

Scientific Diving Culminating Reflection

Reflection Prompts

Q1: What did you like about the experience? Please include the following:

- What drew you to enroll in this course?
- What might you want to learn more about because of this course?
- What was the most enjoyable part of the course?

Q2: What did you learn? Please include the following:

- What were your most interesting discoveries?
- What did you learn about yourself?
- Did this give you a new perspective, challenge your point of view or introduce you to new techniques, skills and processes?

Q3: How does your involvement and participation in this course fit into your broader goals of developing yourself?

- How would you apply what you learned in school? With friends? In the community? In your career?

Student reflections should contain a minimum of 250 words for each prompt, totaling a minimum of 750 words for the final paper (approximately three double-spaced pages).

Culminating Reflection Submission

1. Save paper as a Microsoft Word file (*.doc or *.docx) and label with your last name and first initial
 - *Example: SmithJ.docx*
2. Email paper to aquarius@fiu.edu

Reflection Rubric

Performance Element	Full Marks (5.0 pts)	Partial Points (3.0 pts)	No Marks (0.0 pts)	Total
<p><u>Reflective Thinking</u> The reflection explains the student's own thinking and learning processes, as well as implications for future learning.</p>	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	The reflection does not address the student's thinking and/or learning.	
<p><u>Analysis</u> The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.</p>	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.	
<p><u>Making Connections</u> The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.</p>	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences.	
<p><u>Academic Correctness</u> The reflection is well written and organized. The student took the time to proofread their reflection. The reflection is organized, stays on-topic, and is easy to understand.</p>	The reflection is well written and organized. The student took the time to proofread their reflection. The reflection is organized, stays on-topic, and is easy to understand. The student wrote at least 250 words to complete each writing prompt (total of 750 minimum words).	The reflection is easy to understand; however, student has errors with spelling/grammar/structure. The reflection addressed all three prompts but did not meet the minimum total word count <u>or</u> the reflection addressed two of three prompts and met the minimum word count for each.	The reflection has multiple spelling/grammar/ structure errors that distract from the meaning of the reflection. The reflection addressed only one of the writing prompts.	