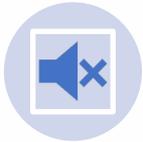


Welcome!



Please mute yourself until you have a comment to share.



If you are having trouble with bandwidth, consider turning off your video feed to improve the audio feed.



Go to Chat and tell us what you hope to gain from this session.



Engage Academically.
Learn Exponentially.
Showcase Yourself.

Teaching Reflection to Support Students' Integrative and Reflective Thinking

Julie Myatt and Dianna Rust

2021 MT Engage Summer Institute

Session Goals



Consider the role reflection plays in learning



See a variety of sample reflection prompts



Hear recommendations for how to teach reflection



Learn about tools that support reflection



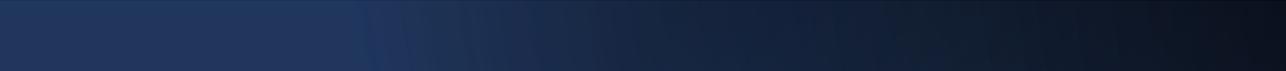
Adapt sample prompts for use in your own teaching



Zoom poll:

Have you included reflection in your teaching?

Self- Assessment



MT Engage Student Learning Outcome

Integrative/
reflective
thinking, which
includes these
indicators:

Connections to experience

Connections to discipline

Transfer

Effective and integrated communication

Self-assessment and reflection



What do you hope students gain from reflection? (please place answers in Chat)

Why Teach Reflection?

- It supports inclusivity.
- It helps students recognize the relevance of course material for their lives beyond the classroom and increases their investment in the subject material.
- It encourages students to take ownership over their learning.
- When used to guide and scaffold student work, it supports their success.
- Reflection is a common element of High Impact Practices (HIPs).

Reflection Supports Inclusivity

- Reflection assignments give students another way to demonstrate their learning.
- Hobbs, Robinson, and Singer-Freeman suggest that inclusive content, including reflective writing, can eliminate equity gaps by providing students opportunities to:
 - “express . . . learning in [their] own words”
 - “feel confident [they] can succeed”
 - “include examples and materials that are familiar to [them]”
 - “measure [their] true understanding”
 - “relate class materials to [their] own experiences.”

Reflection Supports Development of Content Knowledge

“When you are not writing papers in a course, you take more of a tourist’s view of a subject because you don’t have to think in depth about any of the material.”

--Lisa, a student interviewed in Sommers and Saltz’s Harvard undergraduate study of writing

Rounsaville, Goldberg, and Bawarshi suggest having students analyze course assignments/projects.

We can ask:

- How they interpret what the assignment invites
- What the assignment reminds them of
- What prior resources they could utilize when completing the task (108).



**Reflection Helps Students
Apply Prior Knowledge to
the Current Task
(Backward-Looking
Reflection)**

Reflection Helps Students Transfer Their Learning

In *How People Learn: Brain, Mind, Experience and School*, Bransford et al. identify and examine “research that demonstrated the benefits of reflection for student learning in topics as diverse as physics, writing and mathematics, as well as for **increasing the degree to which students transfer their learning** across disciplines and semesters” (qtd. in Eynon, Gambino, & Torok).

- **Think/Pair/Share:** In Zoom could be done using Breakout Rooms.
- **Gallery Walk:** Use flip-charts and post-its for students to react to others' ideas.
- **Exam Wrapper:** Could be submitted to D2L dropbox after first test.



Reflection Techniques

- **Minute Papers:** Use index cards in person, chat, or dropbox. Here's a sample from Julie's Advanced Composition course:
 1. What did you learn from Mirabelli that can help you make sense of situations in your own life, both seemingly routine situations like your part-time job, as well as more complex situations like learning to write in your major? (**Connection to Experience**)
 2. Lingering Question(s)--What questions do you still have (about Mirabelli's article, about discourse communities, about the ethnography project, etc.)? (**Self-assessment**)

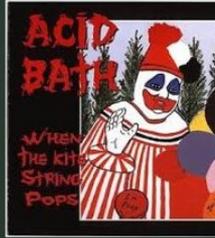
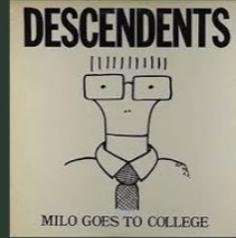
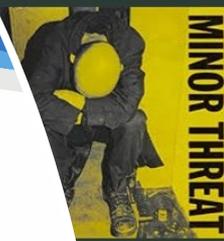


Reflection Techniques

Non-Written Reflections

- Who I am Without Words (presentation with only photos and music)
- Three Things I Love Video
- Short Recordings
- Infographic

Reflection Techniques



Migrations is a memoir, which isn't my usual genre (I'm more of a novel



Models for Reflection

DEAL Model

- Describe the experience
- Examine the experience
- Articulate the learning

Self-Reflective Assessment (Singer-Freeman and Bastone)

- Describe content/process as learners
- Evaluate the difference the learning has made
- Integrate and connect to their lives or another class
- Prioritize and plan for future success

Example Reflective Discussion Questions

For this week's discussion, you should take the Recognizing and Avoiding Plagiarism Tutorial from Cornell University's College of Arts and Sciences. After you complete the tutorial, discuss the following questions:

1. What types of information literacy instruction (if any) have you had during your undergraduate study? **(reflecting backward)**
2. What information in the tutorial was new or surprising to you?
3. What aspect of incorporating sources into your writing is most challenging for you? Why? **(self-reflection)**
4. Share one resource from outside the course which could help your classmates strengthen their skills in incorporating sources. Why do you think the resource is useful?
5. How can information literacy skills help you in your future classes and future profession? **(application reflection)**

Example Reflective Discussion Questions

Intake Questions

- Ask students to define key terms they will encounter in the course, explain them in layperson's terms, and connect them to experiences they have had outside of the class.
- Toward semester's end, have students complete the intake questions again in a new Discussion Board post, then revisit their initial responses so they can assess their progress.

Identifying Course Takeaways

1. Write a one-page reflection on what course concepts and projects you've found most helpful to your thinking about writing/yourself as a writer. Think about your future goals: how and where might this new knowledge prove helpful to you in the future? Explore connections between what you've studied in this course and the writing or research you've done in other classes.
2. Choose one:
 - a) If you were to write a tweet about your experience with the content/subject matter of this course in 150 characters or less, what would it say?
 - b) If you were to record a 30-second radio ad for this course, what would it say?

Example Post-Project Reflection

1. Describe the Service Learning Event: (Who, What, Where, When)
2. Describe Learning:
 - What skills and abilities (i.e. research skills, presentation skills, technology skills, etc.) did you use in completing this project? (**Transfer/ Application question**)
 - In what ways did you increase your knowledge of yourself as a person, a student learner, an aspiring professional, and/or a citizen? (**Self-reflection**)
 - What is one thing you would do differently or improve? (**Self-reflection**)
3. Integration:
 - How does this experience/project integrate with the UNIV 1010 course you are taking (theories, topics, etc.)? (**Connect to Experience**)
 - Provide an example of when you used something you learned in this course when taking part in this experience/project? (**Connect to Experience**)
4. Application:
 - How will what you learned or the skills you demonstrated be helpful in future classes or in future situations? (**Self-reflection**)

Example Post-Project Reflection

1. My goals for this piece were . . .
2. My intended audience is . . .
3. My choices and reasons . . .
4. The difficulties I encountered while completing this project were . . .
5. The aspect(s) of the project I most enjoyed was/were . . .
6. I'm interested in feedback on how my audience responds to . . .

Example Reflection Following a Collaborative Project (adapted from Wolfe)

Group Assessment

1. For each member of the team, list the single most important contribution that he or she made to the project.
2. What advice would you give to each of your teammates to help them improve their teamwork skills?

Self-Assessment

1. As I look back at our group's experience of writing this report, I learned . . .
2. My most important contribution to our collaborative writing group was . . .
3. The weakness I'll work on the next time I'm in a collaborative writing group is . . .

Recommendations



Assign frequent, informal reflections.

“Reflection allows writers to recall, reframe, and relocate knowledge and practices; therefore, it must be worked at in order to be most effectively learned and practiced” (Taczak 79).



Not all reflections have to be graded.



Invite various kinds of reflection-- discussion board posts, weekly blog posts, short videos, recordings, Minute Paper, etc.



Label reflective work so students know what you're inviting them to do.



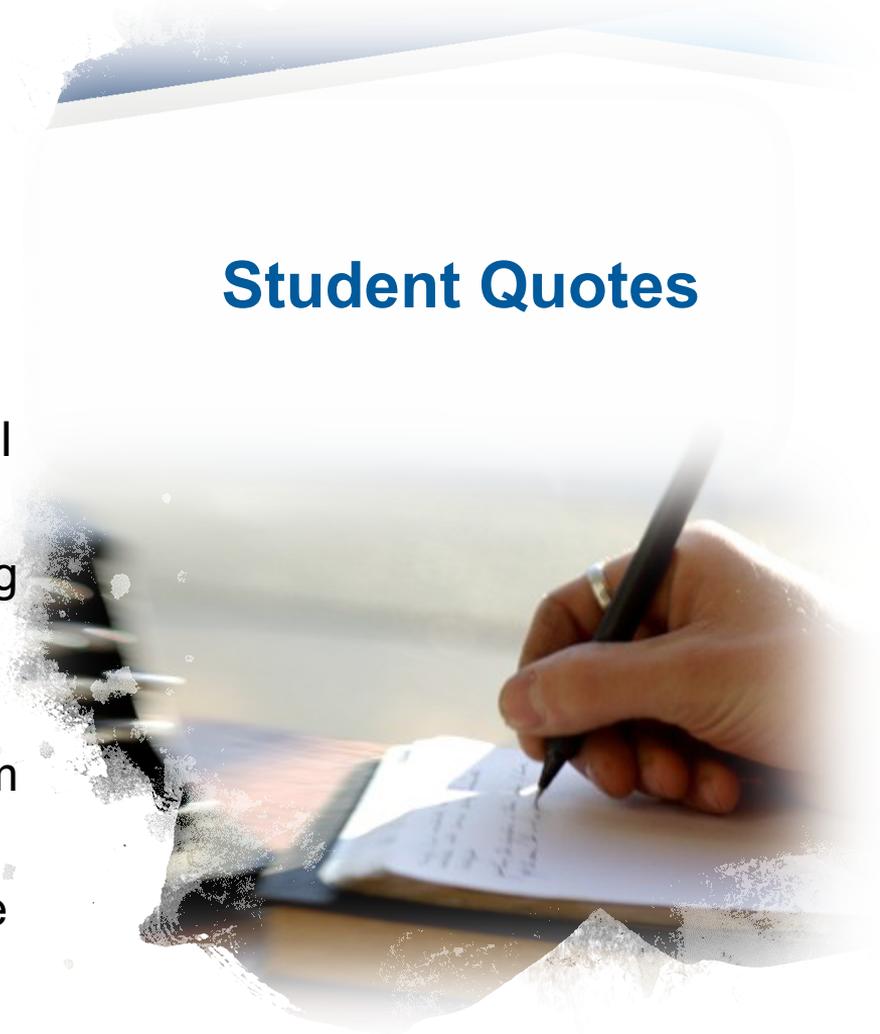
Explain how reflections support deeper insights, help students acquire self-knowledge that they can use to inform future work, etc.



Offer students a choice in how they demonstrate their knowledge. (Darby)

“I know that I have made significant improvements in my writing. At the beginning of the semester, I did not think about the audience. I did not think about what they know or what they did not know. In my last post I talk about how for my research article, I was worried that the audience would not understand the point or statement I was trying to make. This class has forced me to realize that the audience truly does matter and that should think of who my audience is while I am writing. Just thinking about who will be reading my work has completely changed the way I write, and I am grateful for that.”

Student Quotes



Student Quotes

“This project made me think! I had to reflect on my future career goals, activities I have been a part of, and projects that I have completed. Reflection is a great tool. It is also something that I do not do very often. I get so wrapped up in completing something that I forget to think about what I gained from the experience. This project gave me the opportunity to reflect.”

Introduction

Welcome to my portfolio!

This portfolio demonstrates proficiency in the five Learning Outcomes as outlined by the Masters of Library and Information Science program at the University of South Carolina. These learning outcomes are standards of proficiency that are aligned with the South Carolina ADEPT Performance Standards for school librarians. From the menu to the left you can click on the learning outcome links to find examples of both my academic work and professional work completed during internships for this masters program.



Also included in this portfolio are my resume, a vision statement briefly outlining my professional philosophies and beliefs, and a professional development plan highlighting my involvement throughout the MLIS program and how I intend to continue to grow professionally.

I will be graduating and earning my MLIS in May 2013 from the School of Library and Information Science at USC, an American Library Association (ALA) and National Council for Accreditation of Teacher Education (NCATE) accredited program. I have completed all coursework along with two internships (one at the middle school level and one at the elementary level) as a requirement for my degree and initial teaching certification.

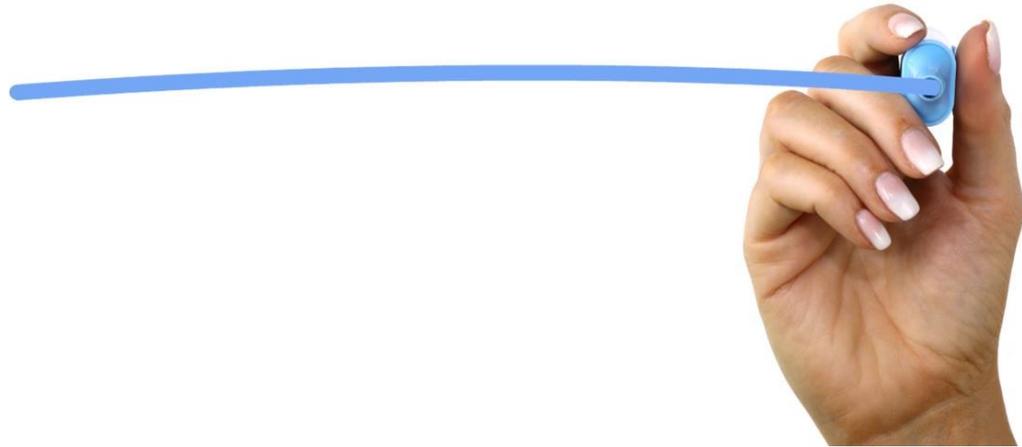
I welcome the opportunity to interview with you to discuss my professional goals and ideologies and how they might align with the administration of a school library media program in your district.



Forward-Looking Reflection

What's one reflection prompt, activity, or technique you saw today that you plan to adapt for use in your own teaching?

QUESTIONS



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Resources

- Catalyst for Learning, Reflective and Social Pedagogies to Advance Integrative ePortfolio Learning, <http://c2l.mcnrc.org/pedagogy/ped-analysis/>
- DEAL Model for Critical Reflection
https://www.wcupa.edu/_services/civicEngagementSocialImpact/documents/DEAL%20Model%20for%20Critical%20Reflection.pdf
- Handouts from Joanna Wolfe's *Team Writing: A Guide to Working in Groups*, available at:
https://www.macmillanlearning.com/studentresources/college/english/businesswriting/teamwriting1e/teamwritingvideos/downloadable_worksheets/worksheets.html
- Integrative and Applied Learning VALUE Rubric, <https://www.aacu.org/value/rubrics/integrative-learning>
- MT Engage web site, <https://www.mtsu.edu/mtengage/>