

Levels of Critical Reflection

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<p>Level One</p> <ul style="list-style-type: none">• Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to be one dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers.• Tends to focus on just one aspect of the situation.• Uses unsupported personal beliefs frequently as “hard” evidence.• May acknowledge differences of perspective but does not discriminate effectively among them.	<p><i>Example</i></p> <p>“My tutee told me she couldn’t do her homework last night, that it was too noisy to work in her apartment and that there was no place to do it. I don’t understand why her parents don’t care about her education. I know they have only recently come to the U.S. from Central America, but...”</p>
<p>Level Two</p> <ul style="list-style-type: none">• Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.• Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors which may make change difficult.• Uses unsupported personal beliefs and evidence but is beginning to be able to differentiate between them.• Perceives legitimate differences of viewpoint.• Demonstrates a beginning ability to interpret evidence.	<p><i>Example</i></p> <p>“I saw for myself that the areas where Black people lived are still in worse condition than the areas where there are mostly white people. It’s not just that the Black neighborhoods seemed to be more severely damaged, but also that help is coming much more slowly. Is this racism or have the people in the white neighborhoods been more persistent about getting help?”</p>
<p>Level Three</p> <ul style="list-style-type: none">• Views things from multiple perspectives; able to observe multiple aspects of a situation and place them in context.• Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated.• Recognizes that actions must be situationally dependent and understands many of the factors that affect their choice.• Makes appropriate judgments based on reasoning and evidence.• Has a reasonable assessment of the importance of the decisions facing people and of his or her responsibility as a part of other people’s lives.	<p><i>Example</i></p> <p>“When we got to Panama, the people we met had mixed reactions to us. They said that they had had other groups of volunteers come for a week at a time and that they enjoyed talking with us, even if it was kind of difficult across the language barrier. We told them we were there because it was our spring break, and we were there to educate the women about sanitation, disease prevention, and nutrition. They were interested, but it was hard for them to come to our programs because it was harvest time. I wonder if we came at our convenience or theirs. They also already had some education about some of the topics by other groups. Perhaps we should be helping with the harvest now and come back at another time for the education part. I also wonder if we should ask them what topics they most want to learn about before we come next time.”</p>

Adapted from:

Bradley, J. (1995). “A model for evaluating student learning in academically based service.” In Troppe, M., *Connecting cognition and action: Evaluation of student performance in service learning courses*, Providence, RI: Campus Compact.

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From B. Jacoby (2010)

Notice that the final grade is awarded on the basis of the student's profile on all the ILOs: there is no need for counting and averaging, which greatly simplifies the usual procedure. Because of these points, portfolios are very appropriate for capstone projects (see next section).

For an example of grading a single functional ILO, Table 11.2 presents some rubrics for 'reflect and improve'.

Table 11.2 Grading the ILO 'reflect and improve'

	<i>Marginal</i> <i>D</i> 1.0	<i>Adequate</i> <i>C- C C+</i> 1.7 2.0 2.3			<i>Good</i> <i>B- B B+</i> 2.7 3.0 3.3			<i>Excellent</i> <i>A- A A+</i> 3.7 4.0 4.3		
Reflect	Able to use available information to self-evaluate and identify limited aspects of own strengths and weaknesses in a general sense No evidence of suggestions of ways to improve performance No evidence of theory being used in self-evaluation	Able to use available information to self-evaluate and identify more aspects of own strengths and weaknesses in a general sense Little application of theory in self-evaluation and limited suggestions of ways to improve performance	Able to use available information to self-evaluate and identify the full range of own strengths and weaknesses Self-evaluation is based on theory Increasingly able to suggest ways to improve performance in a specific context	As in 'good' Able to generalize self-evaluation to beyond existing context Suggest ways of improving performance in real-life professional contexts						

Educational technology has enabled the development of e-portfolios with items involving multimedia presentations.

If you are interested in implementing portfolio assessment, try completing Task 11.1.

Capstone or final year projects

Capstone projects are versions of final year projects with the specific intention of addressing programme ILOs that may not have been assessed in individual courses. It is, in fact, a flaw in much programme design that programme ILOs are often seen in practice if not in intention as no more than the sum of individual course ILOs. However, many programme ILOs, 'to make informed professional decisions' for example, may not be addressed by any particular course ILO, but by a combination of several