

Timing: 1 to 3 hours

Level: Ages 15 and up

Design project reflection papers

Activity Overview

A reflection paper is used to capture reactions, feelings and analysis of an experience in a more personal way than in a research essay or formal presentation. Use this activity to introduce reflection papers and how your students can use them to reflect on the process of creating a design project by identifying areas for improvement for their project and process.

Activity Objectives

Research and communication skills

- Reflecting on how to improve a project and process
- Demonstrating personal responsibility by reflecting on areas for improvement and growth
- Selecting the important information
- Evaluating and assessing skills

Project Assets

None

Background preparation resources

[Technical and content information](#)

[ISTE NETS*S Standards for Students](#)

Activity Steps

- Instruct students to write a 1- to 3-page reflection paper about the process of creating their design project, identifying areas for improvement for their project and process. Depending on the type of project, some guidelines for the paper may include:
 - Reflect on the design and any re-design decisions they made and a why they made them.
 - Reflect on how they employed design skills they learned in this and previous projects.
 - Reflect on how they employed project management skills they learned in this and previous projects.
 - Reflect on how they employed the technical skills they learned in this and previous projects.
 - Reflect on what skills and techniques they want to learn next to further their knowledge of web design, graphic design, print production, interactive media design, or video production.
 - Reflect on the team process and identify ways that process could be improved.
 - Reflect on the experience of working with a client, specifically what they learned from the client debriefing.
 - Include evidence of copyright citation and fair use guidelines for assets used in their project.

Assessment:

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Reflection paper	Absent, incomplete, or unfocused.	<p>The reflection paper explains the design and production process.</p> <p>Depending on the project, the reflection paper also explains:</p> <ul style="list-style-type: none"> • Their experience of working in a team and ways that process could be improved. • What students learned from the client debriefing. 	<p>The reflection paper clearly and concisely explains the design and production process and makes relevant and clear connections to using and expanding upon the design, project management, and technical skills students have learned in the current and in previous projects. The reflection paper identifies what they want to learn next to further their skills.</p> <p>Depending on the project, the reflection paper also clearly analyzes:</p> <ul style="list-style-type: none"> • Their experience of working in a team and ways that process could be improved. • What they learned from the client debriefing.

Background preparation resources:

- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>

ISTE NETS*S Standards for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
 - b. create original works as a means of personal and group expression.
 - d. identify trends and forecast possibilities.
2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
 - b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
4. Critical Thinking, Problem-Solving & Decision-Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
 - a. identify and define authentic problems and significant questions for investigation.
 - d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
 - a. advocate and practice safe, legal, and responsible use of information and technology.
 - b. exhibit positive attitudes toward technology uses that support collaboration, learning, and productivity.
 - c. demonstrate personal responsibility for lifelong learning.
6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
 - a. understand and use technology systems.
 - b. select and use applications effectively and productively.

For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: <http://edex.adobe.com/>.



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