

GRAD 6000 Reflection Guidelines

Our goal in assigning reflections is to provide the opportunity for you to make sense and meaning out of the learning experience of the seminar in a way that can promote greater retention of learning (Di Stefano et al., (2016).

Written reflections: One page, single spaced. Post your work in the Discussion Board (link will also be provided in each seminar's course folder on HuskyCT).

Video reflections: 3-5 minutes using Kaltura (HuskyCT built-in tool). Instructions to record your video will be in each seminar's course folder on HuskyCT.

The following criteria are meant to provide more detail about what we mean when we ask for *thoughtful and substantive* reflections.

Evidence for exceeding criteria	Criteria (80 pts+20pts=100pts)	Areas of improvement
	<p>You either respond to <i>all parts</i> of the reflection prompt thoughtfully OR You make explicit how the seminar topic was connected to your alternative direction for the reflection. In both cases, you provide insights, ideas for application of concepts using specific examples and details.</p>	
	<p>You accurately portray key ideas of the seminar, connect and interpret them according to your experience, teaching context, or anticipated future teaching practice. <i>You do this, because you understand that people learn by connecting to previous knowledge and experiences.</i></p>	
	<p>Your reflection meets the required length without going over too much, <i>because you understand that meaningful, but concise communication is a helpful teaching skill.</i></p>	
	<p>You submitted by due date, i.e. one week after the seminar on the following Friday by noon, <i>because you understand that reflecting on information too far in the past will diminish benefits of the activity.</i></p>	
	<p>You responded to at least 2 of your classmates, <i>because you understand that feedback can broaden your understanding (on or before the second Friday after the seminar by noon 20pts)</i></p>	

(BTW: this is an example of a single point rubric.)

A Taxonomy of Reflection

Creating: What should I do next?

Evaluating: How well did I do?

Analyzing: Do I see any patterns in what I did?

Applying: Where could I use this again?

Understanding: What was important about it?

Remembering: What did I do?

Model developed by Peter Pappas

ADDITIONAL RESOURCE

Not mandatory, but if you are going the extra step you can check yourself against a Bloom's level inspired taxonomy of reflection. Please refer to Peter [Pappas](#) for more explanation .