**Qualities of critical reflection**

Consider to what degree you prioritize each of the qualities of learning that are reflected in the following table developed by Stella Cottrell (2011). Try ranking these qualities of critical reflection from most to least important to your practice from 1-10, 1 being the most important and 10 being the least.

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| --- | --- | --- | --- |
| **Aspect of learning** | ***Rank of importance to you******(1 to 10)*** | **Effective and meeting expectations** | **Not effective; not yet meeting expectations** |
| **Experience** |  | Draws on personal and specific experience | Assumes the experience is an end in itself and that everyone’s experience is/would be synonymous |
| **Agency** |  | Assumes individual responsibility for the learning | Deflects responsibility; assigns blame |
| **Focus** |  | Is selective about defining the context and variables | Covers too many unspecified variables; is conflated or confusing. |
| **Audience** |  | Considers audience, including register, style, ethics, aesthetics, and other conventions and background knowledge | Defies consideration of confidentiality; is illegible, unintelligible, or incoherent. |
| **Scale** |  | Adheres to time or word limits | Is too narrow or broad in scope; is too long or short (is repetitive) |
| **Depth** |  | Delves below the surface and reaches for meaning and connection to other contexts and possibilities | Remains superficial or constrained to the most obvious points or renderings |
| **Challenge** |  | Tackles complex issues, multiple perspectives, or navigates contested or ambiguous terrain | Tends to mostly safe, singular, traditional, or conservative phenomena and interpretations |
| **Theory** |  | Draws on relevant theoretical standpoints; relates to prior scholarship or practice; evokes broader social and political implications | Mainly describes or catalogues events or theories rather than interprets, analyzes, critiques or images in the intangible theoretical stances according to situations, content, context, or events |
| **Insight, criticality (transformation)** |  | Depicts change in perceptions, expectations, understanding, skill acquisition, advancement, application, or personal/professional development. Refers to opportunity and applies possibilities to future prospects | Contains little or nor evidence of personal growth, self-knowledge, awareness of others’ experience, nor significant skill development. Does not connect the experience to other contexts or across domains of learning |
| **Consolidation** |  | Synthesizes the experience and understanding; posits future possibilities and improved potential for approaching other contexts and opportunities; summarizes and concludes; provides recommendations or takeaways for self or others. | Focuses mostly on describing the tangibles of the experience rather than articulating the learning (the takeaways). Avoids making recommendations, synthesis, or summary. Renders few associations. |

Adapted from Cottrell, S. (2011). *Critical Thinking Skills: Developing Effective Analysis and Argument*. Palgrave