Appendix C: Critical Self Reflection developed by R. Burga

Critical self-reflection The pedagogical definition for experiential learning (Kolb, 1984; Kolb & Kolb, 2005) requires a cycle of learning that through a process of experiencing the concrete, reflecting on the experience, conceptualizing the learning, and incorporating into your own self through active experimentation promotes the deep learning of life-long skills. Experiential learning uses concepts of giving or making spaces for students to reflect, to think, to act (Kolb & Kolb, 2005). In most of our efforts as educators we are trying to instill critical thinking through our pedagogical activities and although the link between actual learning and perceptual learning as a result of self-reflections from experiential activities is still being researched in the marketing sciences (Dahl et al., 2018), the process of critical reflection results from intentionally giving the opportunity for learners to achieve goals that they can incorporate into their self and thus through the appropriation of relevance into one's own purpose, transform the reflective exercise into a deep learning opportunity (Fink, 2013; Entwistle, 2003; Chin & Brown, 2000). In EL and CEL, critical reflection is "a necessary feature for [the] assignment to move from volunteer work to critical engagement" (Boland 2011; Moley & Ilustre, 2014, Mooney & Edwards 2011). Thus, critical self-reflection is a necessary activity of ECETL. The appendices provide Critical Thinking tool (from the Association of American Colleges and Universities – AACU), a Critical Thinking rubric (AACU), and an exemplar Critical Self-reflection assignment module (taken from MGMT3020-Corporate Social Responsibility) based on applying Bloom's taxonomy to critical thinking in a student self-reflection paper.

AAC&U VALUE ADD (Assignment Design and Diagnostic) Tool - Critical Thinking

A key finding from research resulting from AAC&U's VALUE (Valid Assessment of Learning in Undergraduate Education) Project is that what faculty ask students to do in class assignments strongly affects how well they do it (Sullivan & McConnell, 2018). With that recognition in mind, this Assignment Design and Diagnostic Tool is intended to help you and your colleagues develop and/or revise an assignment designed to produce student work which develops and accurately demonstrates students' **critical thinking** abilities. When using this tool, the goal is to ensure that the *structure* and *expectations* of your assignment *align* with the outcomes you are trying to achieve.

Backward Design

This larger notion of instructional alignment is central to most instructional design models and is on display in the "backward design" method of planning pedagogical and assessment activities. Backward design (McTighe & Wiggins, 2012) suggests a three-stage process where you first determine the learning outcomes you aspire for your students. You then develop the assessments/assignments you will give your students; the learning artifacts produced by students in response to your assignment will provide you with evidence regarding how well your students have achieved the learning outcomes you defined. With learning outcomes and the associated assessments/assignments clearly defined, you would then move to engage in planning the teaching and learning experiences you will provide to enable your students to complete the assignment successfully and to the best of their ability.

Purpose

The purpose of AAC&U's VALUE ADD Tool series, developed with guidance from an international panel of experts, is to help you intentionally create clear and effective assignments designed to specifically evoke evidence of the learning outcomes you have identified for your students. In short, this tool will help you ensure your assignment aligns with your learning outcomes. That then also should guide your teaching as you help your students learn what they need to in order to complete the assignment. This VALUE ADD Tool is for those who have identified **critical thinking** as a learning outcome for their students, is aligned with AAC&U's Critical Thinking VALUE Rubric, and has three parts. Part one offers a "Cover Sheet" to enable you to reflect upon your students and your goals for them with this assignment. Part two encourages you to reflect upon structural elements of an effective assignment. Part three provides an opportunity to reflect upon the range of critical thinking tasks you may ask your students to perform in addition to how well they are articulated in the assignment itself.

How to Proceed

Your first step as you begin to use this tool is to reflect upon your assignment's instructional context and your students via the tool's "Cover Sheet" (Part One). As some assignments are intended to be broad or narrow in scope, the "Cover Sheet" provides an opportunity to articulate the parameters for the work you envision for your students. For a new assignment, you might use this tool to draft and refine your assignment, possibly using the elements in Part Two and Part Three as a checklist of items to consider as you craft your assignment. For existing assignments, you may choose to use this tool to reflect upon your own or a colleague's assignment, to discern opportunities for revision, or to affirm decisions you have made regarding the assignment. You may also find it helpful to have students provide you with feedback on an assignment by using this tool. When sharing an assignment with a colleague, it will be helpful if you complete and share the "Cover Sheet" in advance. Assignment design is an iterative process, and you may find yourself returning to this tool as you revise. A glossary is provided on the next page to clarify key terms used within the VALUE ADD Critical Thinking Tool.

Glossary

Analysis (see Part Three) – *Refers to exploring relationships within information and data.*

Describe (see Part Three) – Refers to explaining the issue and calls for the student to provide a clear and comprehensive description of the issue/problem to be critically considered.

Evaluation Criteria – *Refers to how you will be grading the student's work, including performance standards and expectations as well as how various elements of an assignment are weighted in the grading process.*

Learning Outcomes – *Statements that describe the knowledge, skills, and/or abilities students should acquire and be able to demonstrate by the end of a particular assignment, class, course, or program of study.*

Position/Argument (see Part Three) – *Refers to the perspective, thesis, or hypothesis presented by the student.*

Use Evidence (see Part Three) – Refers to selecting and using information to investigate a point of view or conclusion or to develop a comprehensive analysis or synthesis.

VALUE – *VALUE (Valid Assessment of Learning in Undergraduate Education) is a campus-based assessment approach developed and led by AAC&U.*

VALUE Rubrics – *Tools developed by AAC&U to assess students' own authentic work, produced across students' diverse learning pathways, fields of study and institutions, to determine whether and how well students are meeting graduation level achievement in learning outcomes that both employers and faculty consider essential.*

References

McTighe, J., & Wiggins, G. (2012). *Understanding by Design Framework*. Alexandria, VA: ASCD.

Sullivan, D., & McConnell, K. D. (2018). It's the assignments – A ubiquitous and inexpensive strategy to significantly improve higher-order learning. *Change: The Magazine of Higher Learning, 50*(5), 16-23.

Part One - Cover Sheet

Who is the audience for this assignment (course, course-level, etc.), and what is the context of the assignment (when is it assigned and why)?

What assumptions are you making regarding your students and their knowledge and skills as they begin this assignment?

What does not need to be explicitly stated in this assignment, given what your students already know via other aspects of the course or the curriculum (syllabus, earlier instruction, previous assignments, etc.)? Explain.

As you reflect upon your assignment, check the critical thinking components below that you expect your students to perform as part of this assignment. These would also be things you would anticipate seeing in the final artifact produced by your students:

- ☐ Summarize information or an argument, explain an issue, put something in context
- ☐ Distinguish between empirical questions and value judgments
- ☐ Pose a question or identify a topic for research
- ☐ Design a strategy to answer a question or conduct a research study
- ☐ Gather relevant information/sources/data to use in support of an argument, position, or explanation of an issue
- ☐ Evaluate the quality of information/sources/data and make selections among possible sources
- ☐ Analyze information (or a text, work of art, etc.)
- ☐ Make connections between ideas or information; or apply ideas or knowledge to a new context
- ☐ Apply ideas or knowledge to a new context
- ☐ Draw a conclusion, linked to evidence
- ☐ Interpret and critique someone else's work, and/or identify their assumptions and biases
- ☐ Critique one's own work, and/or identify one's own assumptions and biases
- ☐ Construct an argument, or take a position on an issue
- ☐ Explain why something is important, or discuss its implications
- ☐ Other (please describe):

PART TWO – Assignment Design Elements

Well-designed assignments typically clearly specify each of these structural elements.

STRUCTURAL ELEMENTS This assignment articulates/explains…	Not specified	Partially specified – incomplete or vague instructions	Clearly specified
The purpose of/rationale for the assignment (i.e. what learning outcome(s) is the assignment meant to address and what products do you expect to be produced?)			
Notes/Feedback:			
The assignment's relationship to intended course and/or program learning outcomes			
Notes/Feedback:			
The assignment genre (research paper, reflection, lit review, group presentation, etc.)			
Notes/Feedback:			
The required formatting, length, citation style, source and grammatical expectations, etc.			
Notes/Feedback:			
The intended audience for which the student is writing			
Notes/Feedback:			
The evaluation criteria that will be applied to grade the student's work			
Notes/Feedback:			
The roles and expectations for individual group members, including how group members will be assessed**			
Notes/Feedback:			

** Applies only to group projects

PART THREE – Critical Thinking Elements

Well-designed critical thinking assignments may or may not include all of these components; some components may not be relevant for every assignment (refer to the checklist in Part One and note the selections in column one below). In addition, a well-designed critical thinking assignment (particularly one designed for advanced students) might deliberately *not* make a component explicit if the intention is to assess whether students can use or apply that component unprompted.

Intended? Yes / No	CRITICAL THINKING COMPONENTS	Not relevant	Not Present	Explicit but vague or unclear instructions	Explicit and clear instructions	AAC&U VALUE Rubric Reference
	DESCRIBE					
	Summarize information or an argument, explain an issue, put something in context					CT Explanation of Issues
	Distinguish between empirical questions and value judgments					CT Influence of Context and Assumptions
Notes/Feedback:						
	FORMULATE QUESTIONS					
	Pose a question or identify a topic for research					IA Topic Selection
	Design a strategy to answer a question or conduct a research study					IA Design Process
Notes/Feedback:						
	USE EVIDENCE					
	Gather and employ relevant information/sources/data					CT Evidence
	Evaluate the quality of information / sources / data and make selections among possible sources					CT Evidence & IA Limitations and Implications
Notes/Feedback:						

	ANALYZE					
	Analyze information (or a text, work of art, etc.)					IA Analysis
	Make connections between ideas or information; or apply ideas or knowledge to a new context					Integrative Learning Transfer; CT Evidence; CT Influence of context
	Draw a conclusion, linked to evidence					CT Conclusions
Notes/Feedback:						
	CRITIQUE					
	Interpret and critique someone else's work, and/or identify their assumptions and biases					CT Evidence & IA Limitations and Implications
	Critique one's own work, and/or identify one's own assumptions and biases					IA Limitations and Implications; CT Influence of Assumptions
Notes/Feedback:						
	POSITION/ARGUE					
	Construct an argument, or take a position on an issue					CT Student's Position
	Explain why something is important, or discuss its implications					IA Limitations and Implications; CT Influence of Context; CT Conclusion
Notes/Feedback:						

LEGEND

- CT: Critical Thinking VALUE rubric
- IA: Inquiry and Analysis VALUE rubric

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical. political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Case LearningReflection

Weight: 10% **Submission:**

via Dropbox **Due:** Week11

Note: Refer to the **Outline** for the exact due date

Overview

The Case Learning Reflection should describe your individual contribution to the case group assessment. You will be describing your reflections based on different levels of Bloom's taxonomy: remembering, understanding, analyzing, evaluating, and creating. The Case Learning Reflection will assess achievement of learning outcomes 1, 2, 4 and 9.

Purpose

The Case Learning Reflection is your opportunity to provide a first-person narrative of your learning experience as you worked to the successful completion of the Case group assessment. The case learning reflection should describe your contribution to the project and group and include a discussion of what you learnt and how you will apply this learning to your present or future career as per the rubric.

Instructions

Write a 500 - 1000 words reflection that reports on your participation in the Case Group Assessment. Submissions that are less than 500 words or more than 1000 words will not be graded.

Your reflections are important and you will earn marks according to how well your submissions align with the rubric guidelines below.

UseAPAformatting,in-textcitationsandreferencingifneeded.Double-spacingisrequired.You MUST submit your document as a Word document.

Grading Expectations

Rubric Guidelines

Your learning reflection will be marked out of 18 points. Results of your submission will be available within 5-10 days of the due date.

See the rubric below to see how we will mark your submission (penalties will apply after the rubric has been completed based on the quality format described above):

Case Learning Individual Reflection Rubric

Topic	How well the student answers:	Maximum possible marks
Remembering	What did I accomplish? (what was your specific contribution in the context of the case)	3
Understanding	What new insights did I develop as a result of doing this work? (the insights can be related to group work but it must also include the context of CSR learning within the case)	3
Analyzing	What challenges to my current thinking did this work present? (in the context of CSR)	3
Evaluating	What did I do well? What areas do I still need to work on? What would I do differently if I did it again?	3
Creating	What next steps do I want to take as a result of this learning experience? (in the context of CSR and your career)	3
Quality	You need to provide a title page, an introduction, your body, and a conclusion. You should provide subheadings to help with your organization; you need to use Times New Roman 12 font and double space. Use APA citations if needed and then a reference section if you used any in-text citations. Ensure that you have less than 5-10 spelling/grammatical errors.	3
TOTAL POSSIBLE SCORE		18