**Practical Exposure to Careers II**

**Reflective Responses**

Student Name: Click or tap here to enter text.

You must answer the following questions in complete sentences without spelling or grammatical errors. Please review the attached rubric regarding components of your assignment. The responses should draw from specific responses and observations made during the experience. **All responses are to be typed.**

1. What are some of the challenges working in cooperative learning groups or teams?

Click or tap here to enter text.

1. How is the process of developing a programming project in a team different from writing a program as an individual? What are the pros and cons? Which do you prefer?

Click or tap here to enter text.

1. How does having GitHub as a code repository and source control tool add to, or detract from, the process?

Click or tap here to enter text.

1. How will the skills you’ve used here help you in a real-life programming environment?

Click or tap here to enter text.

1. Is the demand for workers in this career expected to increase, decrease, or stay the same over the next decade? Why?

Click or tap here to enter text.

**RUBRIC FOR** REFLECTIVE **WORK PRODUCT**

Faculty have the academic freedom to assign points or percentages to these measurements of performance criteria as best aligned with their course grading policies. Faculty are responsible for selecting a format for the final work product and assessing the proper citation of resources (APA, MLA, Chicago, etc.).

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|  | **Exemplary** | **Proficient** | **Developing** | **Emerging** |
| **Content** | Describes the career exposure opportunity with specific details of who, what, where, why, and how the learning experience took place, and provides specific examples of interactions or events to establish context for the final work product. | Describes the career exposure opportunity with some detail of who, what, where, why, and how the learning experience took place, and references general interactions or events to establish context for the final work product. | Describes the career exposure opportunity with varying amounts of detail related to who, what, where, why, and how the learning experience took place with only minimal reference to interactions or events to establish context for the final work product. | Describes the career exposure opportunity with little to no detail on the specifics of the learning experiences or the context in which the learning experience took place. |
| **Alignment w/ Course Learning Objectives** | Provides substantial evidence to support that the student fully met all discipline-specific learning objectives as identified by the teaching faculty. | Provides sufficient evidence to support that the student fully met all discipline-specific learning objectives as identified by the teaching faculty. | Provides minimal evidence that could imply that the student met all discipline-specific learning objectives as identified by the teaching faculty. | Fails to provide evidence to support whether or not the student met all discipline-specific learning objectives as identified by the teaching faculty. |
| **Analysis** | Assesses individual potential in a specific career field based on key findings and/or observations from the learning experience while also identifying personal strengths, weaknesses, and areas for improvement as related to the career field. | Assesses individual potential in a specific career field based on key findings and/or observations from the learning experience without identifying personal strengths, weaknesses, and areas for improvement as related to the career field. | Assesses individual potential in a specific career field in a general manner without referencing specific key findings and/or observations from the learning experience. | Fails to assess individual potential in a specific career field in a general manner, or otherwise. |
| **Conclusions** | Draws highly developed conclusions based on a self-assessment of individual potential in a specific career field that includes a description of next steps to entering the intended career field. | Draws conclusions based on a self-assessment of individual potential in a specific career field without any further description of next steps. | Draws conclusions based on general observations without specific reference to individual potential or next steps. | Fails to draw conclusions from self-assessment and observations from the learning experience. |
| **Organization/ Conventions** | Constructs a work product that is well-organized, logical in flow, and uses articulate and career-specific language with college-level word choice and correct grammar, punctuation, and mechanics. | Constructs a work product that is well-organized, logical in flow, and uses career-specific language with college-level word choice and minimal errors in grammar, punctuation, and mechanics. | Constructs a work product that lacks logical organization and may use more general language that is not specific to the career field including several errors in grammar, punctuation, and mechanics. | Constructs a work product that lacks logical organization and uses slang and/or general language not specific to the career field with so many errors in grammar, punctuation, and mechanics as to impair communication. |