

Reflect with a Form

Overview:

After completing a task or assignment, students are provided with a form to guide their reflection on their own learning.

Purpose:

Self-reflection is a powerful tool for deepening student learning, empowering students as learners, and helping them to develop and maintain self-control. By giving students the opportunity to reflect on the process, as well as the product, of their learning we are communicating to them that we value their thinking, and we believe in their ability to grow as learners.

Application: When and where can I use it?

Engaging students in reflecting on their learning should begin as early as kindergarten and continue all the way through high school. The questions you ask students to consider as part of their self-reflection will vary depending on the age of your students and the type of learning experience you are asking them to reflect upon. Having a generic form, and then adapting it as needed depending on circumstances, will make it easier for you to incorporate this instructional move more regularly into your practice, while also providing your students with a level of predictability that will make the reflection process feel safe and comfortable.

Getting Started: What are some tips for starting and using this routine?

Create a template for self-reflection that will apply to a variety of assignments or tasks. The template below would work well for most grade levels and subject areas: (Barron & Kinney, 2021 p. 135)

Template for Self-Reflection on a Learning Task	
Name:	Date:
Project or Assignment:	
Now that I'm done, here are my first thoughts about my overall work experience:	
The strategy that I used that was the most effective was...	
The most exciting idea or discovery related to the topic was...	
While working on this task, here's what I did well:	
I found this to be a roadblock to my progress or best work:	
While working on this task, I discovered this about myself:	
As far as my working process, I could use help with ...	
I'd describe my attitude or mindset (as I was doing the task) this way:	
Here's how I would rate my effort on this (<i>circle one or write something else</i>): my best almost my best fairly good half-hearted could do way better	
After completing the task, I'm still confused about or still want to learn this:	

GOAL
Here's one goal I will set for doing this task more completely OR doing something differently on the next task:

A form such as this one can be used in several different ways. Students can complete the self-reflection as a written response, or it can be used to guide a teacher-student interview or a peer-to-peer discussion. For younger students, the form will need to be simplified; consider visuals, forced choice responses, and rating scales to help younger students work through the process.

Whatever questions you choose to include on your self-reflection form, it is important when asking students to self-reflect that we avoid inadvertently shaming them by asking them to focus solely on things that went wrong, or what they will “do better” on next time. Self-reflection should provide students with an opportunity to articulate their strengths and successes, as well as opportunities to grow as a learner.

Read more about this Instructional Move:

[A New Perspective on Student Self-Reflection | Responsive Classroom](#)

[Reflection as a Learning Tool in the Classroom | Edutopia](#)

References:

Barron, L. and Patti Kinney. We Belong 50 Strategies to Create Community and Revolutionize Classroom Management. Alexandria: ASCD, 2021