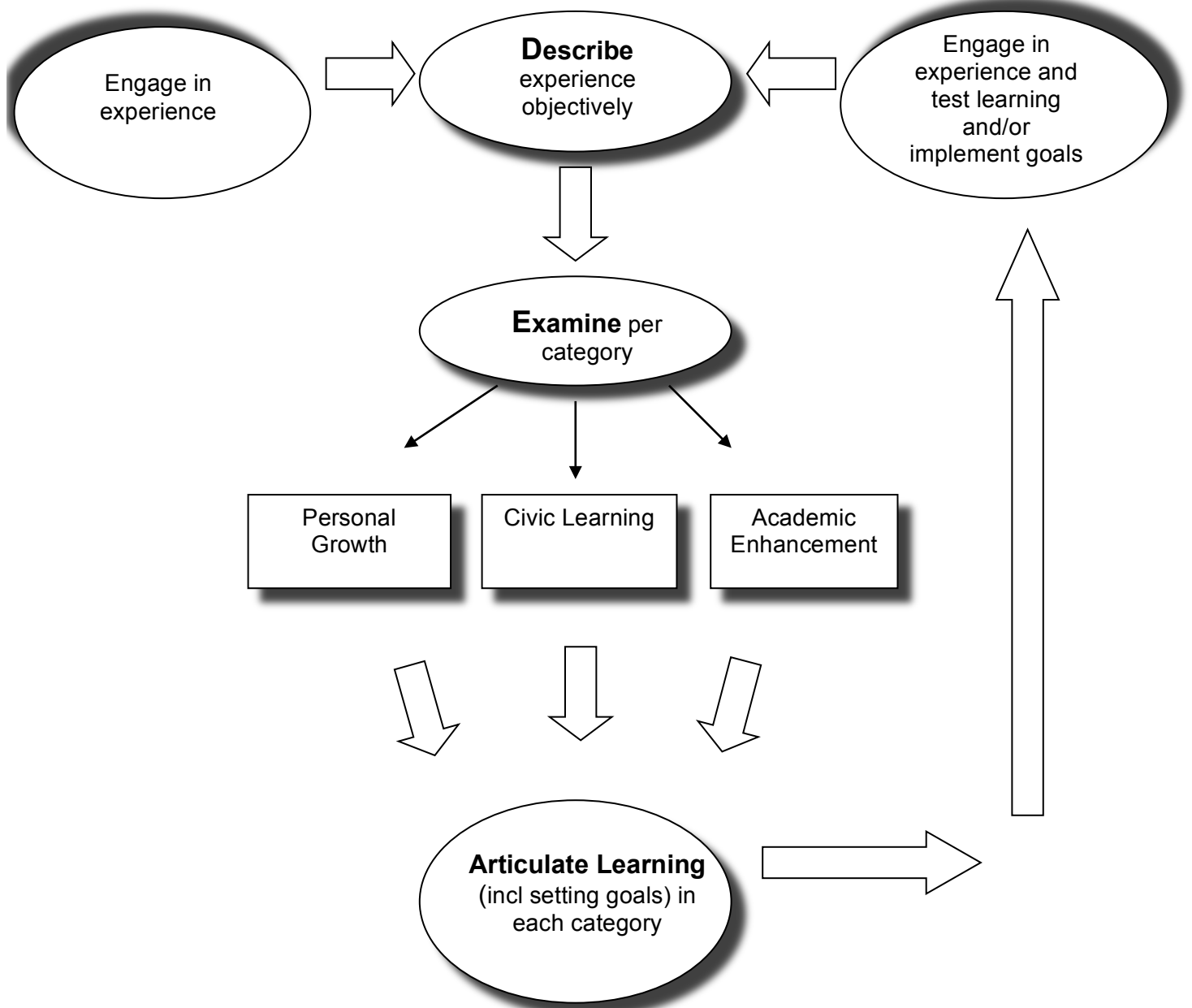


# DEAL Model for Critical Reflection

[Ash & Clayton, 2009; various]



## Critical Reflection Assignment (structured with DEAL) for Academic Learning (generic)

### Describe a SL-related experience (objectively and in some detail)

- When did this experience take place?
- Where did it take place?
- Who else was there? Who wasn't there?
- What did I do? What did others do? What actions did I / we take?
- What did I / we say or otherwise communicate?
- Who didn't speak or act?
- Etc.

### Examine that experience (academic learning)

- What specific academic material is relevant to this experience? Explain the concept, theory, etc clearly and concisely so that someone unfamiliar with it could understand it
- How did the material emerge in the experience (When did I see it or note its absence? How did or should I or someone else use it?) ?
- What academic (e.g., disciplinary, intellectual, professional) skills did I use / should I have used? In what ways did I / others think from the perspective of a particular discipline and with what results?
- In what specific ways are my understanding of the material or skill and the experience the same and in what specific ways are they different? What are the possible reasons for the difference(s) (e.g., bias, assumptions, lack of information on my part or on the part of the author / instructor / community?)

### Articulate Learning

#### *"I learned that" ...*

- Express an important learning, not just a statement of fact
- Provide a clear and correct explanation of the concept(s) in question so that someone not in the experience could understand it.
- Explain your enhanced understanding of the concept(s), as a result of reflection on the experience
- Be expressed in general terms, not just in the context of the experience (so that the learning can be applied more broadly to other experiences)

#### *"I learned this when" ....*

- Connect the learning to specific activities that gave rise to it, making clear what happened in the context of that experience so that someone who wasn't there could understand it.

#### *"This learning matters because" ...*

- Consider how the learning has value, both in terms of this situation and in broader terms, such as other organizations, communities, activities, issues, professional goals, courses, etc.

#### *"In light of this learning" ...*

- Set specific and assessable goals; consider the benefits and challenges involved in fulfilling them
- Tie back clearly to the original learning statement.