Development in Reflective Thinking

Areas of Development	Introductory	Intermediate	Advanced
Ability to self-assess • observing own performance	*global judgments w/o evidence; *sees performance same as assignment (did what was told)	*applies disciplinary constructs *demonstrates deeper understanding of concept	*Observes intentional changes as a basis for higher learning
• using feedback & evidence	* repeats judgments of evaluators *sees feedback as affirmation and evidence	*Uses feedback to expand understanding	*Probes own work and understanding
• finding & analyzing patterns	*narrates process (did this; did that)	*Recognizes connections, links, and relationships, such as cause & effect	*Uses multiple and interdisciplinary frameworks to understand
• making judgments	*observes rather than infers	*Makes inferences (relates judgments to evidence)	*Makes connections, applications, and uses to move forward
Awareness of how one learns • Concepts and misconceptions	*Limits concept development to the terms given in the assignment *Sees feedback as external and not subject to analysis	*Sees feedback as a means to understanding links between current and future performance	*Integrates feedback and past performance to construct future learning plans
• Knowledge Construction	*Sees knowledge construction only within terms of the assignment	*Notes changes in own patters of performance; *Sees knowledge construction as integrating known and new knowledge	*Uses growing awareness of knowledge structures to envision future learning
• Metacognition	*Employs personal theories largely without explanation or analysis	*Applies theories or broader frameworks to discussion of learning	*Understands own performance as a learner and transfers learning strategies to multiple contexts
Developing lifelong learning skills • Developing identity as a learner	*Confuses performance and feedback with identity as a learner	*Self-identifies as a learner construct-Ing meaning within experience, now and in the future	*Sees own identify as a learner, employing internalized construction of effectiveness
• Transferring learning to other contexts	*Uses generalized notions of success or effectiveness as basis for reflection	*Questions personal assumptions and recognizes multiple perspectives	Questions assumptions to construct intellectual commitments, aware of multiple perspectives
• Understands learning as a lifelong process	*Global self-evaluations minimize connections between performance and reflecting on performance	*Identifies challenges, demonstrating positive attirude and confidence, using self-assessment as a basis to improve	*Situates personal narrative in larger intellectual/professional frameworks, transferring learning to new situations

Derived from a model of "Developmental Perspectives on Reflective Learning" Alverno College 2004.   Sharon J. Hamilton 2005