Written Critical Reflections: The Cornerstone of ExEL Assessment

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What we are here to do:

► Define critical reflection
► Identify its purposes in experiential learning
► Apply understanding of reflection through writing
► Analyze several different perspectives in your own reflective writing
Coming to Terms

- **Reflection (n.)**
  - metacognition or the ability to think about learning;
  - recalling prior knowledge or experience and weighing it against outcomes of current experience and or future contexts/problems.

- **Reflective (adj.)**
  - having qualities of ongoing reflective practice as a means of informing current and future effort
Experiential Learning
Reflective Writing in UNIV 1000

➢ Growth Mindset / (Indirect) Assessment
  ➢ Informing future goals based on past performance
  ➢ Developing desired personal habits

➢ Professional Development
  ➢ Situating personal connections within broader contexts
  ➢ Representing your work/contributions within a professional/academic setting

➢ Experience as Evidence
  ➢ Confirming achievement of learning outcomes
  ➢ Teaching students to articulate their value in professional contexts (Cover Letter, interviews, etc.)
  ➢ Creating knowledge/adding to the conversations of the field – Faculty and Staff alike can benefit from students' reflections on events and experiences the students had.
Let’s reflect…

Think of a time (over the last 6 months) you struggled with something at your job.

What are some of the lessons or successes that emerged as a result of that failure?
...to grow.

- Growth Mindset / (Self) Assessment
  - Informing future goals based on past performance

- Reframe your reflection from the perspective of continuous improvement **as an individual**.

  - You are the audience for this writing.
  - Write 3 sentences that reinterpret your struggle as an opportunity to grow.
...to fail forward.

- **Professional Development**
  - Situating personal connections within broader contexts

- Reframe your reflection from the perspective of continuous improvement **as a professional**.
  - Your direct supervisor is the audience for this writing.
  - Write 3 sentences that reinterpret your struggle as an opportunity to develop your job-related skill set(s).
...to demonstrate learning.

- **Experience as Evidence**
  - Confirm achievement of learning outcome (reading response, etc.)
  - Arguing for value in professional contexts (Cover Letter, CV, etc.)
  - Creating knowledge/adding to the conversations of the field

- Reframe your reflection from the perspective of continuous improvement as **evidence for success in this workshop**.
  - I am the audience for this writing.
  - Write 3 sentences that reinterpret your struggle as an opportunity to reflect, practicing what we will ask of students in UNIV 1000.
Questions?