# Student Reflection Evaluation

The purpose of this guide is to provide the Team with a brief overview of what to look for in student reflections. Evaluating the “success” of a reflection can be difficult as reflections can appear in many ways and contain vastly different content from student to student.

There are three characteristics that we seek in reflection:

* Depth: Reflection requires more than a description or summary of an experience and the immediate reaction. Reflection requires students to examine their comprehension of an experience, their emotions, as well as the resolution of those feelings and how to best move forward.
* Authenticity: Reflection is a very personal process and students are encouraged to describe their experiences honestly and genuinely. Therefore, reflections are written in first person. We often learn more from our mistakes than from our successes, and it is perfectly acceptable to discuss how the negative aspects of an experience helped students learn and move forward.
* Meaningful: Reflection should be clear and focused on the journey that students are taking in achieving the intended learning outcomes of the course or experience.

In keeping with the Ash & Clayton (2009) model, evaluators should ask themselves the following questions when looking at student submissions.

What?

* Has the student described the experience in sufficient detail? (Who? What? Where? When? Why?)
* Has the student identified any initial thoughts or feelings experienced at the beginning of the experience?

So what?

* Has the student identified successes or positive aspects of the experience?
* Has the student identified challenges that they experienced?
* Has the student identified why the experience they chose to highlight was important to their learning?
* Has the student identified how their knowledge or perspective has changed as a result of the experience?

Now what?

* Has the student explicitly mentioned something that they learned during the experience?
* Has the student explained why their new learnings are important?
* Has the student outlined how they might use their new learnings in the future?

It is up to the evaluator to judge if most of the above content and characteristics are present. It is important to provide constructive and encouraging feedback to students who may be new to reflection, as it can be a personal process that takes time to learn.

Note: We highly recommend you to complete the created online module on Assessing Written Reflection: <https://ecampusontario.pressbooks.pub/engineeringreflectiontoolkit/chapter/ta-reflection-evaluation/>