DEAL Color Coding Exercise

Step 1: Introduce the DEAL model (Clayton & Ash, 2009) using the DEAL templates found at http://researchguides.drake.edu/cel. Some instructors find it helpful to have their students read the templates as “homework” and then work through the template in-class.

Step 2: Project an example of a “weak” reflection (examples provided at http://researchguides.drake.edu/cel, or create your own), and as a class, go through the reflection line by line, highlighting each sentence based on the criteria for DEAL. You can use any three colors you want, but this exercise is written using the three colors of a stop light.

We want students spending the least amount of their written reflection on describing what they did so use RED to highlight Descriptive sentences.

YELLOW will be for Examination

GREEN will be used for Articulating Learning.

In the weak reflection students will see mostly RED, indicating that the author spent most of their time describing the experience.

Step 3: Hand out colored pencils and an example of a “stronger” reflection and have students color code it line by line with a partner. -OR- prior to this exercise, assign a reflection and have students bring it to class and color code it during this portion of the exercise.

Step 4: Come back together as a class and discuss the strengths and weaknesses of the two different reflections.

- Should a reflection simply read RED, YELLOW, GREEN in that order, or should we see an alternation of colors?
- Should there be more YELLOW than GREEN or GREEN than YELLOW?
- How does the DEAL model of reflection differ from the way we are used to writing?
- What will you do differently in your writing as a result of this exercise?

Additional resources can be found at: http://researchguides.drake.edu/cel