

STUDENTS
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Ryan-Bain Reflective Journaling Rubric (Revised)

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INSTRUCTOR

Level 1: Reporting and Responding

Choose a focus (a *critical incident*): an issue or incident that posed a problem or had a positive impact on your learning or practice. Report what happened or what the key issue or incident involved. Why is it relevant?

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | 1.1 A <i>critical incident</i> is reported in sufficient detail for an audience to draw their own conclusions | <input type="checkbox"/> |
| <input type="checkbox"/> | 1.2 The writer's initial reaction or emotional response to the <i>critical incident</i> is identified | <input type="checkbox"/> |
| <input type="checkbox"/> | 1.3 An intellectual challenge is identified (opportunity for growth) | <input type="checkbox"/> |

Level 2: Relating

Relate or make a connection between the *critical incident* challenge (1.3) and your own skills, professional experience, or discipline knowledge. Have you seen this before? Were the conditions the same or different? Do you have the skills and knowledge to deal with this? Explain.

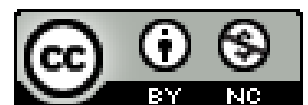
The incident or issue is related to:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | 2.1 The writer's own strengths, weaknesses, personal experience or learning, or to | <input type="checkbox"/> |
| <input type="checkbox"/> | 2.1 Professional matters (pedagogy, curriculum, field experience) | <input type="checkbox"/> |
| <input type="checkbox"/> | 2.2 As 2.1, but the entry includes a superficial rationale or limited discussion of the connection | <input type="checkbox"/> |
| <input type="checkbox"/> | 2.3 As 2.2, but the rationale or discussion includes a significant insight or understanding arising from the connection made. | <input type="checkbox"/> |

Level 3: Reasoning

Level 3 (Reasoning): Identify at least one key theoretical aspect of the challenges identified in the reflections. Add an additional perspective by researching what others (especially academics) have said about it. How does their experience/insight help to make sense of the critical incident?

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|--------------------------|--|--------------------------|
| <input type="checkbox"/> | 3.1 At least one significant aspect of the incident(s) is carefully analysed in detail, giving consideration to such matters as: | <input type="checkbox"/> |
| | <input type="checkbox"/> existing theory and/or prior reflective writing on this subject (thought), and | <input type="checkbox"/> |
| | <input type="checkbox"/> lessons or conclusions to be drawn from this additional perspective (reflection). and | <input type="checkbox"/> |
| | <input type="checkbox"/> why the aspect challenges personal or intellectual growth (reflection) | <input type="checkbox"/> |
| <input type="checkbox"/> | 3.2 In addition to 3.1, the reflection: | <input type="checkbox"/> |
| | <input type="checkbox"/> includes additional perspectives that complicate and deepen the analysis | <input type="checkbox"/> |
| | <input type="checkbox"/> includes analysis and significance of the critical incident that is expanded to consider questions of ethics or practice, as applicable | <input type="checkbox"/> |
| <input type="checkbox"/> | 3.3 In addition to 3.2, the reflection ably considers inter-, multi-, and transdisciplinary applications. | <input type="checkbox"/> |



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Level 4: Reconstructing

Reframe or reconstruct future practice or professional understanding. How would you deal with this next time? What might work and why? Are there different options? What might happen if [. . .]? Are your ideas supported by theory? Can you make changes to benefit others?

- 4.1** In addition to a fully developed Level 3.1+ reflection, the paper's thought-reflection leads to a conclusion or a plan for future active experimentation
- 4.2** As 4.1, but the discussion also considers the reasons for, or possible implications of, the conclusion or plan.
- 4.3.** As 4.2, but the reasons/complications are also explored using at least Level 3.1 level analysis.

Notes

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