

Student Reflection Types

Bloom's Taxonomy	Guiding Questions	Use for	Assignment Verbs	Example Genres
Express (not in Bloom)	What do I believe or value? Why? How do I feel about that? What insight can I share?	Reporting feelings or affirming identity, values, or beliefs; developing voice or fluency	Share Connect Observe Explore Question Speculate Imagine	Service learning journals or blogs; one-minute reflections on self-reaction; organization applications
Know or Comprehend	What happened? So what? What next? What worked well? What didn't work well?	Reporting an event or experience; keeping track of data	Define Report Summarize Describe Explain Discuss Document	Reports; reports on speakers, performances, or trips; transition documents; one-minute reflection on experiences or events
Apply	What is the problem or process? How do I solve it? How did the process work? Why that way?	Describing a process or problem; improving problem identification & solution; tying experience to learning outcomes	Solve Demonstrate Simulate Operate	One-minute reflection on process; transition documents; after-action reports or debriefings
Analyze	What are the parts and how do they work together? Why were they made like this? What if I changed them?	Reviewing texts or artifacts to understand and critique, understanding others' perspectives	Interpret Differentiate Distinguish	After action reports or debriefings
Synthesize	What do I think will happen? Why? What else could happen? Can I make something new happen?	Comparing to gain perspective; coming up with new ideas; projecting into the future	Hypothesize Predict Invent Propose Formulate	Pre-event planning
Evaluate	What are the criteria for judging? Who picked those criteria and why? How does it measure up?	Revealing or examining values or beliefs; making decisions; exercising critical judgment	Judge Assess Recommend Criticize Evaluate Determine	Selecting candidates for positions; performance evaluations; learning contract evaluations