ES2660 Group Project –Critical Reflection Checklist – Students’ Copy [[1]](#footnote-1)

Group\_\_\_\_\_Team \_\_\_\_\_\_\_\_\_Members\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CT Skills in short | Checklist from conference (Quantity and Quality) | Have you included this? What quality is it? |
| **Substance & content knowledge** | * Readings - Ennis, 2011, minimally, maybe other articles by same author, or other authors * Cross references to other CT frameworks or theories – bonus * References to support reasons for decisions e.g. why a song or story for the mnemonic? |  |
| **Scope & circumspection** | * Introduction - Context for project – rationale and objective * Conclusion showing further possibilities for application and/or possible caveats |  |
| **Vigour & analysis** | * Appreciation of the CT taxonomy presented by Ennis * Display of CT skills and dispositions of your own when writing CR |  |
| **Persuasiveness & organisation** | * Ownership of Ennis Taxonomy * Rubric, preferably an easy to remember mnemonic * Applicable to technology situations in general and/or one in particular |  |
| **Originality & Creativity & confidence** | * CT value add in originality of response, ability to reconfigure/reorganise/ represent salient points in a more cogent or persuasive way than Ennis, or to give personal spin on things, so show taken ownership. Creative mnemonic. |  |

General Comments on creativity of rubric and mnemonic

Other comments

1. Use this to check how your team’s critical evaluation stacks up [↑](#footnote-ref-1)