

Development in Reflective Thinking

Areas of Development	Introductory	Intermediate	Advanced
<p>Ability to self-assess</p> <ul style="list-style-type: none"> • observing own performance • using feedback & evidence • finding & analyzing patterns • making judgments 	<p>*global judgments w/o evidence; *sees performance same as assignment (did what was told)</p> <p>* repeats judgments of evaluators *sees feedback as affirmation and evidence</p> <p>*narrates process (did this; did that)</p> <p>*observes rather than infers</p>	<p>*applies disciplinary constructs *demonstrates deeper understanding of concept</p> <p>*Uses feedback to expand understanding</p> <p>*Recognizes connections, links, and relationships, such as cause & effect</p> <p>*Makes inferences (relates judgments to evidence)</p>	<p>*Observes intentional changes as a basis for higher learning</p> <p>*Probes own work and understanding</p> <p>*Uses multiple and interdisciplinary frameworks to understand</p> <p>*Makes connections, applications, and uses to move forward</p>
<p>Awareness of how one learns</p> <ul style="list-style-type: none"> • Concepts and misconceptions • Knowledge Construction • Metacognition 	<p>*Limits concept development to the terms given in the assignment *Sees feedback as external and not subject to analysis</p> <p>*Sees knowledge construction only within terms of the assignment</p> <p>*Employs personal theories largely without explanation or analysis</p>	<p>*Sees feedback as a means to understanding links between current and future performance</p> <p>*Notes changes in own patters of performance; *Sees knowledge construction as integrating known and new knowledge *Applies theories or broader frameworks to discussion of learning</p>	<p>*Integrates feedback and past performance to construct future learning plans</p> <p>*Uses growing awareness of knowledge structures to envision future learning</p> <p>*Understands own performance as a learner and transfers learning strategies to multiple contexts</p>
<p>Developing lifelong learning skills</p> <ul style="list-style-type: none"> • Developing identity as a learner • Transferring learning to other contexts • Understands learning as a lifelong process 	<p>*Confuses performance and feedback with identity as a learner</p> <p>*Uses generalized notions of success or effectiveness as basis for reflection</p> <p>*Global self-evaluations minimize connections between performance and reflecting on performance</p>	<p>*Self-identifies as a learner, constructing meaning within experience, now and in the future</p> <p>*Questions personal assumptions and recognizes multiple perspectives</p> <p>*Identifies challenges, demonstrating positive attitude and confidence, using self-assessment as a basis to improve</p>	<p>*Sees own identify as a learner, employing internalized construction of effectiveness</p> <p>Questions assumptions to construct intellectual commitments, aware of multiple perspectives</p> <p>*Situates personal narrative in larger intellectual/professional frameworks, transferring learning to new situations</p>