

## Experiential Learning Reflective Rubric – DEAL Model

Ash & Clayton's (2009) DEAL Model for Critical Reflection is frequently cited as a guiding theoretical framework for strategic engagement in the reflective process. The framework describes reflection as a three step process:

**Description:** Description of learning experiences in an objective and comprehensive manner

Guiding Questions:

- What took place?
- When and where did the experience in question take place?
- Who was and was not present?
- What did you and other do/not do?
- What did you see, hear, etc.?

**Examination:** Examination of learning opportunities in light of previously identified goals or expected outcomes of learning

Guiding Questions:

- In what ways did you succeed or do well?
- In what ways were you challenged?
- How did this experience make you feel?
- How was your perspective/thoughts changed in light of your experience?

**Articulation of Learning:** Acknowledges the learning experience that occurred and establishes goals for future action in the learning process

Guiding Questions:

- What did you learn?
- How did you learn it?
- Why does it matter?
- What will I do in light of it?

<b>Criteria</b>	<b>Advanced</b>	<b>Accomplished</b>	<b>Developing</b>
Describes experience in an objective and detailed manner	Describes the experience in an objective manner, with detailed reference to the events and activities they observed, including the actions of others. Pays particular attention to who was and was not present, what others did and did not do, yet avoids interpreting those actions. Describes their personal roles and responsibilities, and how they contributed to the outcome of events.	Describes the experience with detailed references to the events and activities they observed, including the actions of others. Describes their personal roles and responsibilities and how they contributed to the outcome of events.	Describes the experience with reference to the events and activities they observed, as well as their personal roles and responsibilities
Examines experience in light of specific learning goals or objectives	Examines which internal (i.e. personal characteristics) and external factors (i.e. peers, instructors, environment) were most significant to achieving learning goals and evaluates which factors posed the great challenges in light of achieving specific learning goals.	Examines internal (i.e. personal characteristics) and external factors (i.e. peers, instructors, environment) that contributed to achieving their learning goals. Identifies challenges in light of achieving specific learning goals.	Examines the ways in which they succeeded or did well in the experience, and what challenges they faced.
Articulates learning, including goals for future action that can be taken forward into the next experience	Articulates how their prior theoretical knowledge or skills were expanded, challenged or developed as a result of the experience and sets specific short and long term goals for applying learning in the future. Considers the benefits and challenges associated with fulfilling these goals.	Articulates what theoretical knowledge or skills they gained as a result of the experience and sets specific short and long term goals for applying learning in the future.	Articulates what situations, tasks, or activities contributed to their learning during the experience and sets goals for applying learning in the future.

Adapted from: Ash, S.L. & Clayton, P.H. (2009) Generating, deepening, and documenting learning: the power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25-48.