



Your name: Linda Zheng

Learner Reflection and Self-Assessment

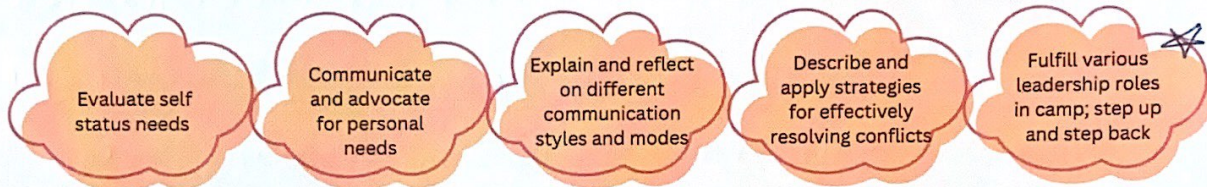
The reflection and self-assessment has three parts and is to be completed at the end of the program during your stay at Mountain Research Station at the end of your expedition.

Email all artifacts to gor@colorado.edu

PART ONE: LEADERSHIP AND PERSONAL GROWTH

1. Review the leadership and personal growth learning targets below. Describe one learning target as it was demonstrated in action during your Girls* on Rock expedition.

1. What did you learn about yourself on this expedition that you can take home with you?



During the expedition, there were a lot of times where members had to work together to accomplish a task. Unlike a regular classroom, when you're in the outdoors learning, you have to take lead and be independent. For example whenever it started raining unexpectedly, we had to put on our our raincoats and take our things inside. Other times, when you're walking on a trail, you are able to step back and follow the lead.



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Your name: Cinda Elery

of the person ahead. I just think having a balance of taking lead / stepping back is something I'll take with me. I haven't realized how important taking initiative is until I was in the wilderness having to rely on the work of both myself and others. That was why filtering / getting water in the backcountry was so special. While it was hard work carrying heavy buckets, it was fulfilling actually working. I didn't feel like a "pendant" in this expedition; rather I felt like I was a part of an actual crew of scientists, artists, athletes,



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Your name: *Erin Zeng*

PART TWO: SCIENTIFIC PROCESS

1. Think about what you learned during the research project aspect of the expedition and reflect on the following:
 - a. What did you learn about the scientific process?
 - b. What parts of this process came easily for you?
 - c. Which were more challenging?
 - d. Is a career in science something you see for yourself?

During this expedition, my group did research on how the distance from the lake affects Engelmann spruce's age and height. We had the initial question of "What makes trees happy?" before realizing we had to be way more specific. It was interesting to see our 3 instructors helping us make the question specific, and I really learned how much time it took to get a good scientific question to conduct research on. Not to mention, I realized that after having a specific question, it was way easier to do the experiment portion as I already knew what I had to measure. What was challenging was the million other variables within



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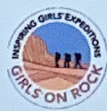
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Your name: Cindy Zang

The environment that we cannot in fact control, and didn't ~~have~~ have time to consider.

In Colorado especially, rain is a constant thing in the back country, and the unpredictable downpours limited the time for our group to do research. In the future, I definitely want to continue working with the environment; I hope to be able to conduct longer research that actually can benefit our understanding of the ecosystem.



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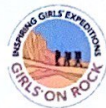
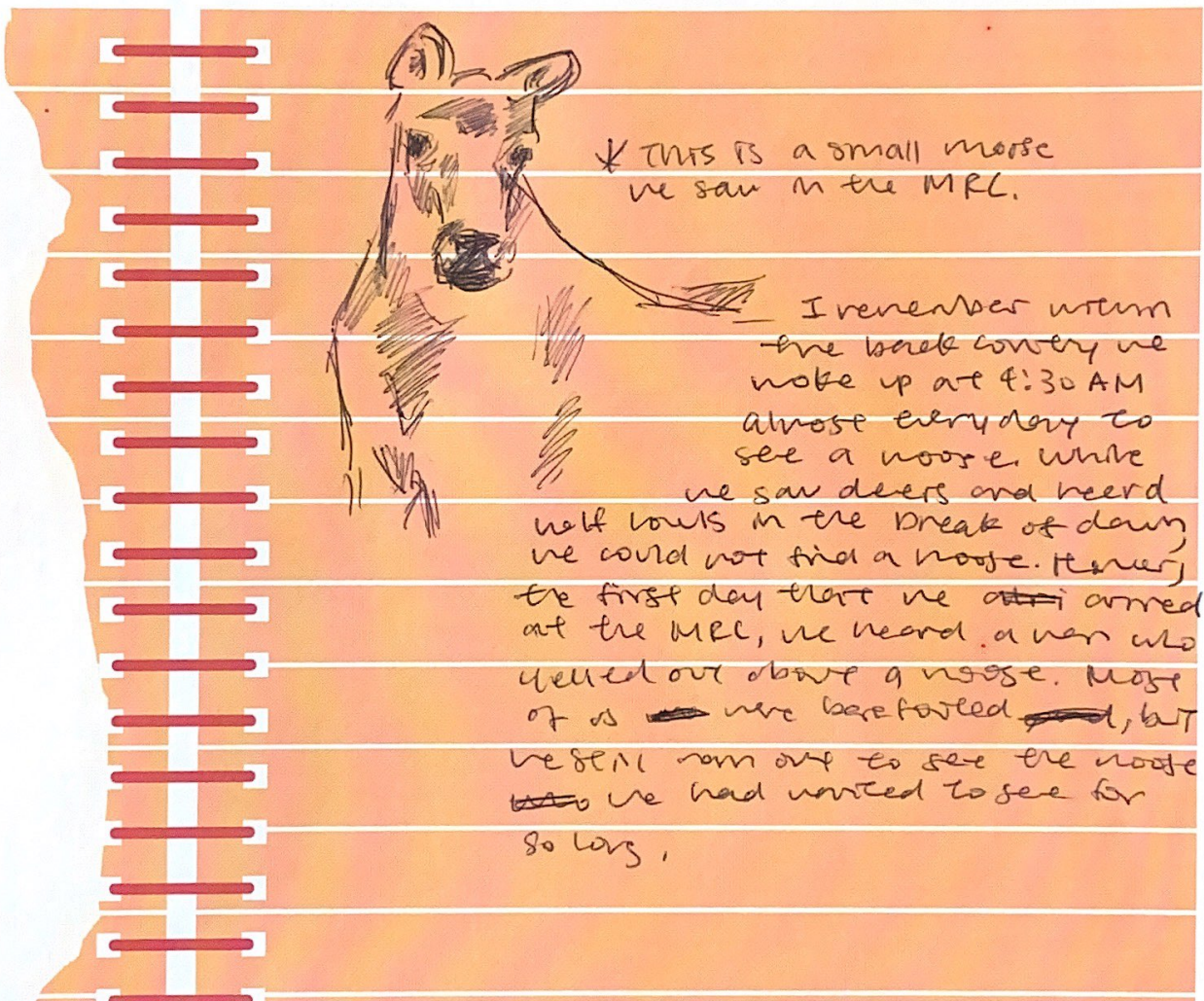
PART THREE: WILDERNESS SKILLS AND STORYTELLING

During the expedition, you served as a journalist and storyteller for at least one day. Take a photograph of the way you chose to tell the story of that day. Why did you choose this medium?

OR

Through your choice of art form, share with us the story of one of your most memorable moments from the expedition (e.g. climbing, summiting a peak, setting up camp, cooking, etc). If your chosen medium is not written language, please provide a caption for context. Take a photograph of this story.

Email photographs to gor@colorado.edu



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