MAKING PROFESSIONAL DEVELOPMENT HIP AGAIN: INTENTIONALITY AND REFLECTION IN HIPS

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ASSUMPTIONS

- We want students in all HIPs to produce signature work that is tied to essential learning outcomes.

- We want students to become reflective practitioners regardless of major.

- Most faculty are not familiar with signature assignments or reflective pedagogy.
A signature assignment is one that addresses two or more general education learning outcomes, involves student performance on something other than a test or quiz, and is accompanied by student reflection.

**Essays, art galleries, projects, presentations, lab reports, service-learning journals, websites, posters, creative writing, creative combinations, etc.**
SIGNATURE ASSIGNMENTS

- Tied to the learning outcomes.
- Graded in ways that accord with the assessment rubrics that might be applied to them later—and students should know ahead of time how assignments will be graded/assessed.
- Well-designed, with detailed supporting information and directions.
- Cool—meaning designed to appeal to students’ sense of curiosity, to be relevant to students’ lives, to result in a product that they would want to showcase, and to be enjoyable.
## Assignment Feedback Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs Improvement (Substantive revisions would improve this assignment.)</th>
<th>Fair (This assignment could use some minor revisions.)</th>
<th>Good (This assignment is pretty good as written.)</th>
<th>Exemplary (This is one of the best assignments I’ve reviewed.)</th>
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<tbody>
<tr>
<td><strong>Clarity of the Assignment</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
<td>No purpose is listed in the assignment.</td>
<td>Although a purpose is mentioned, very few students will be able to determine why they are doing the assignment.</td>
<td>Most students would understand why they are doing the assignment.</td>
<td>Almost all students would easily understand why they were completing this assignment.</td>
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<tr>
<td><strong>Goals / Expectations</strong></td>
<td>No goals or expectations are listed in the assignment.</td>
<td>Although goals / expectations are mentioned, very few students will understand them.</td>
<td>Most students would understand the goals / expectations of the assignment.</td>
<td>Almost all students would easily understand the goals / expectations of the assignment.</td>
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<tr>
<td><strong>Instructions</strong></td>
<td>The instructions are missing, confusing, or insufficient for understanding the assignment requiring faculty to offer instructions and explanations in class.</td>
<td>Although instructions are present, many students would have difficulty and would ask substantive questions before they could complete the assignment.</td>
<td>Most students would understand the written instructions but might have a few questions for the faculty member.</td>
<td>All students would easily understand the written instructions and could complete the assignment without asking any questions.</td>
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<td><strong>Description of the Setting</strong></td>
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<td><strong>Audience</strong> (Who the submission is written for.)</td>
<td>No audience is listed in the assignment.</td>
<td>The audience is mentioned, but is unclear.</td>
<td>The audience is explicitly stated providing some context for the assignment.</td>
<td>The audience is clearly explained offering meaningful context to the assignment.</td>
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<td><strong>Role Played by Student</strong> (Researcher, nurse, historian, etc.)</td>
<td>No roles are listed in the assignment.</td>
<td>The student’s roles are mentioned, but are unclear.</td>
<td>The students’ role is explicitly stated providing some context for the assignment.</td>
<td>The student’s role is clearly explained offering meaningful context to the assignment.</td>
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<tr>
<td><strong>Connection to Students</strong> (A meaningful / relevant connection between the assignment and students’ interests.)</td>
<td>The assignment does not make any sort of connection to student’s experiences / interests.</td>
<td>The assignment attempts to make some sort of connection to student’s experiences / interests.</td>
<td>The assignment provides a potentially meaningful / relevant connection to most student’s experiences / interests.</td>
<td>The assignment provides a powerful connection to nearly every student’s experiences / interests.</td>
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<td><strong>Appropriateness of scaffolding</strong></td>
<td>The assignment is one large project that would be difficult for students to digest.</td>
<td>The assignment has some larger sections that could confuse some students.</td>
<td>The assignment is broken into manageable chunks that most students could follow and complete.</td>
<td>The assignment is split and sequenced so that students would have no difficulty completing the work.</td>
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<td><strong>Size of Elements</strong> (Each element / concept / part of the assignment can be understood and completed.)</td>
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SIGNATURE ASSIGNMENT ACTIVITY

Great Way to Introduce Signature Assignment Design in HIPs
“Highly productive and creative individuals think about their own thinking while they are thinking. This process, called metacognition, allows people to engage in a valuable conversation with themselves, exploring their background, questioning and correcting their thinking in the process, and pursuing the dynamic power of their minds.”

—Ken Bain, *What the Best College Students Do.* (2012)
REFLECTION ACTIVITY

One Volunteer at Each Table
ABSTRACT CONCEPTUALIZATION IN DAVID KOLB’S (1984) EXPERIENTIAL LEARNING MODEL

Concrete Experience

Active Experimentation

Reflective Observation

Abstract Conceptualization

DONALD SCHÖN (1983): TWO MODES OF REFLECTION

- **Reflection on Action** Reflection after an experience is over.

- **Reflection in Action** “Turning thought back on action” while in the process of doing. “It is this entire process of reflection-in-action which is central to the ‘art’ by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict.”
Reflecting with others:

- Affirms the value of one’s experience.
- Offers alternative meanings, broadening the field of understanding.
- Supports one’s self-discipline and provides a sense of responsibility.
FORMATIVE AND SUMMATIVE REFLECTION IN YOUR ASSIGNMENTS

✧ How would you pair iterative reflection with your learning community’s assignment?

✧ What reflection on/in action prompts would help students make connections?

✧ How might you employ reflection in community?
THANK YOU

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