Reflection Prompts

We talked about the importance of reflection – reflect and adapt- in a future focussed world and the students reflecting on their learning- how-to learn rather than the content. I have had a go at writing some prompts that might scaffold their initial reflection . Some students might not need this level of support. It might be useful to analyse a set of reflections from your students and figure out their strengths and areas for growth. Also to consider: *how would your students respond to the question- why do you reflect?*

What is Reflective Learning?
This clip might be useful to use with your students- you might find some other ones. https://www.youtube.com/watch?v=XIsznZR4hzY

Critical reflection is an important part of any learning process. Without reflection, learning becomes only an activity — like viewing a reality TV show — which was never meant to have meaning, but was only meant to occupy time.   *User Generated Education*

When we provide students the time and place for reflection, we empower them as learners and thinkers. Reflection on a lesson or on their own progress also allows them to build skills in critical thinking that they can apply when they are problem-solving and learning on their own.   *Kids discover blog*

Reflective learners assimilate new learning, relate it to what they already know, adapt it for their own purposes, and translate thought into action. Over time, they develop their creativity, their ability to think critically about information and ideas, and their metacognitive ability (that is, their ability to think about their own thinking).
Effective Pedagogy, The New Zealand Curriculum p. 34

Reflectiveness   *Guy Claxton*
- Reflecting on what is being learned to support deeper understanding of the material.
- Making learning itself an object of reflection to support student self-regulation and learning how to learn.
- Reflection is necessary for learners to be able to effectively manage complex thinking processes and outcomes.
- Revising – Monitoring and adapting along the way
- Distilling – Drawing out the lessons from experience
- Meta-learning – Understanding learning and yourself as a learner
                                                                                                                    Guy Claxton

Benefits of Reflection *Edutopia*
- Significance: It allows students to see the importance of their own learning process.
- Process Recognition: Students can identify what they did well, what they were challenged about, what they need to change.
- Solutions/Strategies: Provides students an opportunities to come up with solutions and strategies to improve on their learning.
- Motivation: Reflection provides students with motivation to learn and enjoy the process of learning. This motivation comes from them reflecting on their thoughts, feelings and emotions.
- Learning not content driven: It's important for students to know "how" to learn and how to continue to be learners. Memorizing content will not help students become critical thinkers. Critical thinking stems from pausing, reflecting, and knowing "how" and "why" learning should be happening at that moment.

What is necessary , to ensure both teacher and students become routinely reflective? *TKI*

- Make time for reflection
- Plan opportunities for reflection
- Learn about reflective techniques- both teachers and students.

Some examples of possible prompts- adapt for your learning context and students *Choose the ones more useful to use in your context- maybe only three*

- What did you learn about yourself as a learner?
- How can you use what you learned about yourself as a learner in another learning situation?
- What can you take from your learning to use in your life?
- Is there someone who encourages or helps you with your learning? Who? How?
- How do you show you are in charge of your learning?
- What were the tricky bits and why?
- What new learning can we celebrate?
- What helped the learning to happen?
- What really made you think?
- What did you find difficult?
- What did you do when the learning got hard?
- What do you need more help with?
- What are you pleased about?
- What have you learnt new about X?
- How would you change the learning activity to suit another group of learners?
- What was your significant learning this past week?
- What was reinforced about yourself as a learner?
- What could we do differently, to make the learning more engaging and enjoyable?
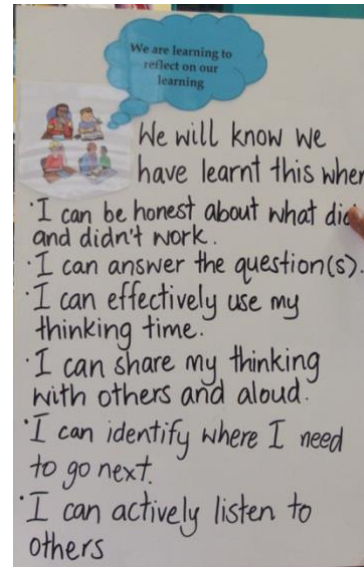
Examples of monitoring and reflecting to the Infinity Learning Maps

Monitor your own improvement linked to the Infinity Learning Maps Activity 5 in e guide. Some students might want to revisit their change priority based on their changed learning context- distance learning – learning from home.

Adapt to suit the language and learning context of your students
Now that you have decided on a change priority an area of improvement, growth or development, you need to take positive steps to make the improvement. One way is to tell the story of the steps you take towards improving your area of improvement. Another way is to add to your map, or change things on your map as you make your improvements. This is your opportunity to tell the story of your improvement over the next month via a diary (also attached
http://bit.ly/Activity5Monitorimprovementword) and/or via map updates. Spend about half an hour a week on your diary (five minutes a day). You might just make a quick note or alter your map on days where little happens in your area of improvement. On the days when you do make considerable change, record those changes in more detail. You could design your own way to tell your improvement story.

Activity 6: Reflect on your improvement in the eguide

Also attached as a word document and also here as a google form for you to make a copy and change for your learning context, age of student etc. http://bit.ly/LMTSMapreflection **Do not open it** right click on *Map 1 MAKE A COPY LMTS Map 1 Reflection 2020.*

Talk to a classmate or someone at home about your progress in your improvement area or your learning to learn growth /development area.

Choose one of the four ratings below to show your progress. Listen to your classmate's feedback before you rate yourself. Think about whether you are rating yourself too high or too low. Now tick the box to show your progress for improving your area of learning.
For my improvement area, I

- ➢ Got started
- ➢ Made a bit of progress
- ➢ Almost got there
- ➢ Made it

Explain why you rated yourself where you did.
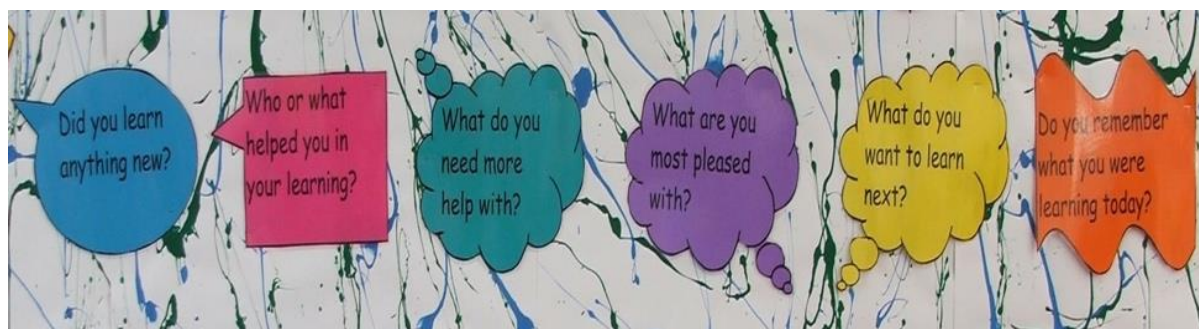
Explain what was most helpful for you to improve.
The students can use this framework to consider their strengths and areas for grow/improvement or development. A scaffold to support the reflection process.