

### Pre-Workshop Reflective Worksheet

In preparation for our workshop please do some brainstorming around the following questions (and bring your responses to the workshop as conversation starters for small-group work).

Picture the trajectory of your students' PBL experience—what are students doing at the beginning, middle, and end? Are they writing, or are they composing in other ways (document design, presentations, etc.)? At what stages of the project?
List some possible writing/communication assignments below.
<i>Example: Reflective memo accompanying the final project submission.</i>
A.
B.
C.

Choosing one or two of the above assignments you've just brainstormed, to consider... What is the primary <b>purpose</b> for that assignment? Why are you asking students to do this? What is its value? For whom?
<b>Possible purposes might include:</b>
<ul style="list-style-type: none"> <li>• Keeping students motivated or on-task</li> <li>• Deepening student knowledge/skills</li> <li>• Providing advisor/instructor with a window onto student work</li> <li>• Targeting a specific readership to inform, motivate, persuade, etc.</li> </ul>
<i>Example: Primary purpose of the reflective memo is to provide a window onto student's thinking; secondary purpose is to deepen student thinking about the rationale for their decisions</i>
A.
B.
C.

For the above assignment(s), which <b>Audiences</b> are in play? Who is the student writing to? (there could be multiple audiences in play—some actual, some imagined)
<b>Possible audiences might include:</b>
<ul style="list-style-type: none"> <li>• The student him or her self</li> <li>• The student's teammates</li> <li>• The instructor</li> <li>• Institutional audience outside of classroom</li> <li>• Outside readers</li> <li>• Imaginary audiences</li> </ul>
<i>Example: The instructor is the main audience of the reflective memo. But if the student reflects during the process then the student might also be an audience, using reflection as a sounding board for self-understanding</i>
A.
B.
C.

Who will evaluate the student work and how will it be <b>evaluated</b> (if at all)? <b>Possible objects of evaluation might include:</b> <ul style="list-style-type: none"><li>• topic knowledge/expertise</li><li>• critical thinking/logic</li><li>• knowledge of writing conventions</li><li>• student labor or effort</li><li>• not evaluated</li></ul>
<i>Example: I won't be grading the reflective memo. I'll use it to help get insight into the intentionality and thoughtfulness of the final project itself (in that sense, it could affect the grade I assign to the final project).</i>
A.
B.
C.