### Activity - Reflect

Description

What did you learn through the engineering design process that could be helpful to others? Reflect on your design process and work. After the presentation of the project, reflect on the process from beginning to end as well as yourself as a learner.

Time To Complete: 1 Hour

Common Core Standards

* ELA.RST.1, 3, 4, 5, 7, 9
* ELA.WHST.1, 2, 4, 7, 8, 9

NGSS Assessed:

* HS-ETS1-1, 1-2, 1-3, 1-4

**I Can Statements**

I can:

* Openly examine my experiences as they relate to the content and learning objectives
* Accurately self-appraise my work and growth using self-identified criteria and established expectations
* Discuss my successes and failures, challenges, and further growth opportunities with honesty
* Ask probing questions about myself, my experience, and my learning to promote further exploration, additional learning, or deeper understanding
* Connect my relevant experiences and prior knowledge to the content and learning objectives as well as to larger issues beyond the course

I will know my reflection is of high quality when it:

* Openly examines my experiences as they relate to the content and learning objectives
* Accurately appraises my work and growth using self-identified criteria and established expectations
* Discusses my successes and failures, challenges, and further growth opportunities with honesty
* Asks probing questions about me, my experience, and my learning to promote further exploration, additional learning, or deeper understanding
* Connects my relevant experiences and prior knowledge to the content and learning objectives as well as to larger issues beyond the course

**Suggestions for Assessing Student Readiness to Move Forward:**

* Confer with students, asking them to point out specific examples of how they met the quality criteria in their reflection.
* Ask students to self-evaluate their work after completing one of the activities below.

Students answer predetermined reflection questions about their own work provided by the teacher. Questions target the product, the presentation, and metacognition.

Provide a modified copy of the project rubric with spaces that allow for the students to evaluate themselves and require them to add comments to justify the evaluation. Quality criteria should be clear and the rubric should be the original that was handed to the student to follow at the beginning of the project.

Students and teachers engage in an interview process about the performance task. This can be a simple conversation or more creatively done such as a news interview for a mock company. An alternative would be the students interviewing each other in a small roundtable format with a scribe to record the responses or to make a video.

If presentations are given, ask the audience to reflect on what they are seeing according to an organized format. Provide this input to the project author and allow them to respond to the feedback either privately or publicly.