



Student Reflection

A RESEARCH CHEAT SHEET BY THE DRIVE

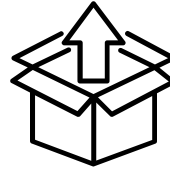
What is reflection, exactly?



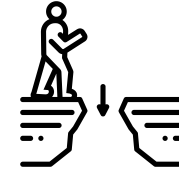
Reflection is purposeful time ...



... to go back over what was learned ...



... to unpack what worked/didn't ...



... to find gaps in learning ...



... and see how it all applies to our lives.

We don't learn from **experience**. We learn from **REFLECTING** on experience.

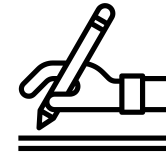


John Dewey

What's included in reflection?



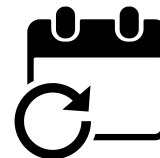
Oral reflections



Text reflections



Grounded in questions



Improved by routines



Progresses in complexity



Can get deep and internal

Reflection makes meaning: As educators, it is our job to help students make meaning of concepts and ideas. A reflective process helps students have a full-circle learning experience and become expert learners.



Brains LOVE reflection

3. More opportunities to **reflect**, and think metacognitively on their learning and performance.



Top 12 Research-Informed Strategies Every Teacher Should Be Doing with Every Student (via *Neuro Teach: Brain Science and The Future of Education*)



Research suggests that reflection aids metacognition, and is linked to **increased motivation, engagement, long-term memory storage, and performance.**



Umm, what is metacognition?

It's thinking about your thinking. Awareness and understanding of one's own thought processes.

Reflection best practices



Structured reflection activities. These can include questions and prompts students can use over and over again to guide their reflection. This can help grow independence.



Provide explicit instructions. Ask students specifically what you want them to reflect on. Use the word “because.” As you improve as a teacher, you can continually improve your instructions because you’ll better know what you want students to do.



Model reflection out loud. Give students examples of what it might look/sound like. Tell them about something you’ve done or learned and how you reflected on it. (Or would reflect on it now.)



Start early. Reflection and metacognition can be used effectively even in early grades. Use simple questions with answers that use “because.”



Use exit tickets. In the last few minutes of class, ask students to recall information from class. You can ask, “What questions do you still have after class today?”

Reflection prompts you can use

These prompts can be a starting point for student reflection. You can adjust them for complexity based on the level of your students. When they become part of your routine, students will thrive from the benefits of reflection!



This topic was easy/hard to learn because ...



Here's the part that I'm most proud of ...



Here's what I've learned about my strengths ...



What helped me learn was ...



If I could get this part, I would understand ...



This is the thing I need to improve most ...



I can do better at ____ if I ...



Here's what (this student) does that I don't get ...



What I think about my learning environment ...



(This person) helped me learn because ...



I wonder how it would go if I tried ...



This was the most unclear part about the lesson ...



This challenged me because ...



That topic made me feel _____ because ...



Here's my goal, and how I'll know if I've reached it ...



I like the way I worded/did this because ...



Here's a pattern I noticed in what I did ...



Here's how I think I used my time ...



The part where I started to struggle was ...



Here's a strategy I used in this activity ...



I know now that I would do this differently ...

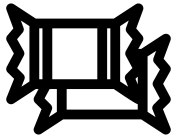
Use a wrapper on your next lesson



Before a lesson, give students a prompt. Give them something simple to keep an eye out for during the lesson: strategies, struggles, patterns, etc.



After the lesson, bring the prompt back up. Because they were aware of the prompt throughout the lesson, they're more likely to have observations.



The prompt is a wrapper because it was introduced at the beginning and the end, wrapping around the lesson. You can use this for assignments, tests, and more.

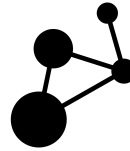
Source: Lovett, M. C. (2008). Teaching metacognition [PowerPoint slides]. Retrieved from <http://web.uri.edu/teach/files/Metacognition-ELI.pdf>

Learning doesn't have to be easy

In her book *Limitless Mind*, Jo Boaler reminds us that students need to experience **cognitive struggle**. Research tells us that it can lead to long-term memory. **Mistakes and errors are part of that process.** Reflection can help students understand that process and grow as a result.



Reflection activity ideas



Connect the dots. Ask students how they can apply what they've learned in other areas.



Tell us all about it. Ask students to talk through a learning experience in a video response on Flipgrid.



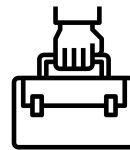
Help the next class. Ask students to provide advice to next year's students as a reflective practice.



What? So what? Now what? This protocol can become a regular part of class. What did you learn? Why is it important? What do you do now?



Use a learning journal. With some common reflection questions in hand, students can make a habit of thinking metacognitively.



Create a learning portfolio. Students add their work to it throughout their year (or career). They can use it to reflect on their growth and skills they develop.