

SO WHAT SNAPSHOTS

Your name:

Your email address:

Your focus: Reflect with clarity and depth. Represent perspectives (yours and others) with integrity.

Step 1- on your own (in 5 minutes)

Describe the moments that mattered most to you in this course. Feel free to type your answers or draw, and/or diagram those moments and take a picture to share with the group.

What moments mattered most to you in this course?

Step 2 – form a group (in 60 seconds)

Find two other peers and form a group of three.

Step 3 – share (In 90 seconds per person)

Each person shares their moments that mattered most and why. Repeat this step until everyone in your group has shared.

Step 4 – synthesize (In 5 minutes)

Discuss:

- What was similar across stories that each person shared?
- What was different and why?
- Did any patterns and/or themes emerge? What are they?

Step 5 – reflect on your own (In 2 minutes)

Write down at least three things that emerged from your group’s conversation.

Step 6 - Wrap Up (In 2 minutes)

Almost done!

Connect what you learned in the “moments that mattered most” (step 1) to your future academic/career goals. How might you apply this learning in the future?

Imagine you are in an interview or submitting a graduate school application. Write down three words or statements you would use to describe how this course prepared you.



SO WHAT SNAPSHOTS Facilitation Guide

As a result of completing this activity, students will be able to:

- Describe the moments that mattered most to them in this course
- Examine their experience through multiple perspectives with peers
- Articulate insights generated from their experience in this course
- Make connections between their learning and future academic/career goals

Materials Needed:

- “SO WHAT SNAPSHOTS” worksheet (1 per student)
- An example worksheet completed by a peer/TA (optional)
- Timer & Breakout Rooms

Introducing the Activity and Step 1 – on your own (7 minutes)

- Explain to students that they are going to be completing an activity to give them an opportunity to reflect on what they have learned from this course, which we call the “SO WHAT SNAPSHOTS” - forecast of what this is – quickly overview the activity in entirety
- Explain that we are looking for/ what it means to participate fully -- Clarity – we want you to expand on your ideas and provide example, depth – we're hoping to understand your reasoning behind any conclusions you make, and perspective taking – we're hoping the insights you capture are representative and true to the conversation you have with your peers
 - Share the link to the fillable PDF, 1 per student
- Explain that you are going to keep time so they can work through the activity
- Tell students to start on Step 1 – on their own, ask them to describe the moments that mattered most to them in this course.
 - If they ask, explain that moments are “aha moments” or things that happened during the course that stuck out to them as important things that happened to them during the course

Step 2 and 3 – make breakout rooms and share (6 minutes)

- Ask students to move onto step 2- assign 3 students per room and set a timer and tell them once they complete Step 2, get started on Step 3.
- Notify them that 90 seconds has passed so they can move onto the next person.

Step 4 – group discussion (5 minutes)

- Ask students to move on to the second page and get started on the discussion questions.

Step 5 and Step 6 – on your own (4 minutes)

- Bring students back to the main room.
- Ask students to wrap up their conversation and move on to step 5 on their own – jot down at least three things that emerged from their group’s conversation.



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- After 2 minutes, ask students to move onto Step 6 – and fill out the final two questions on their own
- Ask students to turn in their worksheets once they are done with them.

SO WHAT SNAPSHOTS - Assessment Protocol

Option 1 - Method. Peer to Peer: Students in the course can complete the SO WHAT SNAPSHOTS approximately two weeks prior to the last day of classes. On the last day of class, or another time that the students all meet, the worksheets are redistributed for grading. The intention is to have a peer to peer scoring of the common reflections.

Limitation: Would have to spend some time in an overview of what to look for/how to grade (inter-rater reliability)

Option 2 – Method. Instructor Review: Students in the courses will complete the SO WHAT SNAPSHOTS on the last day of classes or in their final exam period. Once students have finished completing their worksheet, the instructor(s) will collect the materials.

Limitation: Scoring will take longer as there will be less graders.

Use the themes of clarity, depth, and fairness to score the reflections

Critical Thinking Standard	Description	Associated questions to ask to check your thinking
Clarity	Expands on ideas, expresses ideas in another way, provides examples or illustrations where appropriate	<ul style="list-style-type: none"> - Did they give an example? - Is it clear what is meant by the response?
Depth	Explains the reasons behind conclusions and anticipates and answers the questions that the reasoning raises and/or acknowledges the complexity of the issue.	<ul style="list-style-type: none"> - Student answers the question “Why?” in responding to the prompts - What are some complexities the student identifies? - Has the student provided sufficient detail? - Could they be more specific?
Perspective Taking	Other points of view are represented with integrity (without bias or distortion)	<ul style="list-style-type: none"> - Has the student represented this viewpoint in a way that the person who holds it would agree with their characterization? - Do the students’ conclusions match the evidence presented?

Adapted from Paul, R. P., & Elder, L., 2001 (as cited in Ash, S. L., & Clayton, P. H., 2009).

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	(4)	(3)	(2)	(1)
Clarity (refer to Step 1, 5, 6Q1)	Consistently provides examples, illustrates points, defines terms, and/or expresses ideas in creative ways	Usually but not always provides examples, illustrates points, defines terms, and/or expresses ideas in creative ways	Rarely provides examples, illustrates points, defines terms, and/or expresses ideas in creative ways	Consistently fails to provide examples, to illustrate points, to define terms, and/or to express ideas in creative ways
Depth (refer to Step 1, 5, 6Q2)	Thoroughly addresses the reflection prompts; avoids over-simplifying when making connections; gives full effort when responding to prompt	Thoroughly addresses some but not all of the reflection prompts; rarely over-simplifies when making connections; gives considerable effort when responding to prompts	Provides vague responses to the reflection prompts; often over-simplifies when making connections; offers little effort when responding to the prompt	Does not respond to prompt or offers one to two word responses to reflection prompts; consistently over-simplifies when making connections; fails to provide any effort when responding to prompts
Perspective Taking (refer Step 5)	Consistently represents others' perspectives with integrity (without bias or distortion)	Often but not always represents others' perspectives with integrity	Rarely represents others' perspectives in a biased or distorted way	Consistently represents others' perspectives in a biased or distorted way

Adapted from Paul, R. P., & Elder, L., 2001 (as cited in Ash, S. L., & Clayton, P. H., 2009).