

Reflection Questions and Activities

The creation of meaning out of experience is at the very heart of what it means to be human. It is what enables us to make sense of and attribute value to the events of our lives.

— Carol Rodgers, writing about reflection

Goal and Purpose:

- To help students make meaning out of their learning experiences.
- To empower students to take more responsibility over their learning by monitoring their progress in terms of skills, content, and relationship building with their classmates.
- To honor the student's experience and communicate to them that the work they are doing matters.
- To reinforce the connections students are making with both the content and their peers, thereby bringing the Partnership Learning Triangle of two people and the "text" (content) to life.

Reflection Activities

There are many structures for reflection that are useful in different ways and are effective for making an impact differently from learner to learner. PoP encourages multiple and varied opportunities for reflection on any and all dimensions of the work of partnership (such as stance and practices), content learning, and how students feel about their learning—both process and product.

- a** Individual journaling or private reflection—for students' eyes only or to be shared only with the teacher.
- b** Partnership reflection exercise for havruta pairs/groups to do together to think about their partnership.
- c** Teacher conference with havruta/group.
- d** Feedback-giving within havrutot/groups. (e.g. "What I need from you as my partner is..." etc.)
- e** Public reflection exercises for individuals within group setting—see how your peers are reflecting and share reflections to learn from one another, build shared vision and teamwork. (e.g. continuum exercise.)
- f** Public havruta or small group reflections. (e.g. havruta makes a reflective presentation of their partnership learning.)
- g** Full group discussions/reflections
- h** Other...

Questions

Choose one or two questions or prompts that you want your students to answer at the end of a class or at the end of a havruta or small group activity. See “Teacher Notes” below for ideas about how to administer these.

Reflecting on Havruta Partnership: This set of questions can be used to help the student think about the role of their partnership as it relates to their learning. These prompts reinforce the understanding that the student has something to learn from their partner and something to contribute to their partner.

- 1 Share at least one thing you learned from your partner.
- 2 “One thing I appreciated about working with my partner is...”
- 3 Share an interesting thought or connection you had after hearing something your partner said.
- 4 “One thing my partner did or said that was helpful to my learning was...”
- 5 “One thing I did today to help my partner was...” “One thing I could do next time is...”
- 6 “One thing I found challenging in our partnership work today was...”

Transferring Learning: This set of questions can be used to help students make connections to the ways they can apply their learning outside of class.

- 1 “One idea or question that I learned today that I can apply to my life is...”
- 2 “One skill or strategy that I used today that can be applied outside of this class is...”
- 3 Can you think of two places or situations outside of class that you might use X skill or apply Y idea or question?

Student as a Learner: This set of questions can be used to help the student think about their own learning.

- 1 Share one thing that was difficult for you and think about one strategy you could use to help yourself.
- 2 List the resources and tools you used that were the most helpful to you.
- 3 Describe the most enjoyable part of the lesson.
- 4 List one thing that you would like help with before the next class.
- 5 “One question or idea I want to pursue further is... because...”
- 6 “One thing that my partner could do to help me would be to...”



Teacher Notes:

- Reflection questions can be shared in a document through Google Classroom, shared in a Google Doc, or turned into a Google form to which you would provide a link.
- You can choose to either have all of a student's reflections be captured in the same Google Doc each day like a running journal or administer reflections in separate documents or through different media each day.
- Limit the number of questions to one or two at a time. If students have too many, they will rush them and won't really reflect.

Building on Reflections

- If you have your students set goals for the next lesson, have them refer to their reflection responses when they begin their next lesson.
- Create opportunities for students to share their reflections with a partner during the class or the next time they meet.
- Ask for volunteers to share their reflections in a whole class warm-up or wrap-up. This will highlight how we learn from each other and that we value the work students are doing in their reflections.

