

Storytelling, Analysis, and Reflection

Description

This badge recognizes students who can communicate complex experiences clearly, analyze meaning across perspectives, and reflect on growth in ways that transfer to academic, workplace, civic, and professional settings. Earners complete the student project Shaping Your Journey in Words and Images, a connected sequence of writing, reading, reflection, and multimodal composition experiences. This badge signals that the earner can organize information for an audience, communicate through written and visual modes, analyze texts and experiences, support ideas with evidence, represent another person's perspective responsibly, revise a sustained project, and connect learning to future academic, career, and community contexts.

Competencies demonstrated

1. Audience-Centered Storytelling and Communication
2. Critical Analysis and Meaning-Making
3. Narrative Framework Application and Creative Problem-Solving
4. Multimodal and Digital Communication
5. Perspective-Taking, Ethical Reading, and Comparative Insight
6. Reflective Self-Development and Transfer
7. Professional Practice, Revision, and Ethical Use of Tools

1. Audience-Centered Storytelling and Communication

Definition

Students communicate a clear, coherent journey narrative for an intended audience. They use structure, detail, tone, and organization to help readers understand what happened, why it matters, and how the experience shaped growth or change.

Alignment and evidence

Alignment with NACE, AMP, and Strategic Plan	Example activities, assessments, and experiences
NACE: Communication, Career and Self-Development AMP: Goal 3, Lead Learning Through Student-Centered Teaching; Goal 4, Prepare Our Students for Life Beyond MC Strategic Plan: Goal 3, Educational and Organizational Effectiveness; Goal 4, Economic Impact	Four-chapter autobiographical novella Chapter planning worksheet Audience memo or author's note Drafting and revision conferences Final written journey narrative

Performance levels

Developing	Competent	Accomplished
The narrative includes pieces of an experience, but the purpose, audience, organization, or central meaning is unclear. The reader may have difficulty following the journey or understanding why it matters.	The narrative communicates a clear journey for an audience. The student organizes the experience logically, includes relevant detail, and explains the significance of the journey.	The narrative is compelling, focused, and audience-aware. The student uses structure, pacing, detail, tone, and reflection intentionally so the reader understands both the experience and its larger significance.

2. Critical Analysis and Meaning-Making

Definition

Students analyze experience rather than only describe it. They identify patterns, turning points, challenges, assumptions, consequences, and insights that help explain the meaning of a journey.

Alignment and evidence

Alignment with NACE, AMP, and Strategic Plan	Example activities, assessments, and experiences
NACE: Critical Thinking, Career and Self-Development AMP: Goal 3, Student-Centered Teaching; Goal 4, Life Beyond MC, including communication, information literacy, and analytical skills Strategic Plan: Goal 3, Academic Excellence; Goal 4, Career Readiness and Post-Completion Success	Chapter 4 cause/effect reflection Chapter 5 framework reflection Turning-point inventory Pattern-finding reflection Meaning statement

Performance levels

Developing	Competent	Accomplished
The student mainly describes events. Important moments may be listed, but their meaning, pattern, consequence, or connection to growth is unclear.	The student identifies important moments of challenge, change, or growth and explains how they shaped understanding. The work moves from summary into interpretation.	The student offers thoughtful, layered analysis. The work recognizes complexity, questions assumptions, connects events to larger patterns, and draws conclusions that show mature reflection and insight.

3. Narrative Framework Application and Creative Problem-Solving

Definition

Students use a journey, road, archetypal, or other approved framework as a flexible tool for organizing, interpreting, and revising a narrative. The framework supports meaning without forcing the student's experience into a rigid formula.

Alignment and evidence

Alignment with NACE, AMP, and Strategic Plan	Example activities, assessments, and experiences
NACE: Critical Thinking, Communication, Leadership AMP: Goal 3, Instructional Innovation; Goal 4, Perspective-Taking, Agency, and Career Preparation Strategic Plan: Goal 2, Belonging and Innovative Delivery; Goal 3, High-Impact Teaching Practices	Framework choice note Hero's Journey map Journey of the Road map Archetype reflection Chapter 5 postscript essay Revision log explaining how the framework shaped the final project

Performance levels

Developing	Competent	Accomplished
The student uses a framework loosely, mechanically, or inaccurately. The framework may feel pasted onto the story or disconnected from the student's actual experience.	The student uses a framework purposefully to organize and interpret the journey. The framework helps clarify structure, turning points, growth, and meaning.	The student adapts the framework with originality and judgment. The student explains where the framework fits, where it does not fit, and how that understanding deepens the interpretation of the journey.

4. Multimodal and Digital Communication

Definition

Students use written and visual elements as connected forms of meaning-making. Images, layout, captions, formatting, and digital presentation strengthen the message rather than functioning as decoration.

Alignment and evidence

Alignment with NACE, AMP, and Strategic Plan	Example activities, assessments, and experiences
NACE: Communication, Technology, Professionalism AMP: Goal 3, Communication Skills, Digital Literacy, and Experiential Learning; Goal 4, Workforce Readiness Strategic Plan: Goal 3, Effective Learning Environment; Goal 4, Relevant Skills for the Future	Final digital novella or formatted project Image selection rationale Caption writing Layout review Accessibility check, including captions, alt text, or image descriptions when appropriate

Performance levels

Developing	Competent	Accomplished
The project includes writing and images, but the relationship between them is unclear. Images may repeat, decorate, distract, or appear without explanation. Formatting or presentation may interfere with meaning.	The project uses writing and images together to support the journey narrative. Visual elements are relevant, intentionally placed, and connected to the written sections.	The project integrates words, images, layout, sequence, and visual symbolism in a polished and purposeful way. The visual and written elements work together to create meaning that neither mode could fully communicate alone.

5. Perspective-Taking, Ethical Reading, and Comparative Insight

Definition

Students read another person's journey carefully, represent it responsibly, and compare journeys in ways that show accuracy, empathy, evidence, and respect for difference.

Alignment and evidence

Alignment with NACE, AMP, and Strategic Plan	Example activities, assessments, and experiences
NACE: Equity and Inclusion, Communication, Critical Thinking, Teamwork AMP: Goal 3, Civic and Global Engagement; Goal 4, Perspective-Taking, Empathy, Agency, Communication, and Analytical Skills Strategic Plan: Goal 1, Community Connection; Goal 2, Belonging; Goal 4, Social and Community Impact	Interpretation essay Annotations of another student's novella Comparison/contrast essay Quote integration and citation Perspective-taking reflection Privacy and consent checklist

Performance levels

Developing	Competent	Accomplished
The student summarizes or compares stories in a limited way. The work may overlook key details, flatten another person's experience, or make broad claims without enough evidence or care.	The student accurately interprets another student's narrative and compares journeys using relevant examples, quotations, and themes. The student shows respect for difference and recognizes both connection and distinction.	The student demonstrates thoughtful ethical reading and comparative insight. The work represents another person's story with care, identifies meaningful similarities and differences, and explains what the comparison reveals about identity, community, resilience, or human experience.

6. Reflective Self-Development and Transfer

Definition

Students reflect on growth, strengths, challenges, choices, and future direction. They explain how learning from the project transfers to academic, career, civic, creative, or personal contexts.

Alignment and evidence

Alignment with NACE, AMP, and Strategic Plan	Example activities, assessments, and experiences
NACE: Career and Self-Development, Professionalism, Leadership AMP: Goal 4, Prepare Our Students for Life Beyond MC; Post-Completion Success; Career Readiness Strategic Plan: Goal 2, Belonging and Validation of Student Experience; Goal 4, Economic, Social, and Community Impact	Chapter 5 reflection Growth reflection Strengths and next-steps statement Feedback response Transfer statement connecting the project to college, work, community, or future goals

Performance levels

Developing	Competent	Accomplished
The student mentions growth or change, but the reflection is general, brief, or disconnected from the project. The student does not yet explain how the learning matters beyond the assignment.	The student reflects clearly on growth, challenge, resilience, and self-understanding. The student identifies strengths, areas for continued development, and at least one way the learning transfers beyond the project.	The student shows deep self-awareness and forward-looking reflection. The student connects experience to agency, resilience, future goals, and transferable learning in a way that is specific, honest, and useful beyond the classroom.

7. Professional Practice, Revision, and Ethical Use of Tools

Definition

Students manage a sustained project through planning, drafting, feedback, revision, editing, formatting, citation, and ethical use of technology or AI when permitted.

Alignment and evidence

Alignment with NACE, AMP, and Strategic Plan	Example activities, assessments, and experiences
NACE: Professionalism, Technology, Leadership, Career and Self-Development AMP: Goal 3, Student-Centered Teaching and Digital Literacy; Goal 4, Workforce Readiness and Career Preparation Strategic Plan: Goal 3, Educational Effectiveness; Goal 4, Employability and Relevant Skills	Brainstorm chart Chapter planning worksheet Draft submissions Instructor conference Revision log Writing Center visit or support-service reflection Final edited publication AI or technology-use statement, if applicable

Performance levels

Developing	Competent	Accomplished
The student submits work, but evidence of planning, revision, editing, citation, ethical tool use, or attention to directions is limited. Deadlines, formatting, attribution, or presentation may need significant revision.	The student demonstrates an organized writing and production process. The work shows planning, drafting, feedback use, revision, editing, formatting, citation, and attention to project requirements.	The student demonstrates strong ownership of the process. The final product is polished, carefully revised, professionally presented, ethically documented, and supported by clear evidence of planning, feedback use, and sustained effort.

Badge requirements and alignment

Requirements for earning the badge

Requirement	Threshold
Competency Level	Student must earn Competent or Accomplished in all required competencies.
Revision	Any competency marked Developing must be revised and resubmitted before the badge is awarded.
Ethical Submission	Student must make responsible choices about privacy, consent, representation, attribution, and AI use.
Completion	Completion of the final project is a requirement for review, but completion alone does not earn the badge. The badge is awarded for demonstrated competencies.

Framework and institutional alignment

The microcredential aligns with NACE Career Readiness Competencies, especially Communication, Critical Thinking, Career and Self-Development, Equity and Inclusion, Technology, Professionalism, Leadership, and Teamwork. It also supports the Montgomery College Academic Master Plan priorities related to student-centered teaching, experiential learning, communication skills, digital literacy, career readiness, perspective-taking, and life beyond MC. It aligns with the MC Strategic Plan goals related to belonging, educational effectiveness, microcredentials, career readiness, and credentials designed for economic, social, and community impact.