, etc.)
 - **Making connections between a course(s), current event(s), discipline(s), semester(s), etc.**
 - To examine why they selected a particular topic to focus on
 - Preparing work to showcase for a future internship/ position
 - Challenging students to practice integrated learning

FOUR STEPS FOR CRITICAL REFLECTION

- **Identify the student learning outcomes** related to the experience. What do you expect students to gain as a result of this activity? Understand multiple points of view? Be able to propose solutions to a problem?
- Once you identify the outcomes, then you can **design the reflection activities** to best achieve the outcomes. Remember, that critical reflection is a continuous process.
- **Engage students in critical reflection** before, during, and after the experience.
- **Assess their learning.** A rubric that outlines the criteria for evaluation and levels of performance for each criterion can be useful for grading reflection products and providing detailed feedback to students.

SAMPLE PROMPTS TO MEASURE STUDENT LEARNING THROUGHOUT THE SEMESTER

- **BEGINNING:** Have students define a term that will be examined during the duration of your course. Why is _____ significant? What do you think we will do in this course to learn about _____?
- **MIDDLE:** Given the course readings/discussions and activities so far, how do you define _____? Have your definition(s) changed from the beginning of the course? If they have, what caused them to change? If they have not, why not? Has learning in other contexts outside this course had any role in shaping your definitions? If yes, why?
- **END:** What is the most important thing you learned about _____ this semester? How has that learning affected your definition(s) of _____? Be sure to note specific activities, readings, or discussions that were especially meaningful to you in thinking about the ideas around _____.

Questions adapted from Light, T. P., Chen, H. L., & Ittelson, J. C. (2012). *Documenting learning with Eportfolios: a guide for college instructors*. San Francisco, CA: Jossey-Bass. (p.56)

SAMPLE ASSIGNMENT TO CONNECT WITH A COLLABORATIVE LEARNING EXPERIENCE

- Reflection assignment to conclude a group project or other type of collaborative learning experience:
 - What is one specific example of something that you learned from your group members that you would not have learned on your own?
 - What is one specific example of something that your group members learned from you that they would not have learned on their own?
 - Given this group experience, what will you do differently next time you work with a group? What will you do the same?

Questions adapted from Light, T. P., Chen, H. L., & Ittelson, J. C. (2012). *Documenting learning with Eportfolios: a guide for college instructors*. San Francisco, CA: Jossey-Bass. (p.59)

SAMPLE ASSIGNMENTS CONNECTED TO THE OVERALL MESSINA EXPERIENCE: *ATTENDING THEME EVENTS (FALL OR SPRING)*

- Following your attendance at the [insert theme name] theme event you attend, please write a ___ page(s) paper about the event. Begin your paper by identifying three things that you learned during this event. Then respond to one of the following two reflection prompts.
 - After attending this event, describe how you believe this event connected to your Messina theme, [insert theme name]. Please provide specific examples that you felt existed.
 - Please describe how this event was either personally relevant to you, related to an aspect of your academic coursework (either within your Messina course or a different Loyola course you are taking this semester), or is relevant within the current societal context. Please provide specific examples.

SAMPLE ASSIGNMENTS CONNECTED TO THE OVERALL MESSINA EXPERIENCE: *CONNECTING MESSINA COURSE EXPERIENCES (SPRING)*

- Review the description of your Messina theme and reflect back to what you learned in your two Messina courses. In your own words, how do you feel your Messina theme relates to what you learned in these two courses? Please provide specific examples from course content.
(If you switched into a different course/theme in the spring semester, please elaborate how your fall course related to its Messina theme and how your spring course related to its Messina theme.)

SAMPLE ASSIGNMENTS CONNECTED TO THE OVERALL MESSINA EXPERIENCE: *DIGITAL STORYTELLING (FALL OR SPRING)*

- This is the process of using computer-based tools to tell stories- utilizing graphics, audio, visuals, etc.
- Typically between 2-10 minutes
- Way to have students recount a historical event or personal narrative
- How we have used it:
 - Tell me a story about a person that you have met since you arrived at Loyola. You may choose anyone that you wish, a fellow student, staff, administration, or faculty. You will need to create a PowerPoint of 5 to 10 images that help to tell the story of the person that you have selected. If you want more, we can discuss. The presentation should be around 5 minutes. It can go a little longer if needed. Begin by telling us how you met this person. Where? When? How? Give details! What was your first impression? Did it change as you got to know this person? What did you talk about? Paint me a visual portrait of this person. What do they look like? How do they dress? Describe their face, eyes, smile, etc. Please use many descriptive adjectives. Who are they? What do they do? Give an example of the kinds of things that they do and are a part of. Why did you select this person? How do you connect with them? Do you admire them? Would you consider them a friend? What is their personality like? Are they kind? Sarcastic? Funny? Mischievous? Strong, Smart, Gentle, Lively? How have you gotten to know them? Trips? Adventures? Classes? Sports? Study groups? Describe one meeting or adventure that you have had with this person. Since you are telling their story, ask them to describe themselves and what matters to them. Ask them about their home, what they have done so far in their life, what they want to do in the future. Ask them good questions about themselves- rich, interesting questions that will help to tell their story. Pretend that you are telling someone at home about this person that you have met. Push yourself to describe and create a riveting story about this person that you have chosen.

RESOURCES

- Bart's four steps for developing critical reflection assignments:
<http://www.facultyfocus.com/articles/instructional-design/critical-reflection-adds-depth-and-breadth-to-student-learning/>
- Developing reflective assignments, including discipline-specific examples:
http://www.trcc.commnet.edu/Div_academics/IDEA/link2learn/sample_assignments.shtml
- Digital storytelling tools: <http://digitalstorytelling.coe.uh.edu/page.cfm?id=23&cid=23>
- Sample rubrics to download and adapt: <http://www.rcampus.com/indexrubric.cfm>
- Tips for integrating reflective assignments:
<http://scholarlyteacher.com/2016/05/12/reflective-writing-engaging-students-in-a-contemplative-practice/>