

Reflection Evaluation Guidelines

Reflection is a critical component of experiential learning of which there are several models developed upon, such as the Experiential Learning Cycle developed by Kolb and Fry (1975).

With reflection, it makes setting goals, achieving them as well as reviewing the target setting a more relevant process. Reflection is a personal review of one's performance and participation. Usually done individually, reflection can also be done together with peers as a social process to reinforce experiential learning.

The table below sufficiently describes the elements of a good reflection. This should help guide Scouts (or leaders) write a good reflection.



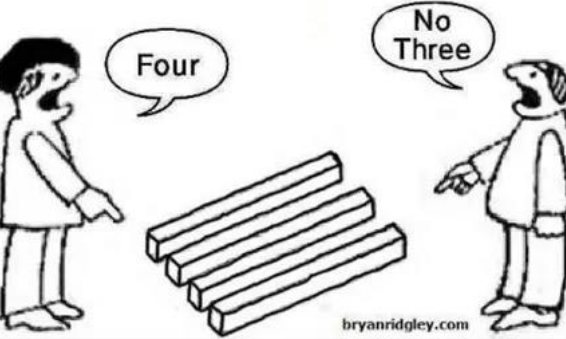
What makes a good reflection:

Based on 4 Levels of Reflections: Hatton and Smith, 1995

Level	Description	Remarks
Level 1	Descriptive Simply describing and recounting events or sequence of events do not count as a reflection. There is no description of why certain things happened or why certain feelings arose.	Uses Who, What, When and Where to describe the activity; a simple timeline of events
Level 2	Descriptive Reflection Reasons for events included, but they are simple reporting of reasons of the causes of events.	States the reasons why certain events happen but does not consider perspectives, reasoning or greater impact
Level 3	Dialogic Reflection Reflection as a personal dialogue involving questioning things, considering alternatives , etc. Examples include "I wonder...", what if..., perhaps..." types of statements.	Analyses causes and effects of events + considers alternative causes and effects, such as from the perspective of others
Level 4	Critical Reflection Takes into account context in which events occur, questions assumptions, considers alternatives, thinks about consequences of decisions/actions on others , and engages in reflective skepticism.	Reflection considers individual in relation to others around him/her and is able to identify how the circumstances in the activity leads to causes and effects; considers alternative actions for future scenarios

Tips and Reminders:

Use the provided reflection template released previously as a guide.

	<p>Use the 5 senses to provide information of events and incidents.</p>
	<p>Use feelings to describe people. This is especially useful for cause and effect.</p>
 <p>bryanridgley.com</p>	<p>Consider other angles and the perspectives of others to help you understand a situation better.</p>