Reflection Activities

Pew Faculty Teaching and Learning Center – Grand Valley State University

	Activity	Description
Planning	Task Analysis	As you begin a new project (or exam, unit, essay, etc.), ask students to examine the prompt and analyze the task: • Paraphrase what the project is calling for them to do in terms of the "big picture" • Identify (in their own words) the individual pieces, or tasks, or processes that will need to happen for them to successfully complete the project • Consider the purpose of the assignment—what is its role in the course? • List or sketch out what they will need to know and/or know how to do to complete the project • List or sketch out what they already know/know how to do in relation to the assignment • Lay out a plan of action (the more specific it can be, the better, including self-imposed deadlines for "deliverables")
	Muddiest Points or One-Minute Paper	Muddiest point is classroom assessment technique that gives students the opportunity to point out what they are confused and explain what is unclear. This activity allows students to reflect on their understanding and identify potential gaps, ultimately helping them become more aware of their own learning process. It also helps the instructor see where interventions might be helpful before misunderstandings become lasting.
Monitoring	Collaborative Troubleshooting	Like muddiest points, this exercise can help student identify where they may be encountering problems. During class, whether students are in a lob, with a group, or with a partner, have students help each other out by reflecting on problems whenever they arise. For example, if students are working in class on chapter review questions, encourage them to turn to their neighbors to talk about what they're struggling with *as they review*.
	Self-Reflective Comments on Draft	As students draft papers or other projects, ask them to insert a few comments that do the following: identify areas of struggle; ask for a specific piece of advice; and explain why they believe something specific aspect is already working well. Then, when you respond to their work, you can engage in direct conversation with them via those comments.
	Troubleshooting Journal	In this journal, students make note of any time they have a question or hit a "roadblock" in their work. Once they've noted the issue, they can seek help by talking to peers or to you, or by consulting other resources. They should keep an active record of their troubleshooting process, noting what strategies seem successful, and what strategies seem less so (and why).

	Activity	Description
Monitoring	Mid-Semester Self Evaluation	Ask students to assess their own performance at the midpoint in the semester. How would they asses their participation? Their preparation? What goals do they have for the rest of the semester?
	Revision Memo	Along with the assignment, students write a Revision Memo that accounts for the decisions they made in completing the assignment, as well as what they chose to incorporate/revise from peer and instructor feedback (including what they chose not to revise, and why).
	Process Logs	Students keep a record of their process in completing a task or assignment. For example, to keep up with the various iterations of a design, architecture students can keep process logs to document their choices.
Evaluating	Exam Wrappers	Prompt students to analyze the effectiveness of their study skills. What types of errors they made (mathematical vs conceptual), how they studied (e.g. "looked over notes" before test vs practiced problem sets weeks before the test , what they will do differently to prep for the next exam.
	Transferable Skills Discussion	Students discuss a skill that the project helped them develop and ask them to imagine how the next experience could be made easier, more effective, or more efficient based on this learning experience. You might also ask them to imagine how they would solve problems in other scenarios or classes, such as other fields or professional work.
	Project Post-Write	A post-write can be an effective way of getting students to think carefully about their process, the product, and the assessment of that product. After you've handed back a graded project with your feedback, invite students to consider how well their planning and/or monitoring strategies worked, and why they earned the grade (or other form of assessment). The post-write may take many forms, from a simple worksheet providing questions to answer, to an informal letter of advice to future students taking on similar projects, to a formally written reflective essay. Students could reflect on the following: • *What did you learn from doing this project?* • *What skills do you need to work on?* • *How would you prepare differently or approach the final assignment based on feedback across the semester?* *How have your skills evolved across the last three assignments?*