Reflective Journaling

What is Reflection?

Deeper and longer lasting learning is developed through personal reflection and self-appraisal. To this end, you will submit <u>weekly</u> journal entries. Questioning is the essence of reflection. During this process you will question what you have learned throughout the Leadership program and your time at the University of Delaware**.** Also, to be able to produce your portfolio you will need to engage in reflection of your leadership training. You should know that reflection is not an 'add-on' piece to your learning process and portfolio. It is integral to the complex process of becoming a leader. Successful reflection enables self-awareness, personal and professional growth and improved leadership skills. Reflection compliments lifelong learning and professional development by helping us realize why the successes succeed and the failures fail, providing a catalyst for educational change (Pensavalle, et. al. ,2006)

You will have opportunities to reflect on your experiences and working with others, such as, peers, supervisors, and university faculty. Each will bring a unique perspective to your understanding of yourself as a developing leader.

What is the purpose of reflection?

Research suggests that the process of reflection causes deeper and longer lasting learning. It is through this process of critical reflection that soon to be graduates of the University of Delaware Leadership program can identify their personal growth, reformulate personal goals and beliefs, and clarify their development in a meaning manner that can be used to seek future employment or make application to graduate school programs. Although the process of reflection when done correctly can be uncomfortable, critical reflection will allow you to make life choices consistent with your beliefs.

When and where will I reflect? You will reflect in your weekly journal and you will reflect about your learning with each artifact you select for your portfolio.

What will I reflect on? You will be reflecting on your experiences, frustrations, growths and the outcomes from all of your coursework and life experiences. You should focus your reflections about the completion of the projects and you will need to make the connections between what you have learned and the process of organizing and completing the final projects.

Ultimately, self-reflection and dialogue with others will result in insights as to:

1. how and why you think the way you do about leadership
2. what actions you took, what choices you made
3. the meaning of your actions and choices
4. what learning and growth has occurred
5. how you can change your practices in the future
6. what you believe is the social value of leadership
7. what you believe is your role as a leadership professional (Klein, U.W.- Stout, Chandler, UW-Whitewater2006)

REFLECTIVE QUESTIONS ~

The reflection process is a way to document your groups' progress in achieving the projects. However, you must also tie in what you learned throughout the program; not just this Capstone course. Examples of entries about your individual progress might include such things as a discussion of research questions you and your group developed and/or will investigate so that you can better identify what you want to know from your target group; independent research/readings you have done to support the project; new technological skills you need to develop and your plans for going about doing that; your individual feelings about the project; people you plan to talk to or did talk to in order to gain necessary background and/or connections; efforts in securing focus groups and moderators; the progress you're making on achieving the course's student learning outcomes, your plans for the next week or so, etc.

Your journal entries must also include your analysis of the group processes.

For every group interaction that takes place during the week (in-person/online work/online discussions, etc.), you must respond to the following questions:

- What did you learn during this interaction?
- What did you contribute?
- What did the other members' of the group contribute?
- What are the group's plans for the future?
- What is your assessment of how the group is functioning thus far?
- What happened in the group process to day and how it relates to something I learned as a Leadership major at UD? (Ex. This relates to a topic or skill I learned in X course, or while living at the dorm.

Additional questions you may wish to address

- What pattern(s) did I observe?
- What happened when I tried something new?
- Why an event occurred?
- Why do I feel X way about an event and will it matter?
- If this event should happen again, how will I react?
- Why am I celebrating X?
- Am I looking forward to the future? Explain why or why not.
- Did I have an "aha" moment?
- Why am I having a déjà vu moment?
- Did I consider an alternative perspective? Why or why not?
- Do I have a theory about why this is working or not working?
- What have I learned that is causing me to interact differently?
- What new behaviors I plan on taking for the purpose of what action?
- What skill set do I offer the group processes?
- What skills need to be addressed in the group?

Reflection questions to be included in the portfolio

- How and why you think the way you do about your major?
- What actions you took, what choices you made?
- What learning and growth has occurred?
- What you believe is the social value of your major?
- Given your education in this major, what you believe are your roles and responsibilities as a professional, an individual, and a citizen?
- How would you describe your development as a leader and what evidence can you provide?
- What do you notice when you review your earlier work?
- How have your problem solving skill developed over time, compare and contrast?
- How do you describe yourself as a leader from your first year of study to your last year of study
- As a result of your studies, how have you become a change agent?

Short, Harste & Burke, 1996, pp. 58-59

REFERENCES ~

Klein, S., & U.W. Stout, Chandler, W., U.W. Whitewater (2006). Reflection for Preservice and Inservice Art Teachers . *E-portfolio*, Retrieved January 23, 2007, from http://www.uwstout.edu/art/artedportfolios/reflection/index.html.

Short, K., Harste, J., & Burke, C. (1996). *Creating classrooms for authors and inquirers*. 2nd. ed. Portsmouth, NH, Heinemann.

Pensavalle, M., Tyerman, J., Delgadillo, L., Miyake, J., Soong, A, (2006). AACTE 2006 Proposal: How Reflection Impacts Instructional Change. *AACTE 2006 Proposal*, Retrieved Jan. 23, 2007, from http://www.usc.edu/dept/education/up_files/AACTE_06_Presentation.pdf

WRITING RUBRIC: REFLECTIVE Journaling- 1 additional possible point for creativity or wowing the reader

CRITERIA	3 ADVANCED	2 PROFICIENT	1 BASIC	0 BELOW BASIC
OCCASION FOR REFLECTION **A thing or event/meeting** • **experienced**	Responses show that the writer ◊ meets all the criteria listed in Score Point 3. ◊ memorably presents the experience for the reflection. ◊ uses extended detail like a writer. ◊ uses language to be convincing. ◊ shows great depth of thought. ◊ is creative and original. ◊ reveals ideas through use of comparison and imagery.	Responses show that the writer ◊ presents the experience through use of concrete, sensory language, quotations, and narrative accounts that effectively use dialogue, action, and pacing. ◊ effectively focuses on a single subject including related experiences and observations.	Responses show that the writer ◊ does not go deeply enough into the reflection. ◊ talks too much about himself/herself instead of the experience. ◊ uses concrete detail.	Responses show that the writer ◊ assumes experience that prompted reflection is implicit in the response.
REFLECTION • **exploring** • **analyzing** • **questioning**	◊ implicitly reveals feelings and thoughts through presentation of the experience. ◊ makes the reader understand the abstract ideas underlying the reflection through use of specific detail.	◊ is thoughtful, convincing, insightful, and exploratory. ◊ Is firmly grounded in the subject. ◊ reveals a strong connection between the subject and the experience(s). ◊ analyzes the experience by looking at more than one angle. ◊ explores the subject in personal and general reflections.	◊ is limited to flimsy generalizations.	◊ uses only simple, obvious statements.
WRITING • **- using specific, concrete details** • **- comparing, contrasting** • **- naming, describing** • **- reporting conversation** • **- reviewing the history** • **- explaining possibilities** • **- creating a scenario**	◊ effectively uses writing strategies to enhance reflection. ◊ consistently uses appropriate language. ◊ shows deep insight through a natural flow of ideas and an effective conclusion.	◊ uses a variety of writing strategies. ◊ uses specific, concrete details to make the reflection clear to the reader. ◊ achieves unity through a natural progression of ideas. ◊ uses precise language.	◊ uses few purposeful writing strategies. ◊ uses some details and sensory language. ◊ uses only simple, generic language. ◊ has lapses in coherence. ◊ has the tendency to digress	◊ does not attempt to elaborate ideas or elaborates only through repetition of the initial statement. ◊ does not have coherence in writing. ◊ Is not organized in writing.

NAME: **Week of:**

STUDENT CHECKLIST
REFLECTIVE ESSAY: EXPLORING AND ANALYZING
Grade your reflective journal with the rubric each time you submit a journal entry.

For the criteria of Occasion for reflection, my responses show that I should receive a score of _____
Justify why:

For the criteria of Reflection, my responses show that I should receive a score of _____
Justify why:

For the criteria of Writing, my responses show that I should receive a score of _____
Justify why:

Justify if you deserve the 1 extra point because you wowed the reviewer by