



This midterm reflection is designed to initiate an intentional pause in ministry practice for reflecting on the self-directed learning that a student is accomplishing in their internship. Students will reflect on learning and development in their chosen competencies, think broadly about their experience so far, and document learning from any meetings with supervisors and/or guidance committee members in the first half of the internship. Students are encouraged to share or discuss their reflection with their site supervisor and guidance committee to deepen future learning in the internship.

Learning Artifact Overview

Students may submit learning artifacts instead of completing the Midterm Reflection form or Midterm Interview. In this option, students submit artifacts and supporting documentation that demonstrate learning in each of the four selected competency areas. If a student set more than one learning goal, artifacts and supporting documents will be required for each learning goal.

Submitting learning artifacts allows students to pause, review what they have accomplished in each of their competency areas, and document their learning through the resources, documents, or items they have from the internship. Students must submit both artifacts and any necessary supporting documentation in order to successfully complete the midterm requirement.

What is a learning artifact?

Students may submit artifacts that represent or document learning taking place in the internship. An artifact is any item, document, recording, or otherwise that may demonstrate or represent learning taking place.

Examples of learning artifacts:

- Video recording of a sermon in which a student attempts to use an outline instead of a transcript, as well as the outline used in the sermon
- Copies of lesson plans developed using a particular teaching pedagogy
- Copy of a verbatim following a care visit
- Agendas and minutes from meetings facilitated as leader
- Workout logs
- Pages from prayer journals
- Feedback documents such as program participant evaluations, sermon feedback forms, etc.

What is supporting documentation?

While students may recognize their own learning through a particular artifact, the connection may be more difficult for an outsider to make. Supporting documentation is a brief explanation of the artifact presented and how the artifact demonstrates learning for a particular learning goal.

Examples of supporting documentation:

- A robust reflective paragraph of reflection that includes why a student chose to use outlines instead of transcripts in sermons, what went well or not well with the particular sermon provided, and what was learned through the experience of using the outline
- A bulleted list of things learned/gained after facilitating a class using a particular pedagogy – may include anecdotes heard from participants, particular successes or breakthroughs in the class, unintended benefits or drawbacks discovered, etc.
- Description of motivations, gains, struggles, or challenges through physical exercise



Demonstrating Learning through Artifacts

Artifact submissions need to be considered carefully and supported adequately in order to demonstrate learning to a reader from outside of the internship setting.

Please keep in mind the following requirements in order to adequately demonstrate learning using artifacts:

- A minimum of one artifact per learning goal should be submitted. More may be necessary to adequately demonstrate learning.
- Artifacts must be well supported with documentation that draws connections to learning. Connections may include reflection on skills, attitudes, knowledge, resources, feedback, integrating classroom learning, etc.
- There is no minimum or maximum required word count or particular required format for submissions. Students are welcome to be creative and showcase learning in ways they are most comfortable.