# Module 8 – Chapter 2: Assessing Written Reflection

# Introduction

As the process of reflection can vary dramatically from individual to individual, grading the written work reflections of students can be difficult to standardize. This chapter focuses on attitudes and resources that may be used when evaluating students’ written reflections.

# Modes of Learning

In this module, students will use the following modes of learning:

* A short MacVideo, and
* An exercise in evaluating written reflection.

This module will take approximately 20 minutes to complete.

# Intended Learning Outcomes

By the end of this module, participants will be able to…

1. Evaluate the quality of a written reflection using a rubric.

# Key Terms & Concepts

* **Reflection**: a thoughtful and intentional analysis of an experience. Reflections examine the author’s knowledge and skills prior to an experience, how their understanding has changed as a result of that experience, and what their plan would be for similar experiences in the future.

# Topics Topic 1 – Assessing Reflection

The following video will walk you through two rubrics that may be used to assess reflection, as well as an example of a written reflection that is evaluated using a rubric.

# References

Ambrose, S. A. (2013). Undergraduate engineering curriculum: The ultimate design challenge. The Bridge, 43(2), 16-23

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

Borton, T. (1970). Reach, touch, and teach (pp. 75-91). New York Mcgraw-Hill.

Consortium to Promote Reflection in Engineering Education (CPREE) – website with resources on what reflection is, links to reflection field guides from American universities, and conference papers on reflection in Engineering.

CPREE. (n.d.) What is Reflection? Consortium to Promote Reflection in Engineering Education (CPREE). <http://cpree.uw.edu/what-is-reflection/>

Dewey, J. (1966). Democracy and education: An introduction to the philosophy of education. The Free Press.

Driscoll, J. (1994). Reflective practice for practice. Senior Nurse, 14(1), 47-50.

Rolfe, G., Freshwater, D., & Jasper, M. (2001). Critical Reflection for Nursing and the Helping Professions a User's Guide. Palgrave.

Ryan, M. (2013). The pedagogical balancing act: Teaching reflection in higher education. Teaching in Higher Education, 18(2), 144-155.

Turns, J. A., Sattler, B., Yasuhara, K., Borgford-Parnell, J. L., & Atman, C. J. (2014). Integrating reflection into engineering education. [Paper Presentation]. 121st ASEE Annual Conference & Exposition, Indianapolis. <https://depts.washington.edu/cpreeuw/wordpress/wp-content/uploads/2015/07/Integrating-Reflection-ASEE-2014.pdf>

# Additional Resources

For instructors or teaching assistants that would like to learn more about embedding reflection in curriculum, please visit the Instructor Reflection Toolkit

# <https://www.eng.mcmaster.ca/resources/instructor-reflection-toolkit>