

The Journey Inward: How Self-Reflection Empowers Students

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Purpose and Objectives

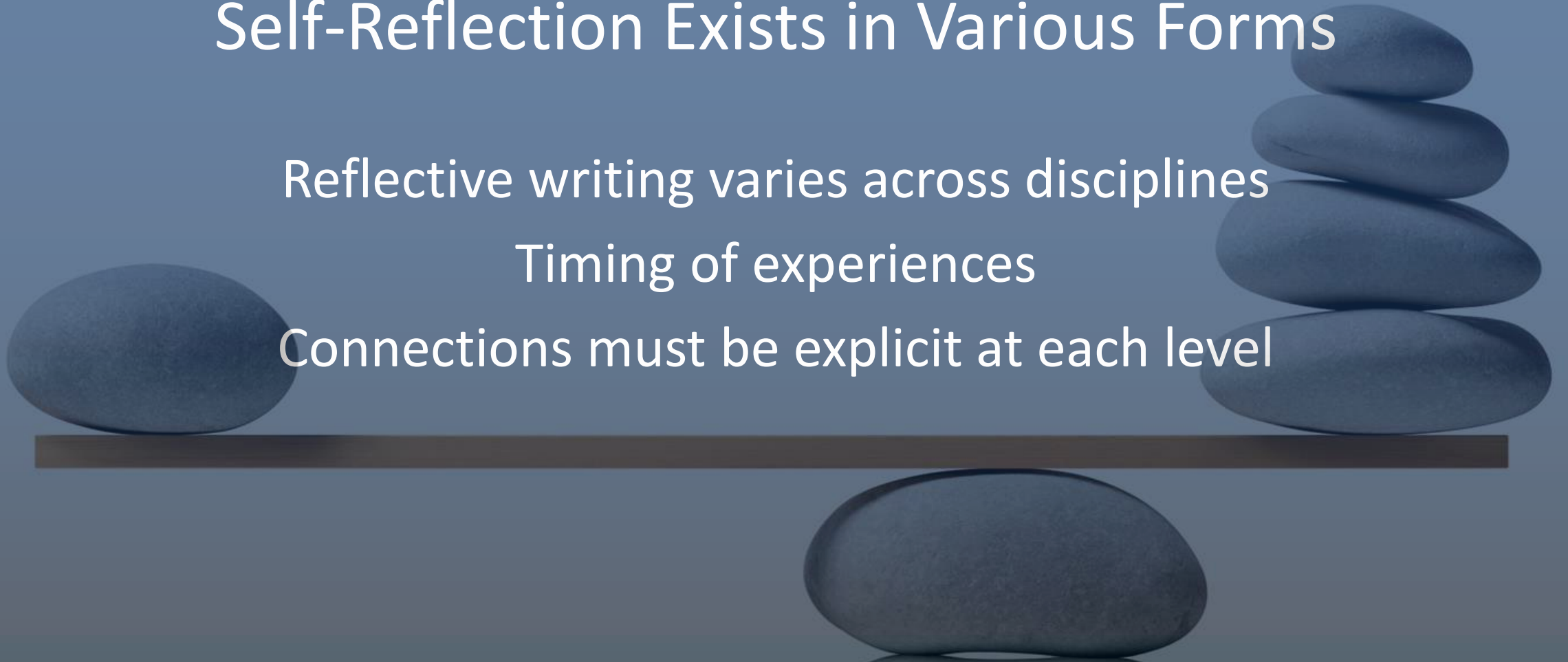
- Determine faculty interest in utilizing the reflective writing ePortfolio framework to support students' critical thinking and writing skills by developing an assessment tool.
- Objectives:
 1. Determine the nature of classroom reflective writing activities.
 2. Identify critical thinking and writing rubrics or assessments that can be modified across various disciplines.
 3. Develop and execute a reflective writing workshop.
 4. Evaluate and share findings from the workshop.

Objective 1: Self-Reflection Exists in Various Forms

Reflective writing varies across disciplines

Timing of experiences

Connections must be explicit at each level



Objective 2: Self-Reflection can be Assessed

- Designing effective reflective writing assignments that prompt students to demonstrate evidence of learning outcomes is complex and varies by field.
- AAC&U VALUE rubrics and variations are useful tools

Objective 3:

Students Support Learning Assessments

- Developed 2 class assignments using variations of AAC&U VALUE rubrics
 - helped students identify their strengths and weaknesses and target areas they need to work on
 - helped me recognize where students are struggling and identify resources for them
- Developed workshops focused on students using a summative assessment for their self-reflection
 - Students self-evaluate their learning at the end of a semester-long project

Objective 4:

Workshop Participants Support Self-Reflection

- “I liked being able to list out my skills and connect them to my experiences. It made it easier to do self-reflection instead of just thinking of my experiences in my head.”
- “Learning how to self-reflect and working on defining ePortfolio! At first, I didn’t know what an ePortfolio was but now it makes a lot of sense! I learned a lot today in this workshop! Just listing my skills for my desired career stood out to me as well.”
- “Understanding why self-reflection plays such an important role in the creation of an e-portfolio.”
- “I am able to self-reflect and gather what my skills are.”

Purpose of ePortfolio Workshops:

Connect Classroom Experiences to NACE Competencies

- ePortfolios are a digital repository of a student's work or space where students can create, collect, curate, and connect their academic experiences and engage in reflective writing
- Supports students' ability to turn their experiences into learning.
- Provides an opportunity for students to synthesize their learning across disciplines.
- In short, they help students organize, preserve, and reflect on their learning (AAC&U).

Self-reflection:

Connect Skills to Career Readiness

- Self-reflection is a process that examines what is learned and how it is learned. Self-reflection differs from basic reflection as self-reflection can increase student self-efficacy and resilience (Campbell & Tan, 2021).

“About Me” Self-Reflection Example

- The "About Me" section in an ePortfolio introduces you as a professional. When you create a public website, LinkedIn account, or Canvas Folio the first part of any profile is an introduction of your professional self. The goal is to create an "About me" introduction.
 - What biographical information is important to your audience? Consider discussing your major, interests, or future plans. Remember to only include relevant information.
 - Which skills, experiences, and knowledge would you like to highlight? How will you guide your audience to other parts of your ePortfolio?
 - What are your unique strengths?
 - What are your core values?
 - How will you be able to use your strengths in your chosen profession?
 - What makes you stand out in your field?

DAR Example

- **Description:**
- Provide a clear, concise description of a class project that was most challenging to you. The description should include the purpose and intended learning outcome.
- **Analysis:**
- The narrative in this section should illustrate your interest and passion for the subject, the resources used in the development of the project (curiosity), the effort required to complete the project (initiative), and the development of your ideas beyond what was stated as a minimum requirement (independence).
- **Reflection:**
- In this section, you will use what was learned from the experience and how it applies to your future career.
 1. What did you learn about yourself from this project?
 2. What did you learn about our field of study from this project?
 3. What did you consider a success related to this project?
 4. What do you consider an area of improvement during and after this project?

Rubric Example

Criteria	Ratings			
Content and Purpose	Capstone Demonstrates a thorough understanding of the audience. Avoids jargon.	Milestone Demonstrates adequate consideration of the audience, and purpose.		Benchmark Demonstrates minimal attention to the audience and purpose.
Description	Capstone Uses appropriate, relevant, and compelling arguments to demonstrate mastery of the subject.	Milestone Uses appropriate, relevant, and compelling content to explain the subject.	Adequate Uses appropriate and relevant content to mention key concepts.	Benchmark States concepts or ideas with minimal understanding of key concepts
Reflection	Capstone Demonstrates diligence and successful execution of technical writing including organization, content, and formatting.	Milestone Demonstrates consistent use of important conventions for writing, including organization, content, presentation, and stylistic choices.	Adequate Follows expectations with basic organization, content, and presentation.	Benchmark Attempts to use consistent only basic organization and presentation.
Analysis	Capstone Demonstrates skillful use of credible and relevant information to develop ideas.	Milestone Demonstrates consistent use of credible and relevant information to support ideas.		Benchmark Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Capstone Uses language that skillfully communicates meaning to readers with clarity and fluency and is error-free.	Milestone Uses straightforward language that conveys the meaning to readers. The language has few errors.		Benchmark Uses language that conveys meaning with clarity, although writing may include errors.

Worksheet Example #1

- List the top three (3) skills that you think are your greatest strengths.
- List three (3) class projects you think BEST highlight the strengths you just identified.
- Identify a class project where you struggled and made you question your strengths.
- How did you know that assignment was challenging or difficult?
- What steps did you take once you realized it was challenging or difficult?
- List any resources that you think would have helped you to complete or overcome the challenge or difficulty.
- Identify the skills you gained from the challenge or difficulty you experienced during the class project.
- Using a reflective statement how would you describe to a potential employer your ability to overcome challenges?
- For example:
 - “I am capable of _____ because I did _____ in _____ class.”
 - “I can _____ because I participated in _____ for my _____ class.”
 - “I learned how to _____ when I tried to complete my _____ class assignment.”

Worksheet Example #2

- List three (3) important skills you believe are essential for your career.
- Identify a class project you believe engages the skills you listed.
- Describe what was expected from the class project. How do they relate to those skills?
- Thinking of that class project, match the activity with one of the skills you identified as essential for your career. For example, you composed a research paper for a class. A specific skill involved in the research paper process is writing. Therefore, you have technical writing skills because you communicated findings from your research in a written paper format.
- Using your statements compose a paragraph that describes your learning experience.
 - “In my _____ course, I had to draft a research paper at the end of the semester. Before starting the paper, I had identified the topic of _____ because _____ is important to me. I learned how to conduct research in my field because I made an appointment with the research librarian to help me identify appropriate sources of information to support my thesis statement. I learned how to use _____ formatting standards because it’s required for anyone in the _____ field. In this assignment, I also learned that there are always ways to improve a research paper. I was _____ when I received the graded draft of my research paper. The feedback included _____. I improved on my draft because I _____. By the time I submitted the final draft of the research paper, I learned _____.”

Resources

- Digital resources available for download via MUW Commons



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