

Self-reflection Skills

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What to expect?

During this session you will learn about:

- self-reflection and its importance in learning
- difference between self-reflection and self-assessment
- different self-reflection activities
- self-reflection as part of CPD

Self-reflection - what is it?

Task 1

In pairs - discuss the following questions:

What is self-reflection and why is it important in learning?

What is the difference between self-reflection and self-assessment?

Self-reflection

Reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads.

Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations.

(based on Dewey, 1933)

Self-assessment

Self-assessment is the involvement of learners in making judgements about their achievements and the outcomes of their learning.

It supports student learning and is one of the most important skills that students require for future professional development and life-long learning, as it develops their capacity to be assessors of learning.

(Wride, 2017)

Basic features of self-reflection & self-assessment

Both self-reflection and self-assessment are:

- structured
- sequential
- targeted
- based on an earlier experience or performance
- improved through analysis
- internal
- meaningful
- important in improving quality
- conducive in learning (about self of content)

(Desjarlais & Smith, 2011)

Self-reflection - over to you

Task 2

In pairs - discuss your personal experience with self-reflection both in as a student and teacher. Do you have a habit of reflecting on your activities?

Do you teach/encourage self-reflection in your classes? Share with a partner.

Self-reflection in/out of the classroom

Self-reflection can be done through:

- discussions
- interviews
- video recordings
- questionnaires
- journalling/logs
- progress sheets
- a constructive use of feedback from teachers

(based on Cottrell, 2003, and Costa & Kallick, 2008)

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Self-reflection points to consider

- reflection is something that we have to learn and practice
- it helps if you model self-reflection for your students
- we can reflect before, during or after an activity
- fostering a growth mindset in your students helps
- self-reflection takes time
- regularity is key

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Self-reflection - over to you (2)

Task 3

Work with the handout.

References

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