

# How do I Reflect?

## What should your reflection include?

- Restate what the assignment asked you to do in your own words
- Discuss your process for completion
- Address standards appropriate to the assignment AND how you met them using evidence from your work

Consider:

- What did you learn?
- How did you overcome challenges?
- What would you do differently next time?
- How would you assess yourself?

## What should your reflection look like?

- An essay (do not just answer the above questions), at least one full page with multiple paragraphs, single-spaced.

## What should your reflection NOT look like?

- Bad habits of other group members (focus on yourself)
- Whether or not you liked an assignment (unless there is constructive feedback as well)
- Just answers to the above questions without a narrative

# Reflection In The Writing Classroom

**Rosa M. Manchón, Paul Kei Matsuda**



## **Reflection In The Writing Classroom:**

Reflection In The Writing Classroom Kathleen Yancey, 1998-03 Yancey explores reflection as a promising body of practice and inquiry in the writing classroom Yancey develops a line of research based on concepts of philosopher Donald Schon and others involving the role of deliberative reflection in classroom contexts Developing the concepts of reflection in action constructive reflection and reflection in presentation she offers a structure for discussing how reflection operates as students compose individual pieces of writing as they progress through successive writings and as they deliberately review a compiled body of their work a portfolio for example Throughout the book she explores how reflection can enhance student learning along with teacher response to and evaluation of student writing Reflection in the Writing Classroom will be a valuable addition to the personal library of faculty currently teaching in or administering a writing program it is also a natural for graduate students who teach writing courses for the TA training program or for the English Education program

**Reflection-in-Motion** Jaclyn Fiscus-Cannaday, 2025-05-23 Reflection in Motion considers how reflective practice is embedded in daily course happenings centering the experiences of students and teachers in Minority Serving Institutions to amplify underrepresented viewpoints about how reflection works in the writing classroom Jaclyn Fiscus Cannaday examines how its availability is subject to teacher student power dynamics the literacies welcomed or not in the class the past and present pedagogies that students are engaging with and attending to and the interactions among humans materials and emotions within the rhetorical context She adopts an intersectional feminist perspective for an inclusive view of how practitioners name identify and practice reflection in the everyday moments of writing classrooms Fiscus Cannaday invokes a Black feminist qualitative research method that Venus Evans Winters calls a mosaic When researchers collect both traditional and nontraditional texts to create a full view of students and teachers interviews at three institutions a Hispanic Serving Institution a Historically Black College and University and an Asian American Native American Pacific Islander Serving Institution she finds that practitioners often build definitions from past experiences with reflection and then use those definitions as terministic screens to decide if an activity can be named identified and practiced as reflection These definitions hold different rhetorical effects reflection for introspection reflection for learning reflection for mindfulness and reflection for awareness Reflection is used for these different rhetorical effects but because classrooms so often focus on the Westernized view and its emphasis on growth reflection has the underused and undertheorized potential rhetorical effect of helping students investigate their identities and positionalities acknowledge deep rooted ideologies and consider new perspectives so they can better work across difference Reflection in Motion will inspire teachers and writing program administrators to listen to how students define and practice reflection and why thus making room for more capacious definitions of reflection and student centered practices of what reflection can do and be Reflective Writing for Language Teachers Thomas S. C. Farrell, 2012-09 Reflective Writing for Language Teachers explores the impact of regular writing as a

reflective tool for teachers of English as a second language other language teachers and classroom English or language arts teachers

**Writing Portfolios in the Classroom** Robert Calfee, Pamela Perfumo, 2012-10-12 This volume presents chapters by researchers practitioners and policymakers who study the impact of classroom portfolios in the assessment of writing achievement by elementary and middle grade students The focus throughout the volume is on the tension between classroom assessment and externally mandated testing It presents the efforts of researchers practitioners and policymakers to understand the impact of classroom portfolios for the assessment of writing achievement by elementary and middle grade students Under the auspices of the Center for the Study of Writing the editors conducted a national survey of exemplary portfolio projects arranged for a series of video visits and held several working conferences The result of this work is a broad ranging tale the aspirations of teachers and administrators to move the machinery of schooling in the direction of more authentic and engaging tasks the puzzlement of students when they realize that the assignments are real and that the teacher may not have a right answer in mind and the tensions between ivory tower ideas and everyday classroom practice Divided into four sections this research volume provides a historical perspective develops the conceptual framework that serves as a background for many activities described throughout and discusses numerous practical issues that confront today s researchers and practitioners views the phenomenon of writing portfolios through a variety of broadview lenses such as teacher enthusiasm student reflection assessment tension the portfolio as metaphor and the locus of control conveys important conceptual issues with a balance toward pragmatics and offers unique insights from the perspective of one individual who serves as scholar researcher and teacher

**Writing from the Inside** Olivia Archibald, Maureen Hall, 2015-09-30 Writing from the Inside The Power of Reflective Writing in the Classroom demonstrates the value of contemplative practice in education and shows how it can deepen learning through reflective writing The book s perspective draws on John Dewey s definition of reflection as an active persistent and careful consideration of knowledge It defines reflective writing as a writing process characterized by consideration or reconsideration of concepts and experiences for the purpose of beginning or doing the serious work of consolidating deep thoughtful and perhaps even transformative insights This active persistent and careful consideration of ideas and experiences through writing mediates the busy stressful and sometimes superficial culture surrounding our students and establishes a climate for mindful focused work Each chapter of Writing from the Inside The Power of Reflective Writing in the Classroom provides suggested activities for teachers and students and examples of assessment practices for reflective writing activities The work s reflective writing assignments and assessments serve as a practical resource for teachers of writing and other disciplines in higher education and grades 9 12 The authors review the theoretical foundation of reflective writing and offer a range of practical activities in writing pedagogy affective learning contemplative practice and the development of a community of writers These reveal the value of incorporating a reflective focus in the writing classroom as well as in other subjects for both students and teachers Such a

focus helps to foster creation as an impulse to connect and an urge to make meaning out of the disorderly experiences of daily life. Students value the therapeutic stress relieving effects of contemplative writing, its ability to create community and interconnectedness, and its benefits for preparing the mind for focused work by helping them to concentrate on the present moment and experience deeper learning. The approach helps them learn how to take on identities as writers and to make deep connections to writing communities within the class and to the community of writers at large, thus bolstering the possibilities for more successful teaching and learning. Teachers can also benefit from a regular practice of reflective writing because of its potential for personal enlightenment, professional development, and membership in a community of scholars. Pre-service and in-service teachers benefit from contemplative writing practice which helps them gain insight into their own identity as writers and writing teachers. *Writing from the Inside* is geared to an international audience of English and writing teachers at the secondary and college/university level, teachers in other disciplines, and teacher educators. It is relevant to those interested in novel and unconventional pedagogical approaches, contemplative practices, and the notion of reflective writing as a life practice. Suggested activities in each chapter provide for many different types of practical application, including exercises for the teacher as an individual and specific pedagogy for the classroom. The authors show, through numerous examples, that reflective writing for discovery and critical thinking can be used at any point in the writing and learning process in English classes as well as in other disciplines.

*A Rhetoric of Reflection* Kathleen Yancey, 2016-08-15

Reflection in writing studies is now entering a third generation. Dating from the 1970s, the first generation of reflection focused on identifying and describing internal cognitive processes assumed to be part of composing. The second generation, operating in both classroom and assessment scenes in the 1990s, developed mechanisms for externalizing reflection, making it visible and thus explicitly available to help writers. Now a third generation of work in reflection is emerging. As mapped by the contributors to *A Rhetoric of Reflection*, this iteration of research and practice is taking up new questions in new sites of activity and with new theories. It comprises attention to transfer of writing knowledge and practice, teaching and assessment, portfolios, linguistic and cultural difference, and various media, including print and digital. It conceptualizes conversation as a primary reflective medium, both inside and outside the classroom, and for individuals and collectives, and articulates the role that different genres play in hosting reflection. Perhaps most important in the work of this third generation is the identification and increasing appreciation of the epistemic value of reflection, of its ability to help make new meanings and of its rhetorical power for both scholars and students.

Contributors: Anne Beaufort, Kara Taczak, Liane Robertson, Michael Neal, Heather Ostman, Cathy Leaker, Bruce Horner, Asao B. Inoue, Tyler Richmond, J. Elizabeth Clark, Naomi Silver, Christina Russell, McDonald, Pamela Flash, Kevin Roozen, Jeff Sommers, Doug Hesse.

*A New Writing Classroom* Patrick Sullivan, 2014-11-15

In *A New Writing Classroom*, Patrick Sullivan provides a new generation of teachers a means and a rationale to reconceive their approach to teaching writing, calling into question the discipline's dependence on argument. Including secondary writing

teachers within his purview Sullivan advocates a more diverse exploratory and flexible approach to writing activities in grades six through thirteen A New Writing Classroom encourages teachers to pay more attention to research in learning theory transfer of learning international models for nurturing excellence in the classroom and recent work in listening to teach students the sort of dialogic stance that leads to higher order thinking and more sophisticated communication The conventional argumentative essay is often a simplistic form of argument widely believed to be the most appropriate type of writing in English classes but other kinds of writing may be more valuable to students and offer more important kinds of cognitive challenges Focusing on listening and dispositions or habits of mind as central elements of this new composition pedagogy A New Writing Classroom draws not just on composition studies but also on cognitive psychology philosophy learning theory literature and history making an exciting and significant contribution to the field

**Assessment in the Second Language Writing Classroom** Deborah Crusan, 2010-07 Assessment in the Second Language Writing Classroom is a teacher and prospective teacher friendly book uncomplicated by the language of statistics The book is for those who teach and assess second language writing in several different contexts the IEP the developmental writing classroom and the sheltered composition classroom In addition teachers who experience a mixed population or teach cross cultural composition will find the book a valuable resource Other books have thoroughly covered the theoretical aspects of writing assessment but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment Further no book to date has included an in depth examination of the machine scoring of writing and its effects on second language writers Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so Her highly accessible thought provoking presentation of the conceptual and practical dimensions of writing assessment both for the classroom and on a larger scale promises to engage readers who have previously found the technical detail of other works on assessment off putting as well as those who have had no previous exposure to the study of assessment at all

**Writing the Classroom** Stephen E. Neaderhiser, 2022-11-21 Writing the Classroom explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities advocate for pedagogical values and negotiate the many external forces that influence the act of teaching Writing the Classroom shines a light on genres that are often treated as two dimensional with purely functional purposes arguing instead that genres like assignment prompts course proposals teaching statements and policy documents play a fundamental role in constructing the classroom and the broader pedagogical enterprise within academia Writing the Classroom calls on experienced teachers and faculty administrators to critically consider their own engagement with

pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities. It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for students but also for the many other audiences within academia that have a role in shaping the experience of teaching. Contributors: Michael Albright, Lora Arduser, Lesley Erin Bartlett, Logan Bearden, Lindsay Clark, Dana Comi, Zack K. De Piero, Matt Dowell, Amy Ferdinandt, Stolley Mark A. Hannah, Megan Knight, Laura R. Micciche, Cindy Mooty, Dustin Morris, Kate Navickas, Kate Nesbit, Jim Nugent, Lori A. Ostergaard, Cynthia Pengilly, Jessica Rivera, Mueller Christina, Saidy Megan, Schoen Virginia, Schwarz Christopher, Toth. Classroom Writing Assessment and Feedback in L2 School Contexts Icy Lee, 2017-03-28. While assessment and feedback tend to be treated separately in the L2 writing literature, this book brings together these two essential topics and examines how effective classroom assessment and feedback can provide a solid foundation for the successful teaching and learning of writing. Drawing upon current educational and L2 writing theories and research, the book is the first to address writing assessment and feedback in L2 primary and secondary classrooms, providing a comprehensive up-to-date review of key issues such as assessment for learning, assessment as learning, teacher feedback, peer feedback, portfolio assessment, and technology-enhanced classroom writing assessment and feedback. The book concludes with a chapter on classroom assessment literacy for L2 writing teachers, outlines its critical components, and underscores the importance of teachers undertaking continuing professional development to enhance their classroom assessment literacy. Written in an accessible style, the book provides a practical and valuable resource for L2 writing teachers to promote student writing and for teacher educators to deliver effective classroom writing assessment and feedback training. Though the target audience is school teachers, L2 writing instructors in any context will benefit from the thorough and useful treatment of classroom assessment and feedback in the book. *Keywords in Writing Studies* Paul Heilker, Peter Vandenberg, 2015-02-15. *Keywords in Writing Studies* is an exploration of the principal ideas and ideals of an emerging academic field as they are constituted by its specialized vocabulary. A sequel to the 1996 work *Keywords in Composition Studies*, this new volume traces the evolution of the field's lexicon, taking into account the wide variety of theoretical, educational, professional, and institutional developments that have redefined it over the past two decades. Contributors address the development, transformation, and interconnections among thirty-six of the most critical terms that make up writing studies. Looking beyond basic definitions or explanations, they explore the multiple layers of meaning within the terms that writing scholars currently use, exchange, and question. Each term featured is a part of the general disciplinary parlance, and each is a highly contested focal point of significant debates about matters of power, identity, and values. Each essay begins with the assumption that its central term is important precisely because its meaning is open and multiplex. *Keywords in Writing Studies* reveals how the key concepts in the field are used and even challenged, rather than advocating particular usages and the particular vision of the field that they imply. The volume will be of great interest to both graduate

students and established scholars      Voices, Identities, Negotiations, and Conflicts: Writing Academic English Across Cultures Le-Ha Phan,Bradley Baurain,2011-01-27 Provides insights into the process of knowledge construction in EFL ESL writing from classrooms to research sites from the dilemmas and risks NNEST student writers experience in the pursuit of true agency to the confusions and conflicts academics experience in their own writing practices      *Handbook of Second and Foreign Language Writing* Rosa M. Manchón,Paul Kei Matsuda,2016-09-12 The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers professionals and graduate students It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements and as a prospective critical analysis of what lies ahead in terms of theory research and applications Accordingly the Handbook aims to provide i foundational information on the emergence and subsequent evolution of the field ii state of the art surveys of available theoretical and research basic and applied insights iii overviews of research methods in L2 writing research iv critical reflections on future developments and iv explorations of existing and emerging disciplinary interfaces with other fields of inquiry      **International Perspectives on Teaching English in a Globalised World** Andrew Goodwyn,Louann Reid,Cal Durrant,2013-10-01 The renowned and highly experienced editors of this book bring together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English IFTE The collected chapters here represent the very best of international writing on the teaching of English in the past decade The key issues and debates surrounding English teaching across the globe are discussed and analysed accessibly and incorporate wide ranging topics including The impact of high stakes testing on teaching and learning Addressing the needs of minority groups The digitization of literature and new conceptions of text Rewriting the canon Dealing with curriculum change Best practices in the teaching of English The tension between literacy and English English and bilingual education The impact of digital technologies on teaching and learning Conceptions of English as a subject secondary and tertiary Bringing the critical into the English Literacy classroom The future of subject English Empowering voices on the margins Pre service teacher education The social networking English classroom This text looks at the changing face of subject English from the differing perspectives of policy makers teacher educators teachers and their students It tackles some of the hard questions posed by technological advances in a global society challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations Despite all of the converging political and technological threats the authors of this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English      **Civic Engagement in Global Contexts** Jim Bowman,Jennifer deWinter,2021-12-01 This volume examines the role of writing rhetoric and literacy programs and approaches in the practice of civic engagement in global contexts Writing programs have experience in civic engagement

and service learning projects in their local communities and their work is central to developing students literacy practices Further writing programs compel student writers to attend to audience needs and rhetorical exigencies as well as reflect on their own subject positions Thus they are particularly situated to partner with other units on college campuses engaged in global partnerships Civic Engagement in Global Contexts provides examples and evidence of the critical self reflection and iteration with community partners that make these projects important and valuable Throughout its thirteen chapters this collection provides practical pedagogical and administrative approaches for writing studies faculty engaging with global learning projects as well as nuanced insight into how to navigate contact zones from the planning stages of projects to the hard work of self reflection and change Partnerships and projects across national borders compel the field of rhetoric and composition to think through the ethics of writing studies program design and teaching practices Doing this difficult work can disrupt presumptive notions of ownership that faculty and administrators hold concerning the fields involved in these projects and can even lead to decentering rhetoric composition and other assumptions held by US based institutions of higher education Civic Engagement in GlobalContexts will be useful to instructors advisors and project managers of students in faculty led project learning in overseas settings international service learning through foreign study programs and foreign study itself and to faculty members introducing civic engagement and community based learning projects with foreign students in overseas institutions Contributors Olga Aksakalova James Austin Maria de Lourdes Caudillo Zambrano Rebecca Charry Roje Patricia M Dyer Tara E Friedman Bruce Horner Kathryn Johnson Gindlesparger Adela C Licona Ian Mauer Joyce Meier Susan V Meyers Sadia Mir Stephen T Russell

**Applying the Scholarship of Teaching and Learning beyond the Individual Classroom** Jennifer C. Friberg, Kathleen McKinney, 2019-08-29 A survey of exemplary SoTL research projects and the use of their results on a broader scale When the Scholarship of Teaching and Learning SoTL emerged it often concentrated on individual faculty practice in one classroom it is now however increasingly common to find work in SoTL focused more broadly SoTL studies may engage with a cluster of courses a program a particular population of students a pedagogical approach or a field all of which are represented in the essays collected here by authors from a diverse array of institutions and nations This volume features examples of SoTL research conducted in and applied to a variety of contexts and disciplines offering a theoretical framework for an expanded vision of SoTL one that moves beyond the individual classroom

*SAGE Handbook of Research on Classroom Assessment* James H. McMillan, 2013 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth

the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education      **Research Anthology on Service**

**Learning and Community Engagement Teaching Practices** Management Association, Information Resources,2021-12-30

The need for more empathetic and community focused students must begin with educators as service learning has begun to grow in popularity throughout the years By implementing service and community aspects into the classroom at an early age educators have a greater chance of influencing students and creating a new generation of service minded individuals who care about their communities Teachers must have the necessary skills and current information available to them to provide students with quality service learning and community engagement curricula The Research Anthology on Service Learning and Community Engagement Teaching Practices provides a thorough investigation of the current trends best practices and challenges of teaching practices for service learning and community engagement Using innovative research it outlines the struggles frameworks and recommendations necessary for educators to engage students and provide them with a comprehensive education in service learning Covering topics such as lesson planning teacher education and cultural humility it is a crucial reference for educators administrators universities lesson planners researchers academicians and students

**Using Reflection and Metacognition to Improve Student Learning** Naomi Silver,Matthew Kaplan,Danielle LaVaque-Manty,Deborah Meizlish,2023-07-03 Research has identified the importance of helping students develop the ability to monitor their own comprehension and to make their thinking processes explicit and indeed demonstrates that metacognitive teaching strategies greatly improve student engagement with course material This book by presenting principles that teachers in higher education can put into practice in their own classrooms explains how to lay the ground for this engagement and help students become self regulated learners actively employing metacognitive and reflective strategies in their education Key elements include embedding metacognitive instruction in the content matter being explicit about the usefulness of metacognitive activities to provide the incentive for students to commit to the extra effort as well as following through consistently Recognizing that few teachers have a deep understanding of metacognition and how it functions and still fewer have developed methods for integrating it into their curriculum this book offers a hands on user friendly guide for implementing metacognitive and reflective pedagogy in a range of disciplines Offering seven practitioner examples from the sciences technology engineering and mathematics STEM fields the social sciences and the humanities along with sample syllabi course materials and student examples this volume offers a range of strategies for incorporating these pedagogical approaches in college classrooms as well as theoretical rationales for the strategies presented By providing successful models from courses in a broad spectrum of disciplines the editors and contributors reassure readers that they need not

reinvent the wheel or fear the unknown but can instead adapt tested interventions that aid learning and have been shown to improve both instructor and student satisfaction and engagement **Writing for Understanding** Donovan R.

Walling, 2009-08-25 While we have all heard of writing across the curriculum areas Walling gives us an understanding of what this really means and provides examples that any teacher can modify to expand lessons to a more meaningful level thus enhancing both writing and critical thinking skills in students Mark S Strauss Principal Virginia Schuman Young Montessori Magnet Elementary School Ft Lauderdale FL Walling demonstrates through student writing samples and classroom dialogues how all content teachers can use various writing modes to enrich students content knowledge to the level of innovation and greater clarity Carol Conway Gerhardt President Catholic Schools Education Alliance of the Bay Area Inc Develop effective writing assignments to boost student achievement in the content areas You don t have to be a writing instructor or English teacher to use writing in the classroom Writing for Understanding focuses on using writing as an essential instructional tool to deepen and expand student understanding in the content areas Written specifically for non language arts teachers this book debunks myths about using writing in the classroom and offers practical approaches for the upper elementary grades through high school Writing activates higher level thinking skills and engages students in concepts and content Through sample writing prompts and classroom dialogues Donovan R Walling shows you how to create writing lessons that Guide students in using narrative descriptive expository persuasive and argumentative writing Are adaptable to various subjects and disciplines Require students to process content using critical thinking skills This valuable resource helps teachers in any subject incorporate writing as a tool of effective instruction

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