

Your name: BEATA REINTJES



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

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.

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

- Evaluate self status needs
- Communicate and advocate for personal needs
- Explain and reflect on different communication styles and modes
- Describe and apply strategies for effectively resolving conflicts
- Fulfill various leadership roles in camp; step up and step back

I think on this expedition I really learned how to communicate and advocate for my personal needs in a much more effective manner. Also I find it hard to say what I need, but the instructor really pushed us to be open and honest in order to build a better team. They helped teach me that to have a strong team everyone needs to communicate so that everyone is heard. I think I realized that before this expedition, but this trip really helped me apply those communication skills because we all had to be honest to benefit not only yourself but everyone else as well.



Girls* on Rock

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Your name:

PART TWO: SCIENTIFIC PROCESS

Think about what you learned during the research project aspect of the expedition and reflect on the following:

- What did you learn about the scientific process?
- What parts of this process came easily for you?
- Which were more challenging?
- Is a career in science something you see for yourself?

This expedition helped me realize that the scientific process does not have to be linear. You are constantly learning new things that change your perspective of what you're studying. I think this research project showed me that it's okay if some parts of your experiment fail. Originally, this was really hard for me to grasp because I'm a bit of a perfectionist and I have this need for things to go a certain way. But this showed me that the beauty of science is that it's not perfect or linear, and it's almost better if it doesn't go the way you hoped. Because then you learn more. And this expedition really opened my eyes to this.

Usually the actual field study part of the process comes easiest to me because I love collecting data. This trip helped me expand and learn more about all parts of the process, which was really challenging but overall very beneficial. It also really helped solidify my plan to study science, specifically wildlife biology. I find all this stuff so interesting, and this expedition just helped expand my curiosity about all things nature.



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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

My parents are both artists, and I love doing watercolors with my dad. I painted a bit on this trip because I wanted to show my family the places that I visited. I also know that my dad would be so happy to see my paintings and has with me since I started these landscape paintings a little over a year ago. I also just love art and I love the landscapes that we visited and I wanted a way to keep these memories. To me, art is much more of an impactful way to remember a time than photos because it captures the places you visited in your own perspective.




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Student: Beata Reintjes	Skill Observed?
Demonstrate wilderness skills by spending 12 days/nights camping, hiking and climbing with the Girls* on Rock expedition team.	
Safely and correctly set up camp gear including tents, stoves, and water purification methods	X
Safely use ropes, harnesses, and belay devices to climb and descend vertical rock in a way that mitigates risk	X
Practice leave-no-trace principles	X
Use maps and other navigational tools to establish a physical sense of place and move through the landscape	X
Practice hygiene and self-care in a wilderness environment while exerting oneself physically and mentally	X
4 out of 5 skills required	
Demonstrate successful leadership and personal growth throughout the expedition:	
Fulfill various leadership roles in camp, and demonstrate knowledge of when to step up and when to step back	X
Evaluate self-status (comfort zone, growth zone, panic zone) and needs	X
Communicate and advocate for personal needs	X
Explain and reflect on different communication styles and modes (directness vs tactful, assertiveness vs accommodating)	X
Describe and apply strategies for effectively resolving conflicts	X
4 out of 5 skills required	
Work in a small group to design and implement an experiment in a wilderness environment and present on findings.	
Ask questions based on observations	X
Formulate a testable hypothesis	X
Design and implement a process to collect the data needed to test the hypothesis.	X
Record systematic observations of natural phenomena in a science field notebook.	X
Analyze and synthesize observations.	X
Prepare and give a 5-10 minute presentation about the research findings including introduction, methods, results, conclusion, and discussion	X
6 out of 6 skills required	
Explore a variety of art forms and storytelling methods	
Explore a variety of art forms including, but not limited to: watercolor, movement, sketching, poetry, journaling	X
Use various forms of artistic expression to tell a story or a concept (including explanations of geologic processes, and your personal story)	X
Explore, discuss, and reflect on different ways of knowing (e.g Indigenous vs Western knowledge)	X
3 out of 3 skills required	
Signature: _____  Chelsea Zaniboni (Program Manager)	