# Levels of Reflection

<table>
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<th>Level and Scoring</th>
<th>Explanation of Level</th>
<th>Assessment of Assignment</th>
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| Habitual action   | • Students offer answers without attempting to understand them  
                    • Automatic response, little conscious thought  
                    • Students exemplify this level when they follow the steps in a lab manual without any consideration of what they are doing or why  
                    • No reflective activities | • student has completed an assignment without significant thoughts (limited or no conscious)  
                    • simple interpretation  
                    • no evidence of concept or theory comprehension  
                    • student has not connected class context (theories and concepts) with experiences and literature  
                    • superficial work has been produced |
| Understanding     | • Use of knowledge without appraisal  
                    • In this case, there is an attempt to understand the topic or concept.  
                    • Students learn concepts but they don’t relate that to their lives and do not have personal reactions to them  
                    • Theories are understood but remain on an abstract level  
                    • Knows the “what” but not the “how” | • comprehension of class concepts is evident  
                    • only class material or theories are discussed  
                    • student has not made a clear connection between practical or personal experience with theories; no reflection |
| Reflection        | • Students understand the material, and relate that understanding to their personal experiences and/or practical applications  
                    • Through this process students gain personal insights beyond the material | • clear connection between theoretical context and experience(s)  
                    • higher levels of discussion of the relationship between concrete experiences and class content  
                    • greater insight overall; goes beyond understanding of the class material  
                    • Evidence of application of theory |
| Critical reflection| • At this stage, the student has a transformative experience  
                    • Through reflection students reveal underlying beliefs and assumptions, question them, and are able to form new perspectives.  
                    • This type of reflection occurs gradually over time, and usually involves a disruption of a belief system of the student, necessitating its examination and eventual re-construction.  
                    • Critical self-reflection can foster self understanding that can facilitate the modification of one’s situations (Fisher, 2003) | • superior level of reflection  
                    • prior presumptions have been recognized and critically examined  
                    • student demonstrates perspective transformation about a particular issue, problem or concept  
                    • Work demonstrates higher levels of consciousness |

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