Shifting Perspectives in Language (Teacher) Education: Transformative Learning Theory for L2 Learning and Teaching

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"[W]hen I asked Bella what she had learned in her Spanish class, she described her progress in terms of learning to speak. I have pored over her learning journals and interview transcripts and I know that she was also learning about cultural and linguistic differences, about connections between her own life and the target culture and about what it takes to learn a language. Yet, Bella herself did not recognize these experiences as learning."

(Johnson (2015), p. 93)

Transformative Learning

- **Transformative learning =** "a process by which we transform our taken-for-granted frames of reference […] to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action" (Mezirow, 2000: 8-9)

- **Frames of reference:** (1) _Meaning structures_ = "broad dispositions that we use to interpret experience" and (2) _Meaning schemes_ = "habitual, implicit rules for interpreting experiences" (Cranton, 2016, p. 18)

- **Full perspective transformation** → "reinterpret[ing] … old experiences from a new set of expectations, thus giving a new meaning and perspective to an old experience" (Mezirow, 1991, p. 11).

- "We do not merely _gain knowledge_ and experience as we mature (the _informational_ explanation for change and growth); we also **_know in a different way_** (the _transformational_ explanation)" (Taylor & Elias, 2012, p. 151).

10 Non-Sequential Processes of Transformative Learning

1. A disorienting dilemma
2. Self-examination with feelings of guilt or shame
3. A critical assessment of epistemic, sociocultural, or psychic assumptions
4. Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change
5. Exploration of options for new roles, relationships, and actions
6. Planning a course of action
7. Acquisition of knowledge and skills for implementing one's plans
8. Provisional trying of new roles
9. Building of competence and self-confidence in new roles and relationships
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective

(Mezirow, 1991: 168-169)

Studying Transformative Learning (TL) in L2 Learning Contexts

Foster (1997): learning another language can present disorienting dilemmas!

King (2000): studied perspective transformation among collegiate ESL learners

- Significant correlation between length of ESL study and self-reported scores of perspective transformation
- Higher percentage of ESL students reported perspective transformation (67%, n=208) compared to a broader college student population (33%, n=422) as reported in King (1997)

Johnson & Nelson (2010): case studies of 3 female African-American college students enrolled in a beginning L2 Spanish course → greater "cross-cultural awareness and tolerance" (p. 42)

Adult Learning in the Language Classroom

Stacey Margarita Johnson

new perspectives on language and education

Transformative Learning through Language Study

Johnson (2015): studied 1st-semester community college L2 learners of Spanish

- Students thinking differently about language, culture, and themselves as language learners
- Course components triggering disorienting dilemmas for students:
    - Films
    - Class discussion
    - Grammar instruction
    - Teacher's sidebar comments about cultural differences
    - Learning journals

Studies on Transformative Learning in L2 Learning Contexts

Transformative learning outcomes identified in L2 learning contexts, e.g.:

1. **Deeper and more complex understanding of culture**, both of learners' target language and their own

     (Goulah, 2007; Ivers, 2007; Johnson, 2015; King, 2000; Sosulski, 2013)

2. Shifts in **how learners view and position themselves** to the target language and its cultures

     (Crane, et al., 2018; Johnson, 2015; Johnson & Nelson, 2010)

3. Changes in **how L2 learners see themselves as learners**

     (Johnson, 2015; King, 2000)

LTE 2019: *Society, Identity, and Transformation*

- **Transformative Teacher Education: EFL Pre-service Teachers' Beliefs and Emotions of Multilingual Experiential Learning Tasks as a Means for Teacher Development** (María Matilde Olivero, National University of Río Cuarto) -- Fri May 31 2019, 4:45pm–5:15pm, Think 1

- **Symposium: Transformative Language Teacher Education for Peacebuilding: International and Intercultural Insights** (María Matilde Olivero, Rebecca Oxford, Tammy Gregersen, Josephine Prado) -- Sat Jun 1 2019, 9:15am–11:15am, Meridian Breakout

- **Symposium: Transforming the Transformers: Breaking Though Philosophical, Cognitive, and Emotional Barriers** (Christine M Campbell, Betty Lou Leaver, Dan E. Davidson, Martha Nyikos, Rebecca Oxford) -- Sat Jun 1 2019, 1:00pm–3:00pm, Pathways

Critical Reflection for Transformative Learning

- *Structured reflection* = instructional tools that guide learners to make sense of their experiences as they articulate and question their assumptions about central course concepts

- Having both cognitive and emotional dimensions (Rogers, 2001).

- Experience as starting point for reflection … and reflecting <u>makes</u> experience meaningful

- Cost in not providing time and space for students to reflect on their learning → reified stereotypes and old assumptions reinforced (Hatcher & Bringle, 1997)

- Reflection as inductive process

- Linking different areas of knowing, e.g., *service-learning (*Eyler & Giles, 1999)

Structured Reflection

Cunningham (2010) defines Structured Reflection as

"Intentionally designed exercises, activities, or assignments that help students (and others) make connections between

1. assumptions held and experiences encountered,

2. assumptions held and theories/concepts known, and

3. experiences encountered and theories/concepts known."

*Facilitating Transformative Learning through Structured Reflection*
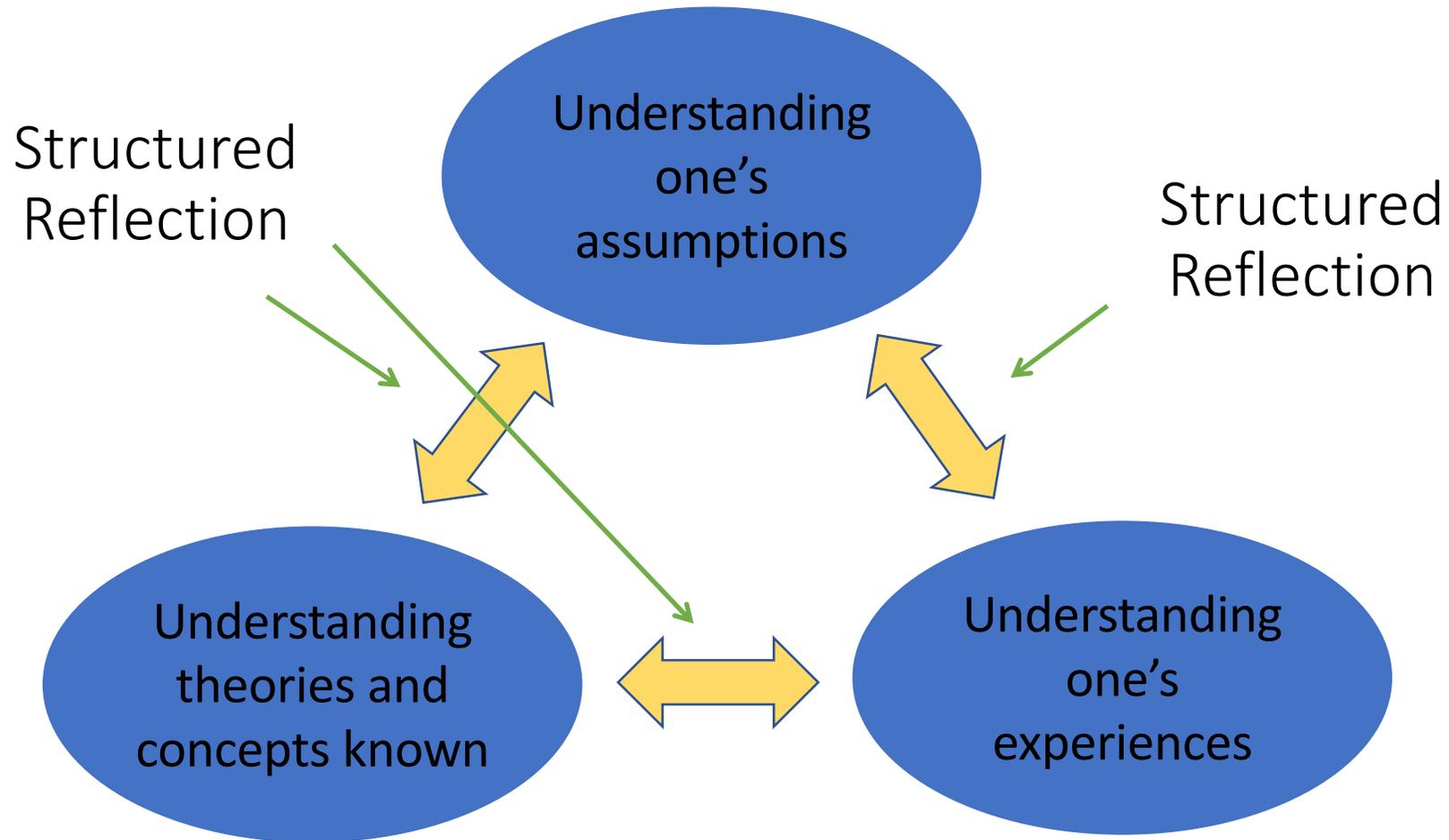
Figure adapted from: Anderson, C. S., & Cunningham, K. (2009). Culture, religion, and nationality: Developing ethnographic skills and reflective practices connected to study abroad. In E. Brewer & K. Cunningham (Eds.) *Integrating study abroad into the curriculum: Theory and practice across the disciplines*. Stylus Publishing.

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Mezirow's (1991) Reflection Types & Questions

1. **Content reflection:** Questions serve to raise learner awareness of assumptions and beliefs
   - "What is happening here? What is the problem?"
   - "What is this? What does it do? What use might I make of it?"
2. **Process reflection:** Questions address how a person has come to hold a certain perspective
   - "How did this come to be?"
   - "Did I miss something? Do I not understand the manual? Did I misinterpret what my teachers said?"
   - "How have I ended up feeling this way? Do I understand myself? Am I overlooking something? How is it that I am unable to adapt?"
3. **Premise reflection:** Questions encourage the examination of the foundations of perspectives
   - "Why is this important to me? Why do I care about this in the first place? What difference does this make? Why is this a problem anyway?"

Cranton (2016): p. 26-27; 108-109

- **Reflection strategy**, e.g., who, where, when, and how often reflection and feedback should take place)

- **Reflection mechanism**, e.g., how the reflection relates to learning outcomes, which tools and evaluation criteria will be used (p. 69).

Mapping Structured Reflection onto Courses

Hatcher & Bringle (1997) define **reflection** [for educational purposes] as "the intentional consideration of an experience in light of particular learning objectives" (p. 153).

Course	Reflective Focus
Beginning German	**Learning German** (the language & the learning process)
Intermediate German "Reading Modern Germany" (using the textbook *Stationen*)	**German (Urban) Culture**
Low Advanced German "Advanced German Grammar" (content-based course)	**German Grammar** (student-initiated puzzle, based on "Exploratory Practice")

Structured Reflection Prompts: Continuous Dialogue through Revisiting Assumptions and Beliefs

	Journal #1	Journal #2	Journal #3	Journal #4
Beginning German	Assumptions about learning German	Interrogating assumptions about learning German	Considering educational value of German	Evaluating the learning process

What is German? How does one learn German? What does German mean to me?

Prompt 1: Articulating Assumptions

PROMPT #1: Articulating assumptions

Please write two paragraphs based upon your personal experience.

Q 1: The German Language

Before you joined this class, what assumptions or notions about the German language did you have? Where and how did these ideas develop?

Q 2: Personal Language Learning Goals

What do you hope to learn and do with the German language by taking this course? What do you envision the learning process looking like for you? Do you have strategies that you think could help you in learning German? Do you have questions that you would like to pursue

Prompt 1: Articulating Assumptions

Student Text ("Amy")

"I had two main notions about the German language before starting this class. First, although stereotypical, I viewed German as being harsh. I developed this idea when I was a kid. My grandmother was from a small town in Missouri where German was spoken. German was her first language, and it showed in her exclamations: instead of saying "Darn it!" she would say, "AUGGGHHH!!" Even though she was very nice, this scared me when I was a kid. The second notion was that the German language is very phlegmy. I developed this idea when I was talking to a guy in Switzerland who had been learning English. He explained to me that he and his classmates had trouble pronouncing "th" while English speakers usually have trouble pronouncing "ach." I jokingly made the loogie-hocking sound, and he excitedly exclaimed, "good!" Together, these experiences shaped the way I viewed the German language." (Spring 2014)

Prompt 2: Interrogating Assumptions

Please take one (or two) assumptions that you identified in your first reflection about the German language or the learning of German and consider how you might respond to—or even challenge—these assumptions now that you have been studying German intensively for a month. What new insights are you seeing? Are there certain experiences from the course (e.g., through coursework, class discussion, homework, etc.) that have shifted your initial perspective(s)? Are you seeing connections to experiences outside of your German class that are providing new understandings about the German language or the learning of it?

| Identifying and questioning validity of source for assumption |
| Questioning and reevaluating assumption |
| Reflecting on previous assumption in light of current learning |

"[…] Another assumption I mentioned in the first reflection is that German sounds harsh. This view was formed from hearing my grandmother's German exclamations as a kid. Although this assumption was based on a first-hand experience, I have begun to think otherwise. After learning German for a month, I don't find the language to be as harsh as I once did. A reason for this is that I have been hearing the whole language rather than just exclamations. My grandmother always spoke in English (else no one would have understood her!) When she would insert a German exclamation, the different sounds didn't sound right, sandwiched between English phrases. Now that I hear full sentences and paragraphs, I have begun to appreciate the different sounds found in the language. I watched the film, *Das Kalte Herz* ["The Cold Heart"], and I was totally used to German sounds by the end of it. After four days of German per week, I have come accustomed to hearing the throaty noises that appear in the language. I think that once I learned and accepted these different sounds, I lost the view that German is harsh."

Prompts #1 and #2 (Beginning German): Continuous Reflection

PROMPT #1: Articulating assumptions

Please write two paragraphs based upon your personal experience.

Q 1: The German Language

Before you joined this class, what assumptions or notions about the German language did you have? Where and how did these ideas develop?

Q 2: Personal Language Learning Goals

What do you hope to learn and do with the German language by taking this course? What do you envision the learning process looking like for you? Do you have strategies that you think could help you in learning German? Do you have questions that you would like to pursue

PROMPT #2: Interrogating assumptions

Please take one (or two) assumptions that you identified in your first reflection about the German language or the learning of German and consider how you might respond to—or even challenge—these assumptions now that you have been studying German intensively for a month. What new insights are you seeing? Are there certain experiences from the course (e.g., through coursework, class discussion, homework, etc.) that have shifted your initial perspective(s)? Are you seeing connections to experiences outside of your German class that are providing new understandings about the German language or the learning of it?

Structured Reflection Prompts:
Continuous Dialogue by Revisiting Assumptions and Beliefs through Theoretical Frameworks

	Journal #1	Journal #2	Journal #3	Journal #4
Intermed. German	Assumptions about German culture	Interrogating assumptions about German culture (Iceberg Model)	Evolving understanding of German culture (Byram's tourist vs. sojourner)	Evaluating the learning process
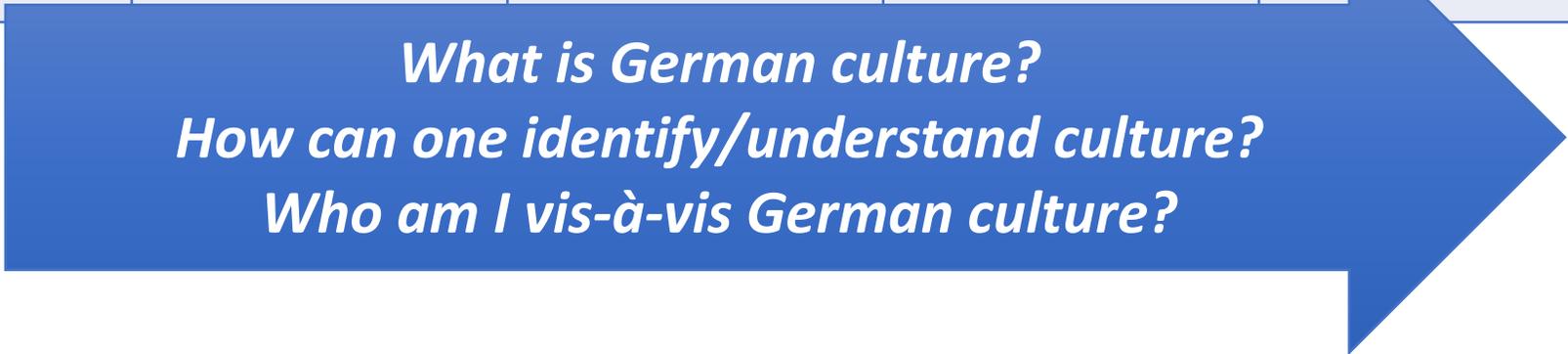
What is German culture?
How can one identify/understand culture?
Who am I vis-à-vis German culture?

Research Questions

1. Do collegiate L2 learners of German report experiencing, or approaching, perspective transformation within the context of their language instruction?
   a) What does this perspective transformation look like?
   b) How do learners from different instructional levels compare?

2. What sources do L2 learners report as facilitating perspective transformation?
   a) How do learners from different instructional levels compare?

Instructional Context and Participants

- R1 public university located in Southwest U.S.
- Curriculum informed by CLT, literacy-/genre-based, and CBI approaches
- 214 students from beginning, intermediate, and low-advanced German courses from 2014-2016:

	Course	Sections	Data Collection	Participants
Beginning	1st semester	11	Spring 2014, Fall 2014	92
Intermediate	Intensive 3rd & 4th semester	12	Spring 2014, Fall 2014, Fall 2015	92
Low-Advanced	5th semester ("Advanced German Grammar")	2	Fall 2014, Spring 2016	30

- Data: (1) **End-of-semester surveys** eliciting students' perceived transformative learning moments from course; and their past and current experiences with structured reflection; (2) **Students' written structured reflections**; (3) **Focus groups** with students and instructors; (4) **Instructor surveys**

Instructional Context and Participants

Male (n=103), female (n=110), [*N*=213]

Average age: 20 years [*N*=207]

Year of study [range: 18-26 years] [*N=167]*
- First-year (n=25), 15%
- Second-year (n=55), 33%
- Third-year (n=46), 28%
- Fourth-year (n=28), 17%

First language [*N*=198]
- 81% (n=161) identified English
- 7% (n=14) identified 2 first languages, including English
- 12% (n=23) identified a non-English language

Methods of Analysis (End-of-Semester Surveys)
Identifying Change in Values

Survey Questions:

Q9: Since you've been studying German here at [*University*], do you think any of your values, beliefs, or expectations about the German language or culture have changed?

Q10: Please describe the change in your values, beliefs, or expectations about German language or culture.

Q11: Here is a list of some changes you may have experienced as a result of learning German this semester. Please check off any that apply to you.

(adapted from King's 1998 *Learning Activities Survey*)

a) Something happened that made me question the way I usually act.

b) Something happened that made me question my ideas about social roles (i.e., how people act/are expected to act).

c) As I thought about these things, I realized that I did not agree with my previous beliefs or role expectations any more.

d) Or instead, as I questioned my ideas, I realized I still agreed with my beliefs or role expectations.

e) I realized that other people also think about their beliefs.

f) I thought about acting in a different way from my usual beliefs and roles.

g) I felt uncomfortable with traditional social expectations.

h) I tried out new roles so that I would become more comfortable or confident in them.

i) I tried to think of a way to adopt these new ways of acting.

j) I gathered the information I needed to adopt these new ways of acting.

k) I began to think about the reactions and feedback I received from my new behavior.

l) I took action and adopted these new ways of acting.

Methods of Analysis (End-of-Semester Surveys)
Identifying the Source of Change in Values

Survey Questions:

Q12:   What did your German class (and/or previous classes) have to do with your ideas or views changing?

Q13:   Many things can influence a change of ideas or points of view. Please check off all that influenced your change.

    a.   Did a class assignment or activity influence the change? (Check all that apply.) *[e.g., class discussions, structured reflections]*

    b.   Did a person influence the change? (Check all that apply.) *[e.g., teacher]*

    c.   Did a significant change in your life (outside of class) influence the change?

Q15b: If you found the reflective writing valuable, what in particular did you find valuable about it?

(adapted from King's 1998 *Learning Activities Survey*)

Change in values, beliefs, or expectations about German language or culture

Q9: Since you've been studying German here at [Name of University], do you think any of your values, beliefs, or expectations about the German language or culture have changed?

	Beginn. (n=92)		Intermed. (n=92)		Adv. (n=30)		Total (n=214)	
	n	%	n	%	n	%	n	%
Yes	66	**72**	83	**90**	21	**70**	170	**79**
No	26	**28**	9	**10**	9	**30**	44	**21**

Students' Self-Reported Change in Values by Instructional Level

Change in Values

■ Beginning German (n=92) ■ Intermediate German (n=92)
■ Advanced German (n=30)
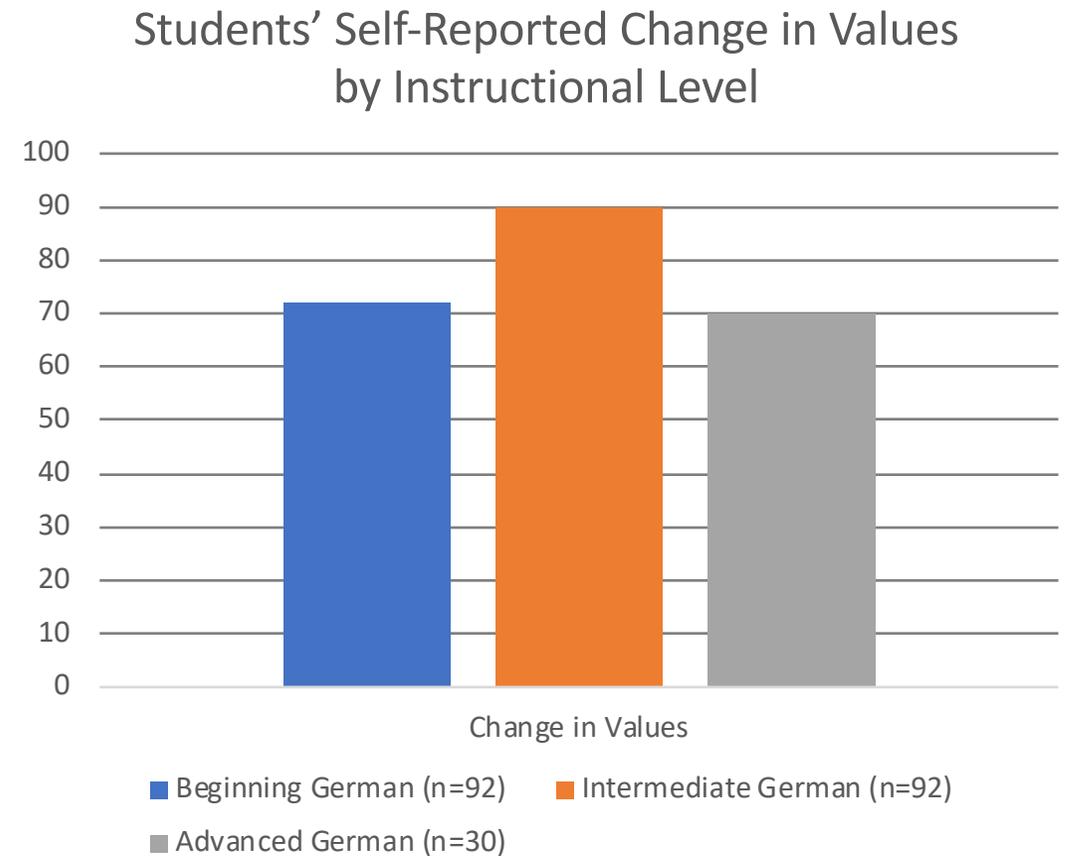
THEMES: Change in values, beliefs, or expectations about German language or culture

Beginning		Advanced
• **Seeing the German language differently**: not harsh, beautiful, learnable, similar to English, not as similar to English, similar to other non-English languages • **Seeing German culture differently**: similar to U.S. culture, different from U.S.	• **Reexamining and questioning social norms (esp. in one's own culture)**: nudity, sexuality, marriage, media culture, education, transportation, gala events, nationalism • **Becoming more open-minded** • **Developing greater appreciation of German language and culture:** directness in speaking • **Changing behavior**: becoming more studious, going to lectures on migration, being punctual	• **Becoming more open-minded** • **Seeing German language differently**

"We learned about the protests at the Opernball [*Viennese Opera Ball*] and it made me curious why we in America do not have anti-government groups protesting outside of the Oskars in Hollywood."
(intermediate learner, spring 2014)

"It showed me that stereotypes about German language and culture portrayed in media and TV are not correct. Also the language is not as harsh sounding as I thought it would be."
(beginning learner, fall 2014)

"I began to see German as a living language, particularly through my investigations of indirect discourse."
(advanced learner, spring 2016)

Students' Self-Reported Perspective Transformation (based on King's 1998 Learning Activities Survey)

Q11: Here is a list of some changes you may have experienced as a result of learning German this semester. Please check off any that apply to you.

	Total n=214	%
I realized that other people also think about their beliefs.	98	46
Something happened that made me question my ideas about social roles (i.e., how people act/are expected to act).	94	44
Or instead, as I questioned my ideas, I realized I still agreed with my beliefs or role expectations.	77	36
I felt uncomfortable with traditional social expectations.	73	34
I thought about acting in a different way from my usual beliefs and roles.	61	29
I tried to think of a way to adopt these new ways of acting.	57	27
I tried out new roles so that I would become more comfortable or confident in them.	52	24
Something happened that made me question the way I usually act.	46	21
As I thought about these things, I realized that I did not agree with my previous beliefs or role expectations any more.	42	20
I gathered the information I needed to adopt these new ways of acting.	40	19
I began to think about the reactions and feedback I received from my new behavior.	32	15
I took action and adopted these new ways of acting.	21	10

Reported Perspective Transformation among L2 Learners (n=214)

Organizing according to instructional levels (%)
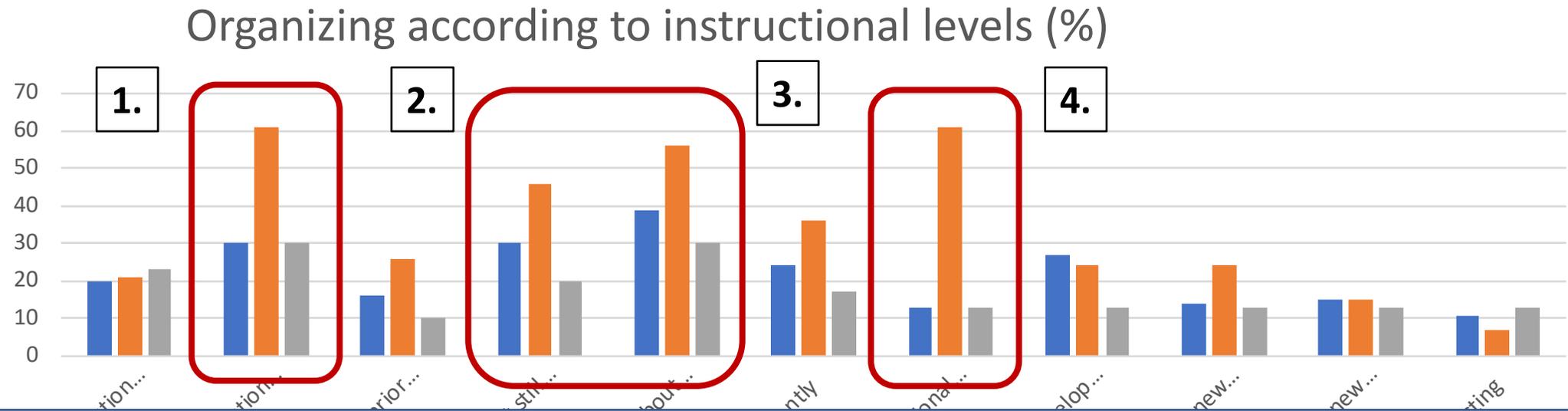
1. **Something happened that made me question my ideas about social roles (i.e., how people act/are expected to act).**
2. I realized that other people also think about their beliefs.
3. Or instead, as I questioned my ideas, I realized I still agreed with my beliefs or role expectations.
4. **I felt uncomfortable with traditional social expectations.**

Factors Influencing a Change in Values

Q13. Many things can influence a change of ideas or points of view. Please check off all that influenced your change.

	Beginning (n=92)		Intermed. (n=92)		Advanced (n=30)	
	n	%	n	%	n	%
Assignment or activity	49	**53.3**	78	**84.8**	19	**63.3**
Person	45	**48.9**	63	**68.5**	13	**43.3**
Significant change in life	12	**13.0**	13	**14.1**	6	**20.0**

Reported Factors Influencing Change in Values (%)

Legend: Beginning German (n=92), Intermediate German (n=92), Advanced (n=30)
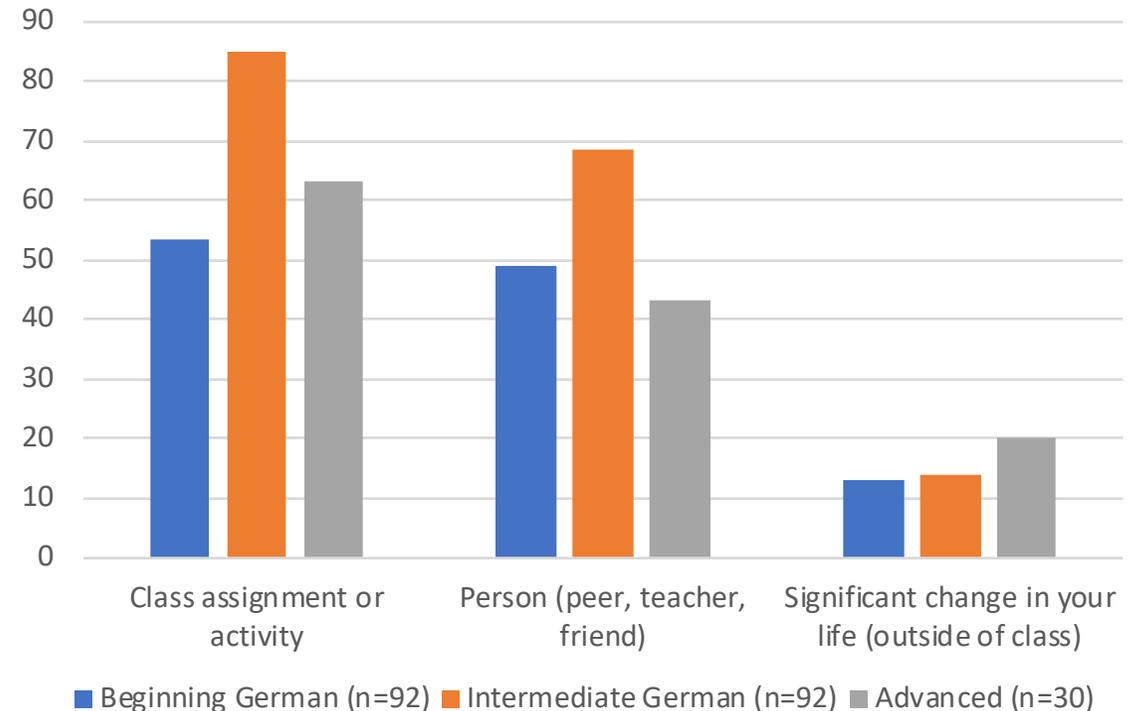
Most Frequently Cited Class Assignments/Activities Influencing a Change in Values

	Beginning (n=92)		Intermediate (n=92)		Advanced (n=30)		Total (n=214*)	
	n	%	n	%	n	%	n	%
Class Discussion	35	38	71	76	11	37	117	55
Class Activities	30	32	45	48	6	20	81	38
Work with Films*	--	--	--	--	11	37	11/30	37
Reading Tasks	17	18	39	41	11	37	67	31
Structured Reflection	19	20	30	32	12	40	61	29
Role Plays**	25	27	19	20	N/A	--	44/184	24
Writing Tasks	13	14	26	28	0	0	39	18
Homework	11	12	12	13	3	15	26	12
Something else	4	4	8	9	1	3	13	6
Final Oral Exam**	2	2	4	4	N/A	--	6/184	3
Chapter Tests	0	0	0	0	0	0	0	0

* "Work with Films" option for Advanced class surveys only (though "films" written in on Beg. & Inter. under "Sth else")

** Only Beginning & Intermediate Classes

Q13: Did a class assignment or activity influence the change? (Check all that apply.)
Role of Instruction in Change in Values

"I think primarily I learned during class discussions, especially when our instructor described life in Germany. I feel that the structured reflection helped me reframe what I learned."
(Intermediate German, fall 2015)

■ Beginning (n=92)   ■ Intermediate (n=92)   ■ Advanced (n=30)
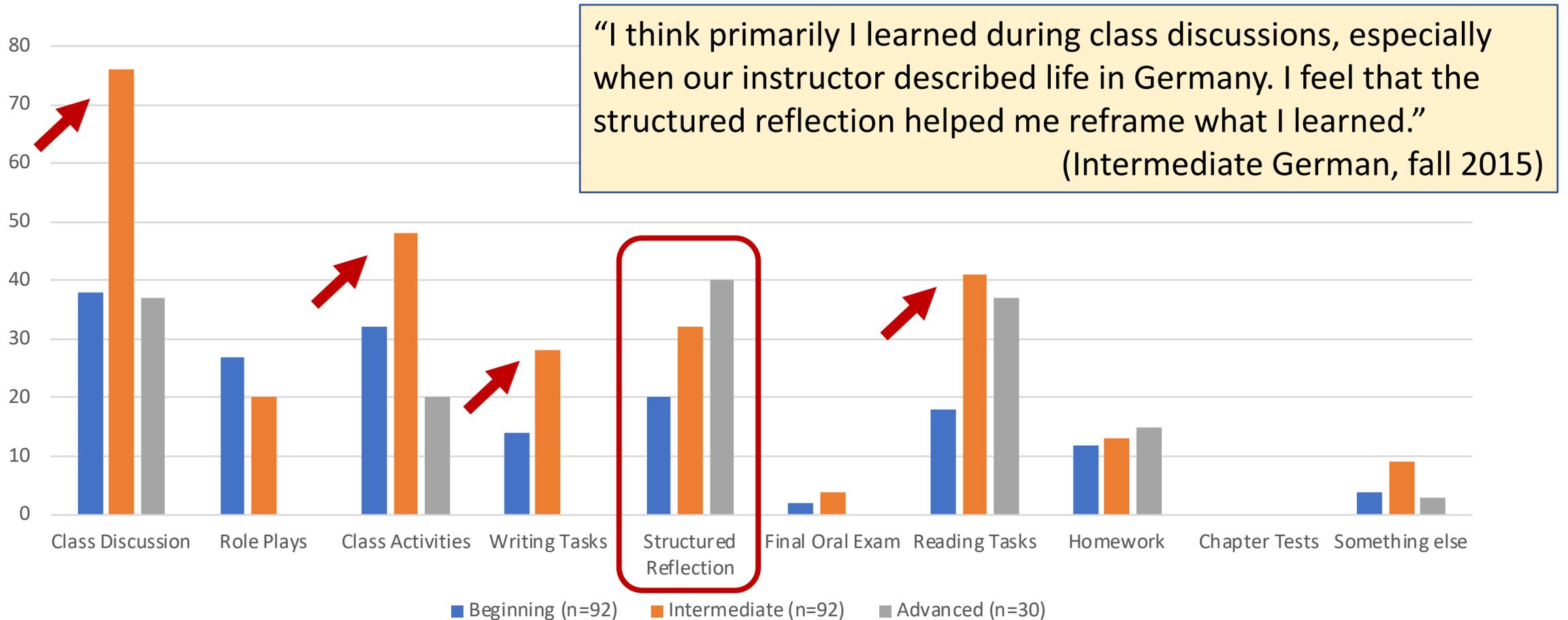
Q13: Did a person influence the change? (Check all that apply.)
Role of People in Change in Values

Change in Value Influenced by …
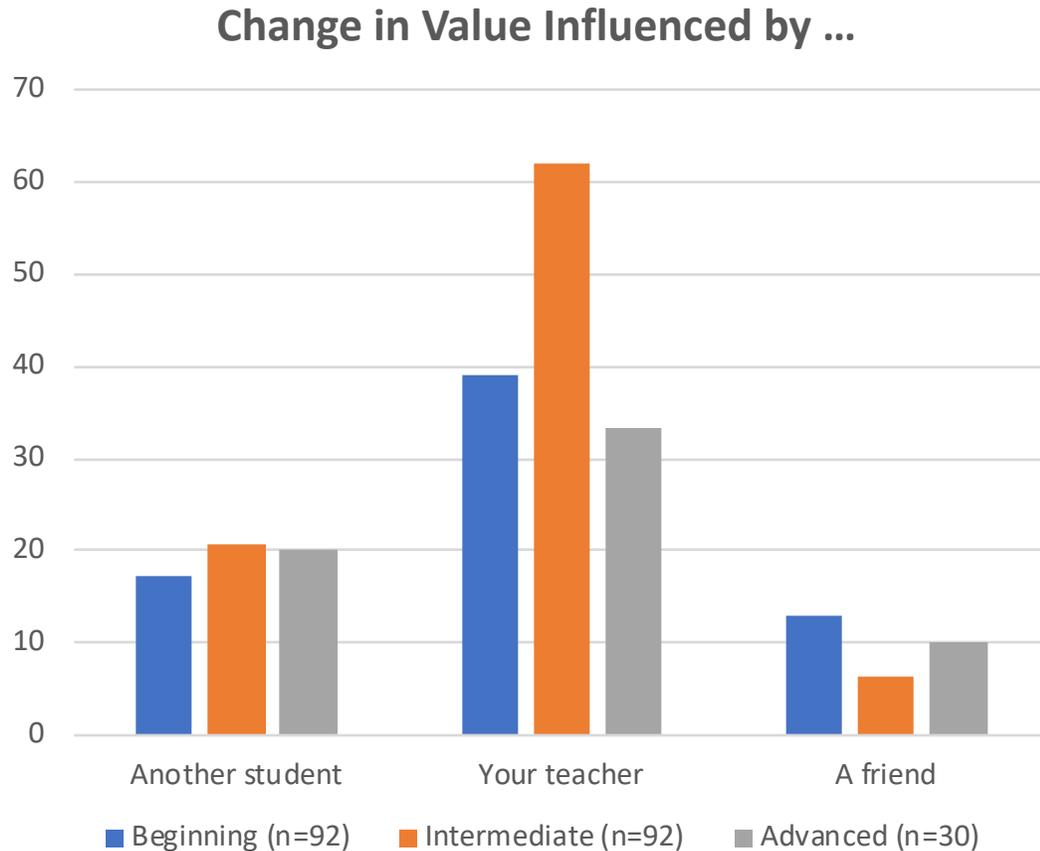
	Beginning (n=92)		Intermed. (n=92)		Advanced (n=30)	
	n	%	n	%	n	%
Another student	16	**17.4**	19	**20.7**	6	**20.0**
Your teacher	36	**39.1**	57	**62.0**	10	**33.3**
A friend	12	**13.0**	6	**6.5**	3	**10.0**

"My instructor, who I really liked, shared with me a lot about how direct Germans can be, and I grew to really appreciate this."

(Intermediate German, fall 2015)

"Herr [Name] presented numerous ideas about how Americans perceive the world and culture. I agree with his ideas and it changed my perspective."

(Intermediate German, fall 2015)

Summary of Results
Are transformative learning moments happening?

- According to students, a majority (80%) experienced a change in values/beliefs/expectations related to the German language and culture, especially for intermediate learners (90%)

- Students noted the following changes:
    1. Seeing German language and culture differently – *all instructional levels*
    2. Seeing own language and culture differently, especially questioning societal norms – *all*
    3. Greater open-mindedness to culture(s) – *intermediate & advanced*
    4. Changed behavior – *intermediate*

- Students identified most often changes that had to do with (1) expanding their frames of reference to consider what other people think, (2) questioning their own social roles, and (3) in questioning their ideas, realizing they still agreed with their beliefs
    - More intermediate L2 learners reported experiencing changes, including experiencing discomfort about their social roles/expectations

➢ Students reporting emergent, partial perspective transformation (possibly reflecting the start of a progression of transformations that arise accumulatively over time through a series of related experiences (Mezirow, 1994))

Summary of Results
What is influencing transformative learning moments?

- Most influential class assignments/activities noted: (1) Class discussion; (2) Class activities; (3) Working with films; (4) Reading tasks; (5) Structured reflection

- Role of instructor

- More intermediate L2 learners finding class assignments/activities and instructors influential

- Corroborating findings in TL scholarship in FL learning contexts:
  - **Collegiate ESL learners**: <u>class discussions and activities involving dialogue and interaction</u>, essay writing, and <u>readings</u> (King, 2000)
  - **Collegiate beginning Spanish L2 learners**: contact with native speakers, collaboration with others, <u>analyzing movies</u> from the target culture (Johnson & Nelson, 2010)
  - **Collegiate beginning Spanish L2 learners**: <u>films</u>, grammar instruction, <u>being able to use English</u>, <u>small-group oral activities</u>, <u>students learning journals</u>, <u>teacher's anecdotes</u> about culture (Johnson, 2015)

What's happening in the Intermediate L2 Classroom?

- Much more cultural content (driven by the textbook's organization on cities in German-speaking world)
- Structured reflection prompts focused on German culture
- Possibly more structured reflection happening in course in general, e.g., orally in form of instructors' questions during class instruction
- Greater number of contact hours as intensive course (6 hours weekly vs. 4 in non-intensive track)
➢ Possibly leading to more "immersive" classroom experience?
➢ BUT: Is there something about the intermediate level itself (as situated within the curriculum) that may be contributing to students' readiness to identify, question, and act upon viewpoints different from their own?
➢ AND: Did prior structured reflection work from the beginning German classes prime the intermediate learners to reflect more deeply on their learning?

Limitations & Next Steps

Limitations:

- TL scholarship shows transformation as highly individualized, context-dependent, and variable
- Self-report data requires triangulation
- Survey data inadequate in identifying disorienting dilemmas (written reflections and focus group data better sources)
- Uneven sample size, especially small N for the advanced L2 level

Next Steps:

- Analyzing written reflections for disorienting dilemmas (and how students are processing the DDs), types of critical reflection reflecting TL (Kember et al., 1999), the nature of changes
- Linking reflection and survey data

Thank you!
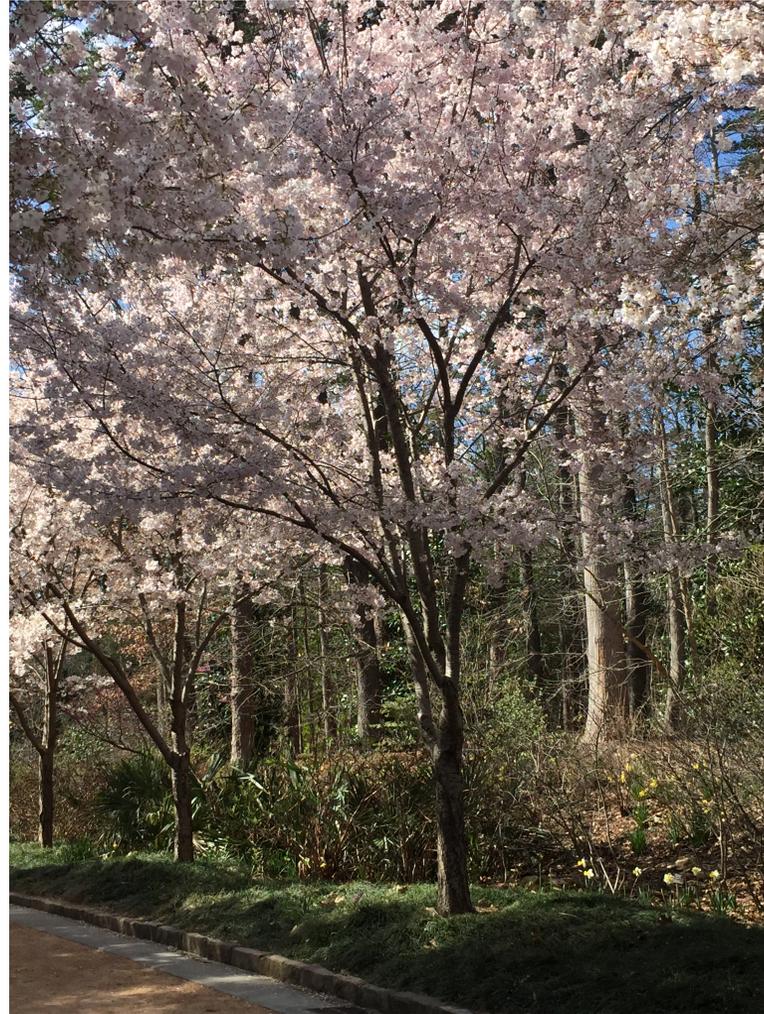
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Structured Reflection Evaluation Rubrics

Overall Assessment	A strong reflection (an "A" paper) addresses the questions in the prompt in rich detail and with specific examples, engages thoughtfully with the class material[1], and makes connections between learning in and outside of the classroom.			
	A	**B**	**C**	**D**
1. **Completeness**	Addresses questions in prompt fully and with rich detail	Addresses questions in prompt adequately with some detail; some points may require further elaboration	Addresses questions adequately, but minimally with little detail	Does not address questions adequately; no detail given
2. **Specificity** (as contrasted with **VAGUENESS**)	Provides specific examples to illustrate and/or support ideas discussed	Provides some examples to illustrate and/or support ideas discussed, but may be underspecified	Examples provided are vague and need specification	No examples are given to illustrate or support ideas
3. **Engagement with Class Material**	Responds to class material thoughtfully and critically (e.g., dialogues with and asks questions of material, attempts at synthesizing materials, etc.)	Responds to class material with some thought but response may lack critical awareness	Draws minimally on class material	Does not draw on class material
4. **Connection-Making**	Makes rich connections between learning in the classroom and experiences outside class (including from traveling, previous coursework and study, personal connections, media and entertainment sources)	Makes some connections between learning in the classroom and outside experiences, though may require further elaboration	Makes few substantive connections between learning in the classroom and outside experiences; more elaboration needed	Makes no connections between learning in the classroom and outside experiences
5. **General Writing and Awareness of Audience**	Writes very clearly and shows evidence of writing for an external audience	Writes clearly most of the time, though some mechanics may distract and lead reader to question the meaning of a passage	Writes clearly only some of the time and shows little awareness of audience	Does not write clearly (i.e., conceptually randomized writing); shows no evidence of writing for an external audience
	Requires effortless reading and understanding of ideas ⇔ considerable effort required by reader to follow flow of ideas			

[1] Note: For certain reflections, students may not be asked to engage with specific class material. This is likely to be the case for the first reflection.