The Reflection Process
Do you view yourself as a reflective person?
Reflection

- The act of reflecting or the state of being reflected.

- Activity of a person to consider a past experience or event and the impact it has had.

www.teach-nology.com/glossary/terms/r/
Reflection

“Intellectual and affective activities in which individuals engage to explore their experiences to lead to new understandings and appreciation.”

More on Reflection

- **Questioning** - when students generate their own questions to a particular topic they are using a higher level of active participation in the learning process. They are generating the direction of their learning experience and this gives the learner more ownership of the learning which makes the learning more authentic and relevant to the learner.

- **Metacognition** - this is the process where the student takes conscious control of the learning. The learner thinks about how he is thinking in a cognitive sense. For example, the learner is using metacognition if he realizes that he is having more trouble learning how to complete a fraction problem than a multiplication problem.

- **Reflection** - this is where the learner observes, interprets, and reflects upon his learning experience. This reflection would include the who, what, where and why of the learning experience.
Critical thinking is a process that challenges an individual to use reflective, reasonable, rational thinking to gather, interpret and evaluate information in order to derive a judgment. The process involves thinking beyond a single solution for a problem and focusing on deciding what the best alternatives are. [www.ptc.edu/department_nursing/Philosophy.htm](http://www.ptc.edu/department_nursing/Philosophy.htm)

- Critical thinking is a term used to refer to those kinds of mental activity that are clear, precise, and purposeful. It is typically associated with solving complex real world problems, generating multiple (or creative) solutions to a problem, drawing inferences, synthesizing and integrating information, distinguishing between fact and opinion, or estimating potential outcomes, but it can also refer to the process of evaluating the quality of one's own thinking. ... [www.senate.psu.edu/curriculum_resources/guide/glossary.html](http://www.senate.psu.edu/curriculum_resources/guide/glossary.html)

- An ability to evaluate information and opinions in a systematic, purposeful, efficient manner. [highered.mcgraw-hill.com/sites/0070294267/student_view0/glossary_a-d.html](http://highered.mcgraw-hill.com/sites/0070294267/student_view0/glossary_a-d.html)
Metacognition

- **Definition of Metacognition:**
  - “knowing about knowing”
  - knowledge and awareness of your own cognitive processes, how they function, when it’s likely to falter, etc.

- “*Metacognitive Awareness and Monitoring*:
  - retrospective monitoring
    - judgments about what was *previously* retrieved from memory
    - e.g. confidence judgments
  - prospective monitoring
    - predictive about information available or to be retrieved from memory
    - judgments about future responding
- The knowledge of one's own thinking processes and strategies, and the ability to consciously reflect and act on the knowledge of cognition to modify those processes and strategies. [serc.carleton.edu/introgeo/assessment/glossary.html](serc.carleton.edu/introgeo/assessment/glossary.html)

- The ability to analyze how well a student has learned or understands a subject is metacognition. More technically, metacognition is the ability to evaluate one’s own comprehension and understanding of subject matter and use that evaluation to predict how well one might perform on a task. More simply stated, metacognition is the ability to accurately predict how one will perform on a task or might demonstrate the knowledge gained based upon what one thinks he or she has learned. ... [www.educatorsvirtualmentor.com/conceptGuide.html](www.educatorsvirtualmentor.com/conceptGuide.html)

- This is the process where the student takes conscious control of the learning. The learner thinks about how he is thinking in a cognitive sense. For example, the learner is using metacognition if he realizes that he is having more trouble learning how to complete a fraction problem than a multiplication problem. [coe.sdsu.edu/eet/articles/reals/start.htm](coe.sdsu.edu/eet/articles/reals/start.htm)

- In the simplest expression: Thinking about thinking. Metacognition refers to higher order thinking involving active control over the cognitive processes engaged in learning. Entails planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of that task. Trendy psychology buzzword for thinking before doing something. [www.datarat.net/DR/Lex-M.html](www.datarat.net/DR/Lex-M.html)
Goals of Reflection

- Developing critical thinking and questioning
- Assist others in understanding their learning process
- Support active learning and personal connection to the process
- To enhance one’s professional skills

Goals of Reflection

- Support personal value
- Tap into intuitive learning
- Foster a means of expression for everyone

My Goal for You

- To bridge the understand of what you have learned in classroom to your practicum experience
- Breaking through the technical reality
“A vital attribute of all effective practitioners, no matter in what area they operate, is that they are able to reflect on their ongoing experience and learn from it.”

-Donald Schon, The Reflective Practitioner
What is your opinion?

“What aspiring practitioners need the most to learn, professional schools are unable to teach.”
Models of Reflection

- Reflection of anticipate events
- Reflection in Action
- After Event Reflection
Discussion of Reading
Benefits of Reflection

- Personal Growth
- Intuition and Self Expression
- Problem Solving
- Stress Reduction
- Critical Thinking
Example Process

- **Reaction.** (Affective Domain, To Feel). As you reexamine this evidence, how do you feel about it now? Cite at least one example that illustrates your response.

- **Relevance.** (Cognitive Domain, To Think). How is the evidence related to teaching and learning? How is the evidence meaningful or how does it contribute to your understanding of teaching and learning? What are some alternative viewpoints or perspectives that you now have and/or what are some changes/improvements you might make based on the experiences you have had? Cite examples to support your ideas.

- **Responsibility** (Psychomotor Domain, To Do). How will the knowledge gained from the event or experience be used in your profession? Give examples of possible applications in your professional life, as well as an analysis of possible alternatives, other perspectives, or other meanings that might be related to the evidence. What are some questions you still have regarding this topic?

http://reach.ucf.edu/~ed_found/rw.html
Example Process

- **A Template for Self-reflection on Teaching**
  - Ask yourself the following questions immediately after teaching a class session that you're interested in. The process should help you get some ideas about things you do well and things you could do better.
  - What were my goals for this teaching session?
  - How was I trying to achieve them? What instructional strategies did I use?
  - How did I try to assess student understanding of this content? How satisfied am I with their progress?
  - What did I see my students doing during class? Were they attentive, interacting, taking notes, etc.?
  - What do other important actors in the class (e.g. other instructors, the teaching assistants) observe about this class session?
  - What key areas should I target for improvement?
  - What can I do to improve the teaching of this content/class?
Journal Writing & Postings

- Entries do not have to be fancy or formal
- Write in first person
- It is okay to write in everyday speech
- Experiment with your writing
Journal Writing & Postings

- Select a reflection process
- Don’t write and forget
Discussion

- Will follow the same reflection process, except feedback and guidance will be immediate.

- Each discussion does not have to focus on a new topic.
Items to Keep in Mind

- Write for you
- Examine areas meaningful to you
- Focus on the process of reflection
- Ask for guidance if needed
Starting the Process

- Focusing on your IPP
  - Look back at your SAI, began to reflect on why you scored yourself in that manner.
  - Think about what areas are priorities for you to develop
  - Select activities to target that will develop the targeted skills
  - Reflect on your expectation for these experiences.
Next Week

- Submit your first reflection

- Topic Idea: Focusing on your observations of your practicum setting.