

## Rubric for the What? So What? Now What? Critical Reflection Framework

Criteria	Beginner	Intermediate	Advanced
<p><b>Grammar, Format Structure &amp; Mechanics</b></p> <p>The focus is learning how to communicate &amp; represent the knowledge, skills, attitudes and behaviors gained from participation in the community-engaged learning (CEL) experience in a clear and concise manner for specific audiences. Communication can be represented in a variety of written oral, audio and/or visual modes.</p>	<ul style="list-style-type: none"> <li>Does not include the title and name of the author</li> <li>Fails to clearly identify the purpose, experience, incident, problem and/or question(s)</li> <li>Does not provide an overview of the organization of the paper in the introduction</li> <li>Does not follow writing style guidelines.</li> <li>There are spelling errors, poor word choice and paragraph structure, and the overall flow is lacking</li> <li>Does not include concepts and ideas that support the purpose of the paper</li> <li>Does not provide a clear introduction, a rich narrative description and a strong summary conclusion</li> <li>Does not follow assignment guidelines or use the What? So What? Now What? reflection framework.</li> </ul>	<ul style="list-style-type: none"> <li>Includes the title and name of the author</li> <li>Partially identifies the purpose, experience, incident, problem and/or question(s)</li> <li>Provides an overview of the organization of the paper in the introduction</li> <li>Follows writing style guidelines, with only a few errors in syntax, and spelling</li> <li>Word choice, paragraph structure, and overall flow is adequate</li> <li>Includes some concepts and ideas that support the purpose of the paper</li> <li>Provides a good introduction, a narrative description and a good summary conclusion</li> <li>Meets most of the assignment guidelines and the What? So What? Now What? reflection framework needs improvement</li> </ul>	<ul style="list-style-type: none"> <li>Includes the title and name of the author</li> <li>Clearly identifies the purpose, experience, incident, problem and/or question(s)</li> <li>Provides a concise overview of the organization of the paper in the introduction</li> <li>Is well-written (follows writing style guidelines, accurate syntax, spelling, word choice, paragraph structure, and overall flow is excellent)</li> <li>Includes only those concepts and ideas that support the purpose of the paper</li> <li>Provides a clear introduction, a rich narrative description and a strong summary conclusion</li> <li>Meets assignment guidelines and overall, demonstrates the ability to reflect using the What? So What? Now What? framework</li> </ul>
<p><b>What? (Description)</b></p> <p>The focus is on engaging all of the senses and developing the knowledge, skills, attitudes, behaviors (KSABs) to listen to, observe, reflect on and describe the CEL experience “as a camera sees it” (wide angle and zooming in) suspending judgment and interpretation</p>	<ul style="list-style-type: none"> <li>Limited description of context. i.e., history, environment, and/or key participants - who, what, when, where, how, why? needs improvement</li> <li>Draws from only one of the senses to describe incident, experience, problem, and/or situation</li> <li>Does not provide adequate definitions of technical terms and key concepts</li> <li>Does not adequately provide concrete examples and illustrations to clarify and enhance understanding of knowledge claims</li> <li>Imposes judgment, bias and interpretation in the description of the issue and/or experience.</li> </ul>	<ul style="list-style-type: none"> <li>Clear description of context. i.e., history, environment, and/or key participants - who, what, when, where, how, why?</li> <li>Draws from most senses to describe the incident, experience, problem, situation</li> <li>Provides definitions of technical terms and key concepts</li> <li>Offers concrete examples and illustrations to clarify and enhance knowledge claims and understanding.</li> <li>Uses some judgment, interpretation and/or personal bias in explanations.</li> </ul>	<ul style="list-style-type: none"> <li>Clear and rich description of context. i.e., history, environment, and/or key participants - who, what, when, where, how, why?</li> <li>Draws from all senses in an explicit, detailed manner to describe incident, experience, problem, and/or situation</li> <li>Provides definitions of technical terms and key concepts</li> <li>Offers concrete examples, illustrations and quotations to clarify and enhance understanding without imposing judgment, interpretation and/or personal bias.</li> </ul>
<p><b>So What? Why? (Analysis and interpretation)</b></p> <p>The focus is on examining the meaning and significance of CEL experiences from diverse perspectives (i.e., peers, community, faculty, staff, organization and the discipline).</p> <p>Demonstrate the ability to analyze and interpret (and ask) “why” questions from multiple</p>	<ul style="list-style-type: none"> <li>Does not include an adequate analysis from diverse perspectives</li> <li>Does not reflect on key assumptions, biases, stakeholder interests, power, explanatory theories, models and/or concepts</li> <li>Needs to support knowledge claims and opinions with concrete examples from previous personal experiences readings, discussions, stakeholder perspectives, and research</li> <li>Description of learning leaves out specific changes in knowledge, skill, attitude, and behavior)</li> </ul>	<ul style="list-style-type: none"> <li>Analysis needs additional reflection on key assumptions, biases, stakeholder interests, relations of power, explanatory theories, models and/or concepts</li> <li>Support for knowledge claims and opinions includes some concrete examples from readings, discussions, stakeholder perspectives, and research</li> <li>Describes and explains learning (i.e., changes in knowledge, skill, attitude, and behavior)</li> <li>Makes some connection of community-engaged learning with concrete examples from</li> </ul>	<ul style="list-style-type: none"> <li>Offers analysis and interpretation from a variety of perspectives</li> <li>Reflects on validity of assumptions, biases, stakeholder interests, power, explanatory theories, models and/or disciplinary concepts</li> <li>Supports and connects knowledge claims and opinions with concrete examples from readings, discussions, stakeholder perspectives, research and personal experience</li> <li>Describes and explains learning (i.e., as changes in knowledge, skill, attitude, behavior)</li> <li>Connects community-engaged learning experiences with concrete examples from literature,</li> </ul>



<p>perspectives, weigh evidence, acknowledge and check biases, make connections, and highlight strengths and weaknesses of theories, concepts, ideas, and perspectives in specific and broader contexts.</p>	<ul style="list-style-type: none"> <li>Does not connect community-engaged learning experience with concrete examples from previous experiences, pertinent literature, conceptual material, stakeholder perspectives, the context of the experience and coursework</li> </ul>	<p>previous experiences, literature, conceptual material, stakeholder perspectives, the context of the experience and coursework</p>	<p>conceptual material, stakeholder perspectives, the context of the experience and course work (i.e., stakeholder quotations, key course concepts and/or current scholarship</p>
<p><b>Now what? (Application)</b></p> <p>The focus is on learning how to translate the what? and so what? (why?) of the CEL experience into a set of practical recommendations for self and diverse audiences.</p> <p>Demonstrate the ability to transfer learning and demonstrate how to apply knowledge, skills, attitudes and behaviors for one’s own decisions and actions and for diverse audiences in different settings and contexts.</p>	<ul style="list-style-type: none"> <li>Does not explain the practical applications and/or theoretical implications and consequences from the analysis of the community-engaged learning experience</li> <li>No discussion of how learning and/or knowledge claims have confirmed, differed and/or enhanced our theoretical and/or practical understanding of an issue or phenomenon needs improvement</li> <li>Does not include practical insights (i.e., lessons learned) and does not offer recommendations for improvement of theory and practice, programs, policies, an/or future research</li> <li>Needs to provide different avenues for communicating what was learned and a plan to share what was learned with a larger community. How do you envision challenges in communicating your learning and how will you address these challenges?</li> <li>No action plan described</li> </ul>	<ul style="list-style-type: none"> <li>Explanation of the practical applications and/or theoretical implications and consequences from the analysis of community-engaged learning experience needs improvement</li> <li>A limited discussion of how learning and/or knowledge claims have confirmed, differed and/or enhanced our theoretical and/or practical understanding of an issue or phenomenon</li> <li>Describes some practical insights (i.e., lessons learned) and recommendations for improvement of theory and practice, programs, policies, and future research</li> <li>Offers different avenues for communicating what was learned and a plan to share what was learned with a larger community Identifies some challenges in communicating learning and how to address these challenges</li> <li>Action plan needs improvement due to failure to include concrete next steps, timeframe etc.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the practical applications and/or theoretical implications and consequences from the analysis of the community-engaged learning experience</li> <li>Describes how learning and/or knowledge claims have confirmed, differed and/or enhanced our personal, theoretical and/or practical understanding of an issue or phenomenon</li> <li>Offers a number of practical insights from community-engaged learning experiences (i.e., lessons learned) and makes recommendations for improvement of individual or group based action, theory and practice, programs, policies, and future research</li> <li>Communicates the value of the community-engaged experience i.e., describes what was learned, where and how to share what was learned with a larger community.</li> <li>Identifies challenges in communicating learning and how to address these challenges.</li> <li>Offers an action plan and identifies challenges to taking certain actions</li> </ul>

### Reflection Resources

- Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection for applied learning. *Journal of Applied Learning in Higher Education*, 1(1) 25-28.
- Ash, S.L., Clayton, P.H., Atkinson, M.P. (2005). Integrating reflection and assessment to capture and improve student learning. *Michigan Journal of Community Service Learning*, 11(2), 49-60.
- Bringle, R., & Hatcher, J., (1999). Reflection in service-learning: Making meaning of experience. *Educational Horizons*, 179-185.
- Brookfield, S. (1995). *The critically reflective teacher*. San Francisco: Jossey-Bass.
- Collier, P.J. and Williams, D.R. (2005). Reflection in action: The learning-doing relationship. In *Learning through serving, A student guidebook for service-learning across the disciplines* (pp. 85-98).
- DEAL Model of Critical Reflection at: <https://kevin-clayton.squarespace.com/s/DEAL-Model-for-Critical-Reflection.pdf>
- Eyler, J. & Giles, D. (1999). *Where’s the learning in service-learning*. San Francisco: Jossey-Bass.
- Eyler, J., Giles, D., & Schmeide, A. (1996). *A practitioner’s guide to reflection in service-learning: Students voices and reflections*. Nashville, TN: Vanderbilt University Press.
- Jacoby, B. (2015). *Service-learning essentials: Questions, answers and lessons learned*. San Francisco: Jossey-Bass.
- Kiely, R. (2015). Considering critical reflection. Retrieved from <http://globalsl.org/criticalreflection/>
- Kiely, R. (2004). A chameleon with a complex: Searching for transformation in international service-learning. *Michigan Journal of Community Service Learning*, 10(2), 5-20.
- Kaplan, M., Silver, N, Lavaque-Manty, D., & Meizlish, D. (Eds). (2013). *Using reflection and metacognition to improve student learning*. Sterling, VA: Stylus Press.
- Koliba, C. & Reed, J. (n.d.). *Facilitating reflection: A manual for leaders and educators*. Retrieved from [www.uvm.edu/~dewey/reflection manual](http://www.uvm.edu/~dewey/reflection_manual)

