

## **CSURF Research Supplies Grant**

### **Reflection Prompts and Scoring Rubric**

#### **CSURF Research Supplies Grant**

#### **Reflection Prompts**

**Please answer the following questions about your CSURF Research Supplies Grant experience.**

**Be thoughtful and detailed about your analysis. Don't confine your answers to positive experiences; reflection on experiences that didn't turn out as planned is also valuable.**

1. PRIOR LEARNING
  - a. Discuss the relevant theories, ideas, and skills that you were able to apply while conducting your research or that helped guide this experience.
2. PRESENT EXPERIENCE
  - a. Describe two things you did for your research and examine the results of these actions on your research, on others, on the discipline in general, and on yourself (whether intended or not).
  - b. Discuss any assumptions or conceptions (about yourself, others, or how things work) that were confirmed or contradicted by your experience doing this research.
3. YOUR FUTURE
  - a. Analyze the implications of what you learned while conducting this research for your future.
  - b. Discuss the pros and cons of applied learning as it relates to your learning style.

*Definition of Applied Learning:* *Applied learning* is a pedagogical model that places students in authentic experiences. At the core of applied learning is the idea that students are applying theories, ideas, and skills that they learn to real-world problems.

#### **Reflection Scoring Rubric**

**The rubric on the following page is a useful guide to expectations for your reflection.**

## CSURF Research Supplies Grant

### Reflection Scoring Rubric

Based on dimensions from AAC&U Rubrics Integrative Learning, Foundations and Skills for Lifelong Learning, and Civic Engagement (with modifications).

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
<b>Analysis of Knowledge</b> (Civic Engagement)	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to an applied learning experience.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to an applied learning experience.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to an applied learning experience.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to an applied learning experience.
<b>Transfer</b> (Foundations for Lifelong Learning)	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
<b>Connections to Experience</b> (Integrative Learning)	Meaningfully <b>synthesizes</b> connections among experiences in and outside of the formal classroom to <b>deepen understanding</b> of fields of study and to broaden own points of view.	Effectively <b>selects and develops</b> examples of experiences in and outside of the formal classroom to <b>illuminate</b> concepts/theories/frameworks of fields of study and recognize differences between own and others' perspectives.	<b>Compares</b> applied experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between applied experiences and those academic texts and ideas <b>perceived as similar and related</b> to own interests.
<b>Reflection and Self-Assessment</b> (Integrative Learning)	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.