

In *Learning through Critical Reflection: ...*, Patty Clayton tells us that critical reflection is NOT “touchy-feely, just a stream of consciousness, about your personal opinions or thinking that shouldn’t be critiqued or evaluated, introspective only/only done alone, therapy, or busy work that is irrelevant to learning.”

Instead, she contends that it IS “analytical and rigorous, carefully guided by standards of critical thinking, about your reasoning (which can be evaluated as a demonstration of learning), both individual and collaborative (because thinking can be enhanced when shared with others), an opportunity to learn about yourself and how you think, so as to improve your ability to serve, to understand your discipline, and to develop professional skills and aptitudes while growing in the person you want to be, and a process designed to generate, deepen, and document learning.”

Pre-writing:

1. Study the “Schematic Overview of the DEAL Model for Critical Reflection.”
2. Identify an experience or two from your service that stand/s out to you.
3. Critically examine that/those experience/s with respect to how they enhanced your learning in the three categories (personal growth, civic learning, academic enhancement) set forth in the Overview.
4. Study the “DEAL Model Critical Thinking Rubric.”

Assignment:

Write a 4-5 page critical reflection on your service experience that articulates your learning in TWO of the three learning categories identified in the DEAL Model. (Consider the prompts provided for each category to guide that articulation of learning.) In each instance, fully and clearly answer each of these four questions: What did I learn? How did I learn it? Why does it matter? What might/should I do in light of it?

Before submitting your reflection, measure it against the standards set forth in the Critical Thinking Rubric with regard to integration, relevance, accuracy, clarity, precision, writing, depth, breadth, logic, significance, and fairness.