

How to help students **reflect** **on their learning** to promote their **L2L** **development**

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“We do not learn from experience.
We learn from reflecting on
experience.” (John Dewey 1933)

Overview

- ★ What is self-reflection?
- ★ Benefits of self-reflection
- ★ When should students reflect?
- ★ How does self-reflection promote L2L development?
- ★ Self-reflection on learning
- ★ How to help students conduct self-reflection on learning
- ★ Self-reflection on L2L development
- ★ How to help students conduct self-reflection on L2L development
- ★ How to tell a good self-reflection from a not-so-good self-reflection?
- ★ Assessment rubrics as a useful reference
- ★ Roles of the teacher
- ★ Some experience sharing

What is self-reflection?

- “Self-reflection is like looking into a mirror and describing what you see. It is **a way of assessing yourself, your ways of working and how you study.**” (the Open University)
- “Reflection is **part of learning and thinking.** We reflect in order to learn something, or we learn as a result of reflecting, and the term ‘reflective learning’ **emphasises the intention to learn from current or prior experience**” (Moon, 2004)
- Reflection **connects what we have experienced and the meaning we derived from that experience.** Through reflection, we realise our beliefs and assumptions about learning, our intentions behind actions, our emotions and setbacks, and more.

Moon, J. 2004. *A Handbook of Reflective and Experiential Learning*. London: RoutledgeFalmer.



What is self-reflection?

- Reflection is **evidence-based**, not an emotional venting.
- Self-reflection is a **systematic reviewing process** that allows the person to **make links from one experience to the next**, making sure they make maximum progress in their learning. It makes them **more aware of their own knowledge and action** by **challenging assumptions of everyday practice and critically evaluating their own responses to learning situations**. It also **helps the person understand themselves and the way they learn**. By asking questions and self-assessing, the person will **understand what their strengths are and any areas where development might be needed**.

Benefits of self-reflection

- “When we reflect, we
 - consider deeply something that we might not otherwise have given much thought to. This **helps us to learn**. (The Open University)
 - **understand more about our learning process and how learning occurs.**
 - **examine things, e.g. our emotions, learning habits and assumptions**, that affect our learning experience and outcomes.
 - **see our inadequacies, strengths and weaknesses in learning and find areas for new or re-development.**
 - **learn from our mistakes** so that we will avoid repeating them and produce better results next time.

When should students reflect?

- ★ **Reflection before the experience** – get students focused and ready for the experience
- ★ **Reflection during the experience** – draw attention to the current situation and compare prior knowledge and experience to reality
- ★ **Reflection after the experience** – look back and analyse their learning process and plan for the future

★Before the experience

Pre-experience reflection prepares students for the experience and focuses their attention on their expectations, perceptions, assumptions, knowledge, and understanding prior to the experience. This can act as a point of comparison or baseline against which students can compare their perceptions during and after the experience.

★During the experience

Reflections in-action support students in explicitly considering the tacit knowledge and skills they are using to navigate the experience and draws their attention to significant elements of the experience (either internal or external). These reflection prompts require students to compare their expectations to the reality of the situation in order to solve emergent problems.

★After the experience

Post-experience reflections require students to reexamine and evaluate the changes in their perceptions, assumptions, knowledge, and understanding in light of the experience. Comparing this reflection to those that occurred before or during the experience is particularly impactful and supports rich analysis. Students can analyze the experience including their own reactions, behaviours and approaches in retrospect, and should be asked to consider what their expectations would be/ how they would approach similar experiences in the future.

source: <https://brocku.ca/pedagogical-innovation/resources/experiential-education/role-of-reflection/#1540494768752-5a02f198-73d2>

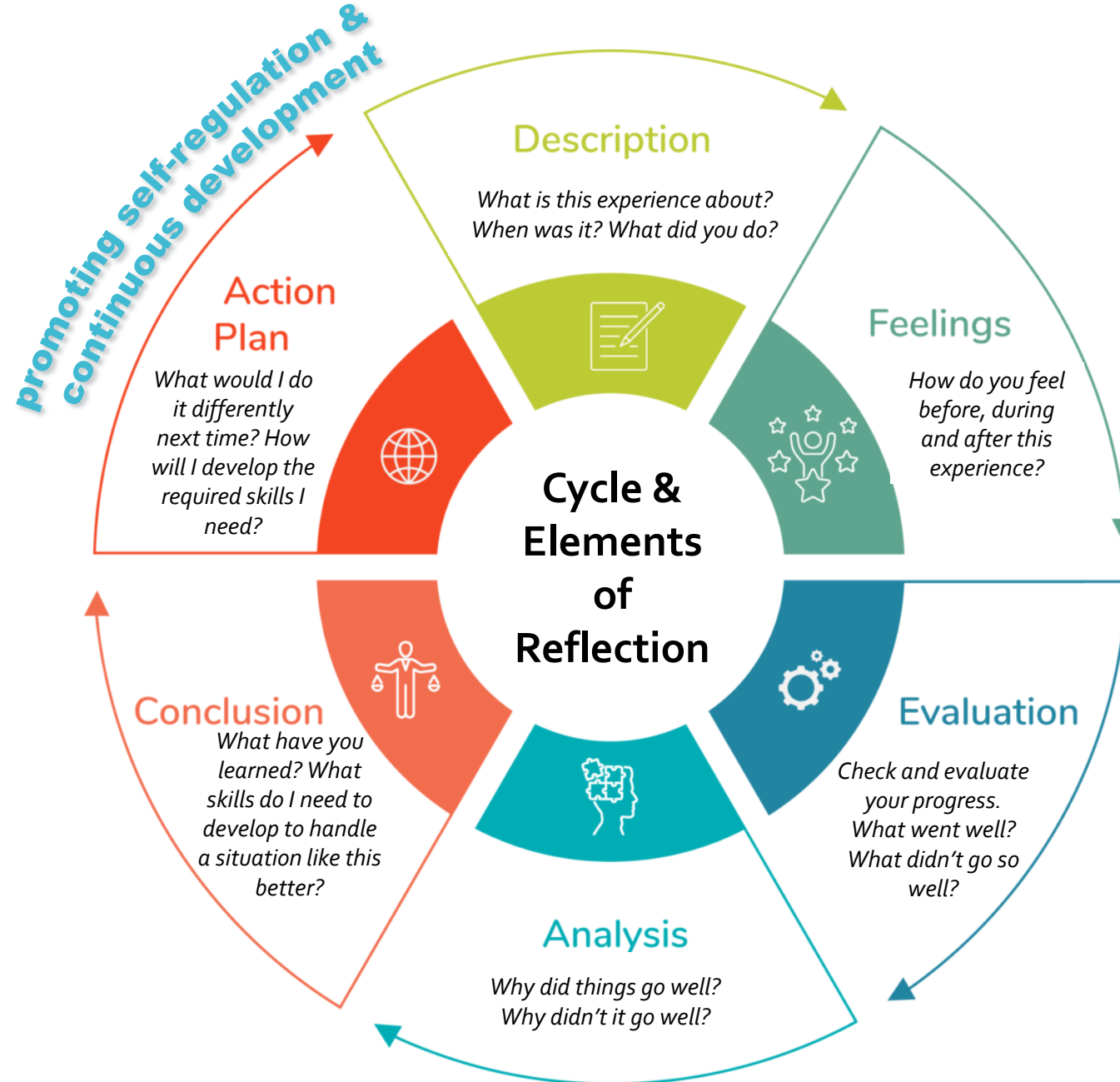
How does self-reflection promote L2L development?



- ★ Reflection helps students review their learning process and practice, understand their learning habits and behaviours, and identify areas for improvement and new development. All these are important skills to facilitate self-regulation and continuous development.

Self-reflection on learning

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adapted from the diagram from: <https://carveconsulting.com.au/the-positive-impacts-of-reflective-practice/>

How to help students do self-reflection on learning

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Learning Review Table for self-reflection on understanding after a lesson

Learning Review Table

Today's topic:

In small group:

- In the table below, write in question form what you **understand**, **don't understand** and **want to know more** about today's topic.

Understand	Don't understand	Want to know more



Don't know how to phrase your question?

How is _____ related to _____ that we studied earlier?
 What is the main idea of _____?
 What are the strengths and weaknesses of _____?
 How does _____ affect _____?
 What causes _____?
 Why agree / disagree with the statement _____?

What are some possible solutions for the problem of _____?
 Which is the best _____ and why?
 How are _____ and _____ alike?
 What would happen if _____?
 In what way is _____ related to _____?
 Compare _____ and _____ with regard to _____.

How to help students do self-reflection on learning

Self-reflection on Learning ?

An in-depth review of your learning experience can help you think about your learning process and outcomes, and identify areas for improvement or further development. This table will help you facilitate a critical reflection on your learning experience.

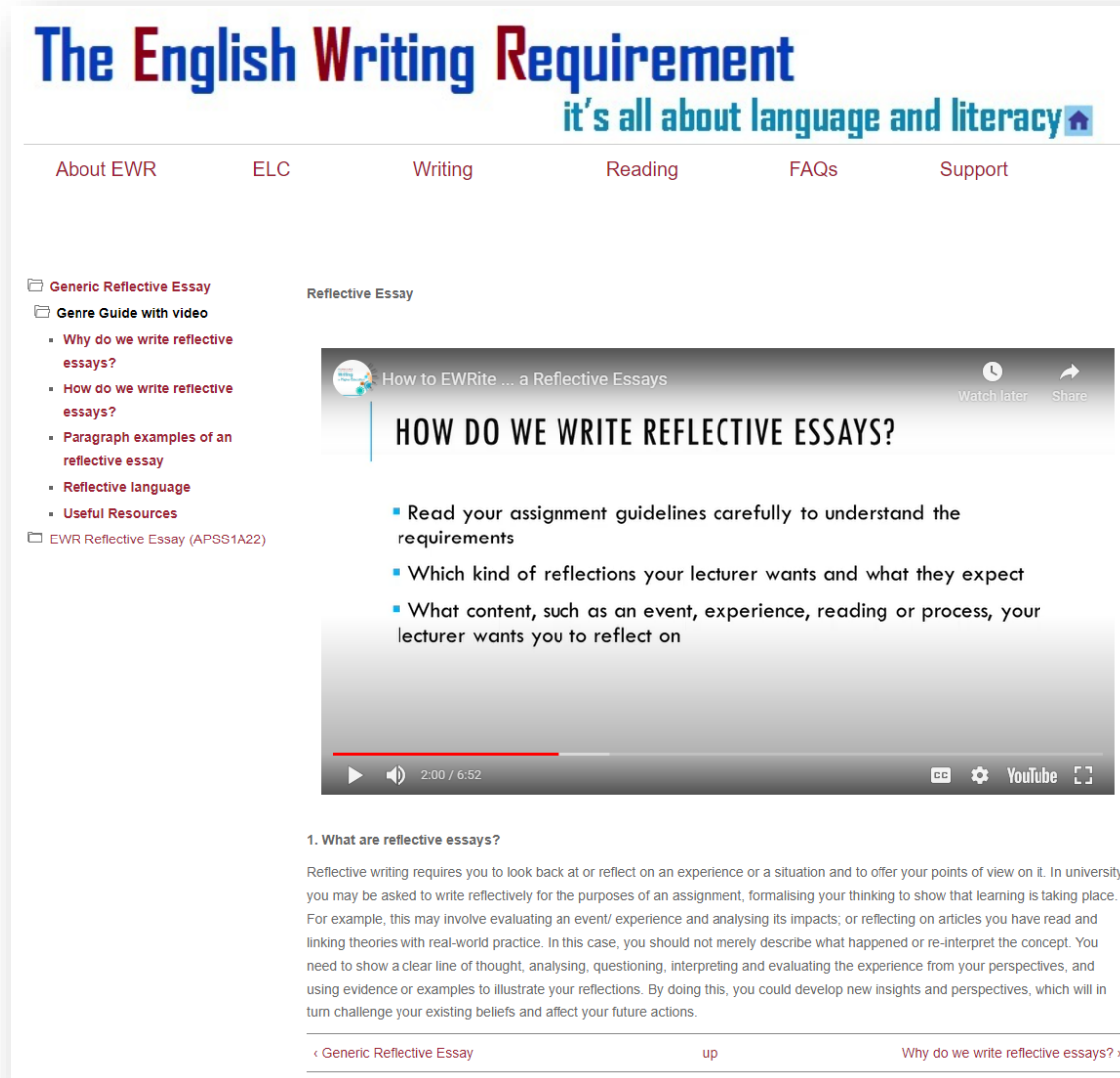
★ Choose one particular learning activity to reflect on your learning experience

Experience	What happened?	
	What did I do?	
Feelings	What did I feel before, during and after this activity?	
Evaluation	What went well?	
	What didn't go so well?	
Analysis	Why did things go well?	
	Why didn't things go well?	
Conclusion	What did I learn from this experience?	
	What skills do I need to develop to handle something similar better?	
Action Plan	What would I do differently next time?	
	How will I develop the skills I need?	

How to help students do self-reflection on learning

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General Guide on Reflective Essay by ELC (<https://ewrite.elc.polyu.edu.hk/node/551>)



The English Writing Requirement
it's all about language and literacy

About EWR ELC Writing Reading FAQs Support

Generic Reflective Essay
Genre Guide with video

- Why do we write reflective essays?
- How do we write reflective essays?
- Paragraph examples of an reflective essay
- Reflective language
- Useful Resources

EW Reflective Essay (APSS1A22)

Reflective Essay

How to EWRite ... a Reflective Essays
Watch later Share

HOW DO WE WRITE REFLECTIVE ESSAYS?

- Read your assignment guidelines carefully to understand the requirements
- Which kind of reflections your lecturer wants and what they expect
- What content, such as an event, experience, reading or process, your lecturer wants you to reflect on

2:00 / 6:52

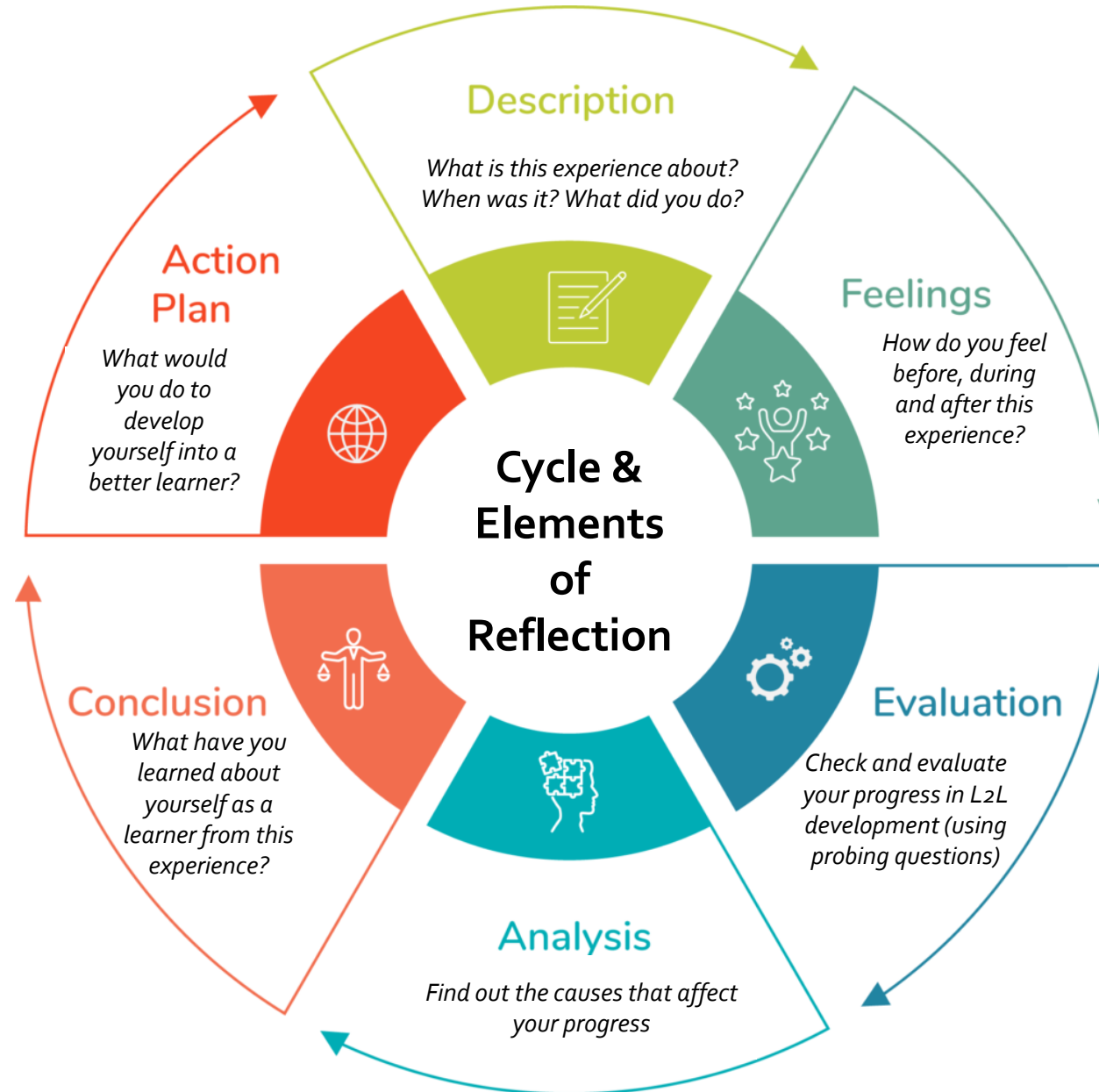
1. What are reflective essays?

Reflective writing requires you to look back at or reflect on an experience or a situation and to offer your points of view on it. In university, you may be asked to write reflectively for the purposes of an assignment, formalising your thinking to show that learning is taking place. For example, this may involve evaluating an event/ experience and analysing its impacts; or reflecting on articles you have read and linking theories with real-world practice. In this case, you should not merely describe what happened or re-interpret the concept. You need to show a clear line of thought, analysing, questioning, interpreting and evaluating the experience from your perspectives, and using evidence or examples to illustrate your reflections. By doing this, you could develop new insights and perspectives, which will in turn challenge your existing beliefs and affect your future actions.

< Generic Reflective Essay up Why do we write reflective essays? >

Self-reflection on L2L development

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Suggested prompt questions for evaluation:

- How is this experience related to you, e.g. academic, professional & personal goals & development?
- Did you make good progress in achieving your goals via this experience?
- How did you manage any emotional setbacks during this experience?
- How did you manage your progress?
- What did you do to understand the concepts involved in this experience?
- Did you explore additional learning resources?
- Were you eager to explore new knowledge?

adapted from the diagram from: <https://carveconsulting.com.au/the-positive-impacts-of-reflective-practice/>

How to help students do self-reflection on L2L development

L2L Self-Assessment (<https://www.polyu.edu.hk/L2L>)

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Learning to Learn Self-Assessment LOGOUT

Name: Cheung, Kevinia [EDC]
Student ID: etcheung

[SELF-ASSESSMENT](#) [REFLECTION](#) [REPORT](#)

[TAKE THE SELF-ASSESSMENT](#) [VIEW RECORDS](#)

Rate yourself on 12 aspects of L2L. Click on the Level (1-5) that best describes you.

1. Sense of Purpose

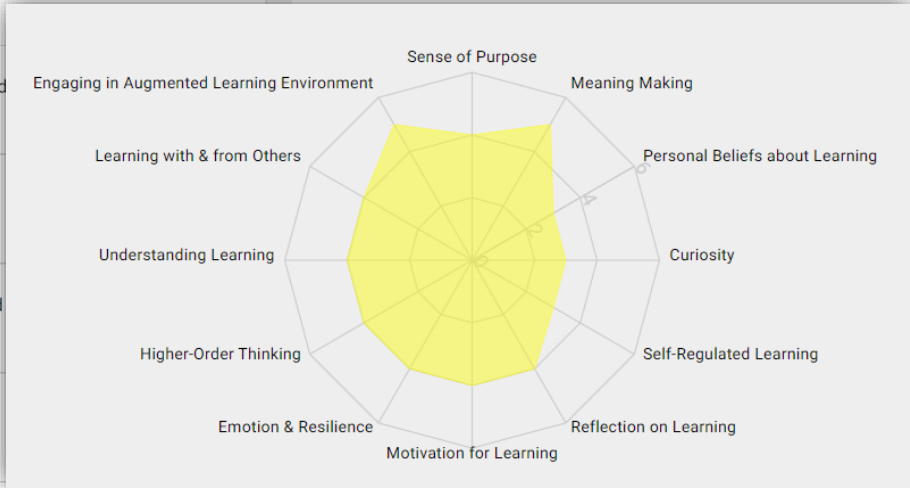
Level 1 I see learning as a task or duty; I learn because I am told or forced to do what I learn.

Level 2 (Between Level 1 and 3)

Level 3 I see learning as a means to an end; I learn for achieving short-term and becomes a personal matter to me as I begin to discover or form my aspirations.

Level 4 (Between Level 3 and 5)

Level 5 I see learning as a process of becoming; I learn for achieving long-term personal aspirations and a deep sense of purpose; learning is a personal matter for me.



Aspect	Level 1	Level 2	Level 3	Level 4	Level 5
Sense of Purpose					
Meaning Making					
Personal Beliefs about Learning					
Curiosity					
Self-Regulated Learning					
Reflection on Learning					
Motivation for Learning					
Emotion & Resilience					
Higher-Order Thinking					
Understanding Learning					
Learning with & from Others					
Engaging in Augmented Learning Environment					

How to help students do self-reflection on L2L development

Reflective Writing on L2L Development

Self-reflection on Your L2L Development

Use 600-800 words to write your reflection on your L2L development in this subject/ semester/ year (tips: focus on the major activities or incidents). In your reflection, you must provide details and evidence to explain your L2L development. Below are some prompt questions to help you conduct your reflection (note: it is not a must to address all of them in your reflection):

- Do I see learning as my own duty? (**sense of purpose**)
- Can I relate the learning materials to myself? (**meaning making**)
- Am I able to motivate myself for learning? (**motivation for learning**)
- Am I curious to learn new knowledge and skills? (**curiosity**)
- Do I believe I can improve through learning? (**personal beliefs about learning**)
- Can I cope with my emotions and unexpected circumstances? (**emotion & resilience**)
- Can I manage my learning and learn effectively on my own? (**self-regulated learning**)
- Do I often reflect on my learning experience to understand myself as a learner and explore new learning or developmental needs? (**reflection on learning**)
- Do I learn for deep understanding? (**higher-order thinking**)
- Do I explore what learning is about and what methods can improve my learning? (**understanding learning**)
- Do I explore knowledge and build new knowledge with other classmates and people? (**learning from and with peers**)
- Do I engage in other learning environments than classroom? (**engaging in augmented learning environments**)

Your reflection:

How to tell a good reflection from a not-so-good reflection?

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Bad reflection	Good reflection
Just description of what has happened.	Descriptions should be used as foundations for learning.
A personal diary where the person can say anything and use any language.	Requires structure and formal language.
A place where the person gets marks for self-disclosure or merely sharing challenging experiences or personal trauma.	The experiences to be shared must be used actively to promote learning AND be appropriate for the audience.
A place where the person gets marks for complementing the course of teacher assessing them.	Includes the course and teacher only if they have affected the learning.
A place where the person references learning uncritically.	Evidences how the person has learned something, what it means for them, and how it will be used in the future.
A nuisance or waste of time.	Done correctly, formalizing and structuring reflection can help the person surface and evidence their personal learning and development, which in turn can help them communicate their abilities and experiences effectively

source: <https://www.ed.ac.uk/reflection/reflectors-toolkit/producing-reflections/academic-reflections/general-tips>

Assessment rubrics as a useful reference

- Assessment rubrics define standards and clarifies expectations. Go through the assessment rubrics with your students to help them understand what are expected to demonstrate in their self-reflection.
- If possible, give them a few samples to help them understand the standards better.
- Example of an assessment rubric for self-reflection on L2L development:

Fail	Pass	Good
<ul style="list-style-type: none">• Describe the learning activities or actions only• Fail to identify their learning process, strengths and weaknesses• Have no or little idea of what needs to be improved	<ul style="list-style-type: none">• Review their learning process & outcomes to evaluate their learning• Show some awareness of their strengths & weaknesses in learning• Identify areas for improvement	<ul style="list-style-type: none">• Review not only on their learning process & outcomes but also their assumptions & beliefs that underpin how they learn• Show strong awareness of their strengths & weaknesses in learning• Identify areas for improvement & make plans for that

Activity

- There is a sample of a student's self-reflection (https://polyuit-my.sharepoint.com/:b:/g/personal/etcheung_polyu_edu_hk/EcWNM6gnFgtltMHE1tN7BeoB3P5G_TW7YocDKS5TZU3vUw?e=akXMmd). Give yourself 3 minutes to read it and rate it using the following assessment rubric.
- After that, we will come back and talk about it.

Fail	Pass	Good
<ul style="list-style-type: none">• Describe the learning activities or actions only• Fail to identify their learning process, strengths and weaknesses• Have no or little idea of what needs to be improved	<ul style="list-style-type: none">• Review their learning process & outcomes to evaluate their learning• Show some awareness of their strengths & weaknesses in learning• Identify areas for improvement	<ul style="list-style-type: none">• Review not only on their learning process & outcomes but also their assumptions & beliefs that underpin how they learn• Show strong awareness of their strengths & weaknesses in learning• Identify areas for improvement & make plans for that

Activity

- The feedback that I gave to this student:

You did a good job in setting a clear goal relevant to yourself and applied some strategies to achieve it. It's a good practice to give details of your actions as that would help you look deep into your thinking. You demonstrated the ability to evaluate the effectiveness of your strategies, identify the issues with your strategies and propose some actions to cope with the difficulties encountered. Overall speaking, your self-reflection shows you understand your learning process quite well. You are also able to identify areas for improvement and willing to take action to improve yourself and your learning.

What's the role of the teacher?

- Teachers have a crucial role to play to help students get the most out of self-reflection. You can **explain to students the objectives and assessment rubrics** of the self-reflection assignment , **provide resources and training** to help them conduct self-reflection, **read their reflection, meet your students and discuss their self-reflection** with them and **give them feedback**.
- Effective feedback is **evidence based, specific, timely and constructive**. It provides direction and support that encourages your students to continue building their skills and promotes self-confidence and resilience.
- Comments and elaborated **feedback describing the student's strengths and next steps** are what fosters **student self-regulation of learning and continuous development**.

Some experience sharing

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Some experience sharing



- A stop-and-think moment is crucial for students to maintain a healthy learning development and promote continuous development. Reflection makes them more mindful about learning - what they have done and how they learn and what would make them learn better. Otherwise, they would just stay at the same place, repeating the same habits or mistakes and preventing themselves from improvement, or feeling discouraged and unmotivated to learn or develop themselves.
- Over the past 3 years, I implemented a few L2L activities with selected Freshman Seminar groups, Y1 students, and one major focus was self-reflection. I have read and marked over 500 students' self-reflections. I found: a few of them do it quite well, very critical reflection on their learning process, their strengths and weaknesses in learning, and they made plans for improvement. Some can describe things very well but need some support to help them look deeper into the details to truly understand their learning process and inadequacies. Some need time to learn how to do reflection. Honestly, some students don't bother doing it because they are not interested, they don't have time to do it or they find it difficult. But most of them would appreciate it once they have experienced the whole process.
- It takes time for a person to develop into an effective learner. Don't expect your students can do everything in 1 semester. It's more realistic to focus on a few L2L skills, and set appropriate and relevant goals for a specific level.

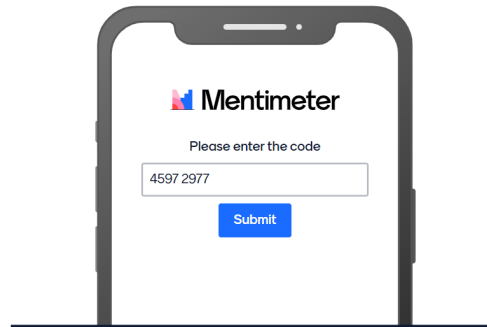
Questions?
Feedback?

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<https://www.menti.com/al6m5gcgsxho>

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