Reflective writing assignment
No more than 5 double-spaced pages
Due 3 p.m. Friday, October 18

This reflective writing assignment asks you to look back at the process of researching, writing, and revising your individual and collaborative contributions to “Worcester in the New Century, 1899.” Reflective writing is evidence of reflective thinking. Your assignment involves looking back at the process of research, writing and game design you undertook for this class; analyzing the process (thinking in depth about what you did, and trying to explain it with reference to the lessons you learned from our class exercises, discussions, and readings); and describing what it has meant for you and your ongoing development as a researcher, writer, student of history, and student of technology within a human context.

I’d like you to structure your reflection in the following way:

1. **Description** (keep this part brief)
   - What specific tasks were involved in the process of developing a game? (Examples: conducting research, writing and revising drafts, giving and responding to peer feedback, identifying learning objectives, etc.)

2. **Interpretation**
   - What do you consider the most important, interesting, useful, and/or relevant features of this process of game design?
   - How did you choose your characters and controversies? What was your rationale?
   - Like any work of history, your game represents the past in a particular way. Give an example of an interpretive decision you made in the process of developing this game. If you can, explain why you made this choice.
   - How did the process of collaboration and compromise affect your work? Can you give an example of where your work was improved through collaboration? Of where it was diminished? Explain how that happened.
   - Identify one of the learning objectives of your game and give an example of how you believe the game you designed meets that objective. What do you hope students who play your game will get out of it?

3. **Outcomes**
   - What have you learned from the processes you explore above?
   - What particular abilities have you developed?
   - What abilities have you not developed to your satisfaction?
   - What would you identify as the two or three primary competencies (what you learned or strengthened) your part in developing this game represents? Explain why and how the final game represents these competencies. What evidence do they show that you have grown as a student of history?