



CREATING A CAMPUS-WIDE CULTURE OF REFLECTION

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TODAY'S WORKSHOP

- Why writing teachers care about reflection
- What writing teachers know about teaching reflection
- What reflection looks like in first-year writing
- What reflection might look like in GE classes

FREWRITE

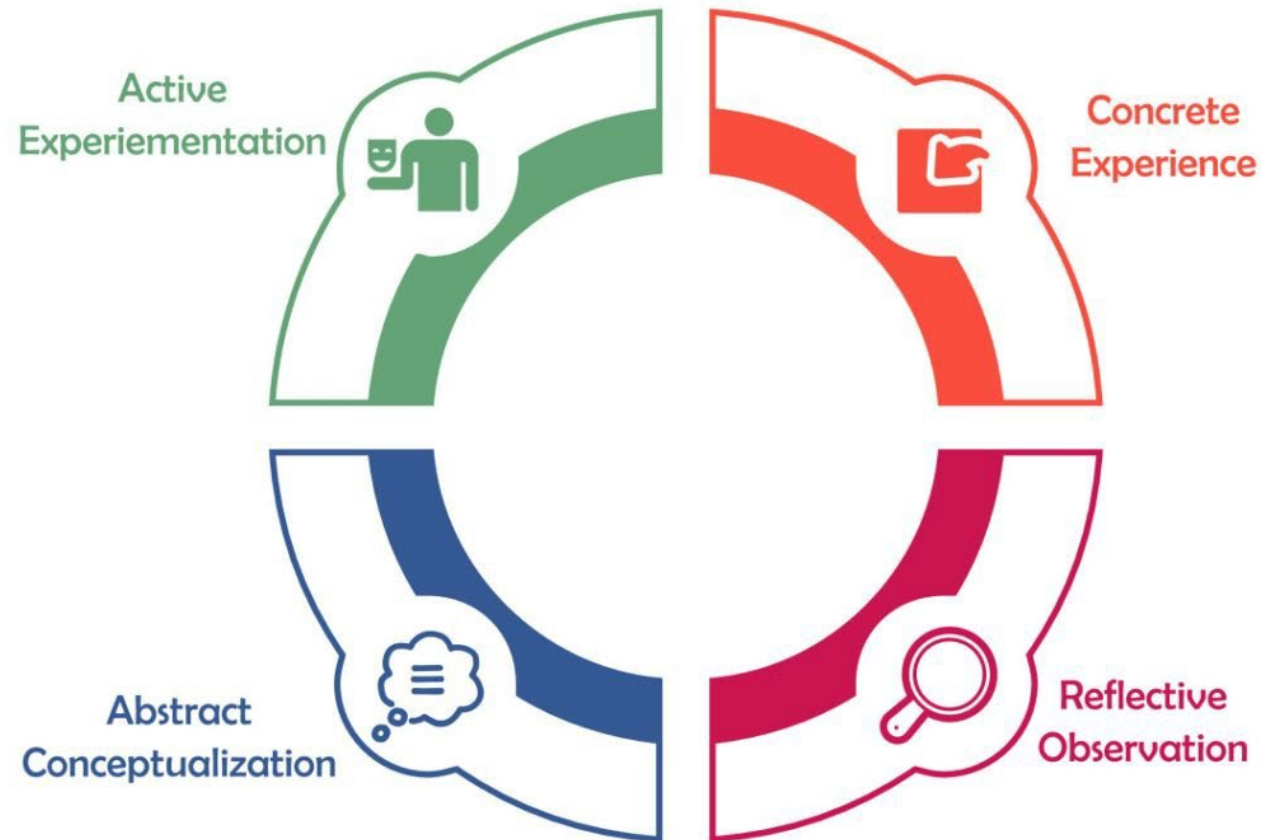
When was the last time you reflected on something?
How would you explain what you were doing?



1. WHY WRITING TEACHERS CARE ABOUT REFLECTION

- Helps students understand the process and products of writing
- Helps students understand their identity as a writer
- Helps students articulate their choices, evaluate the reasons for their choices, and assess the impact of their choices
- Helps students identify writing and learning hurdles and paths forward
- Helps students transfer knowledge

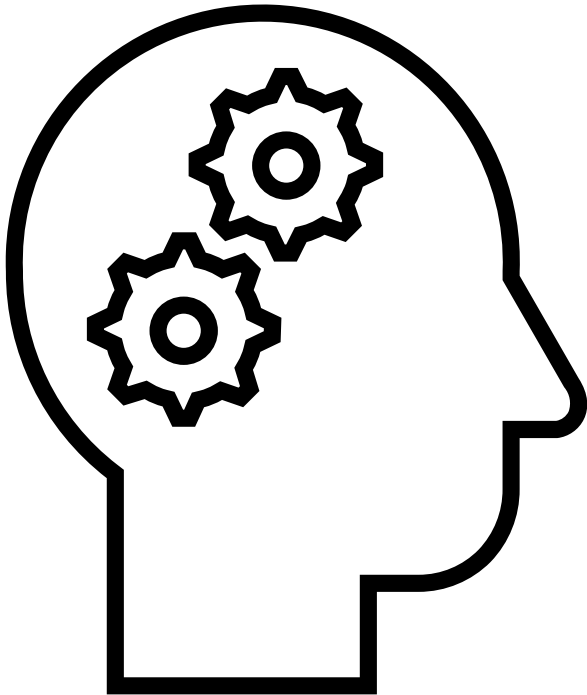
Kolb's Learning Cycle



2. WHAT WRITING TEACHERS KNOW ABOUT TEACHING REFLECTION

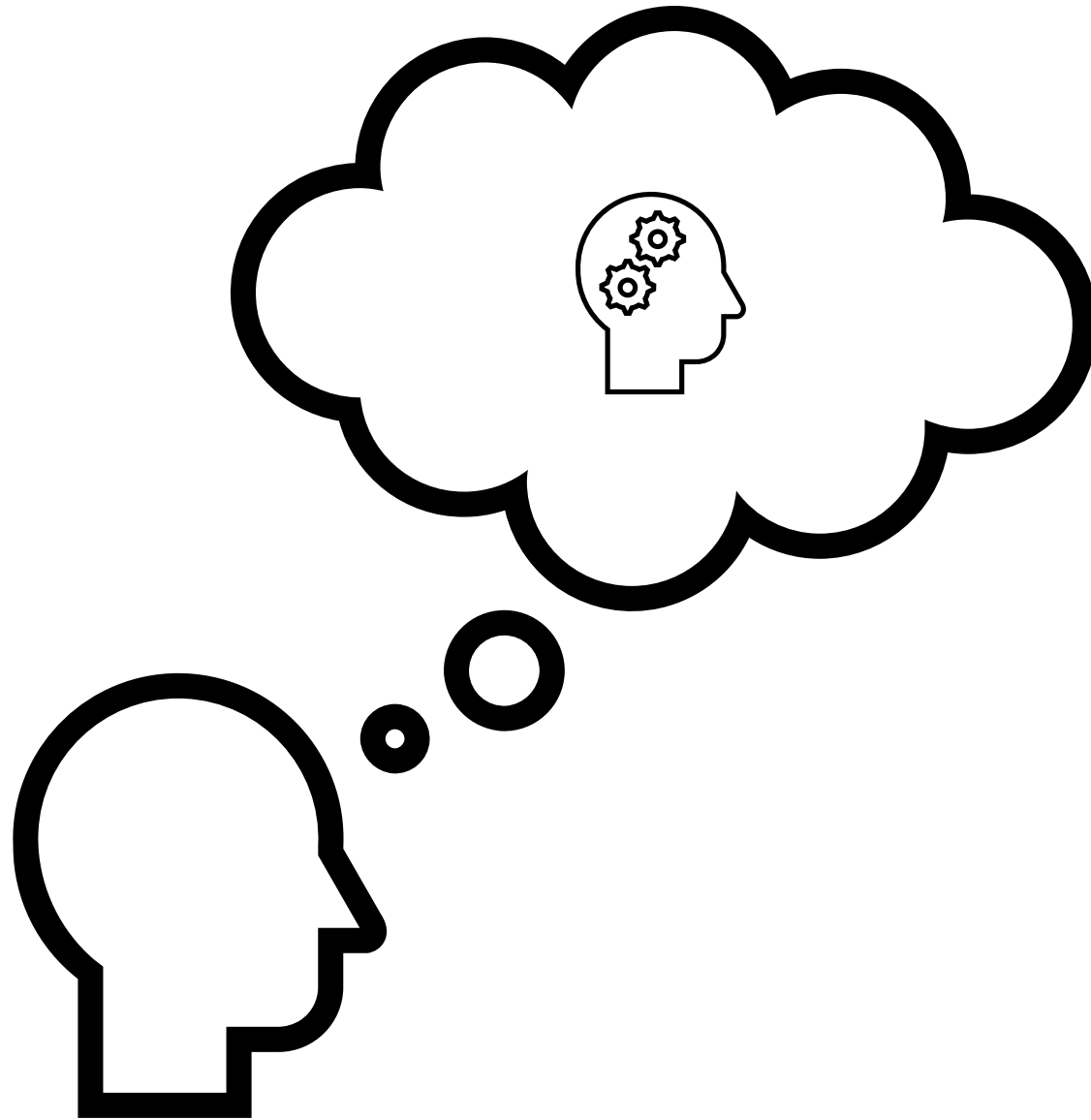
- Teach the theory of reflection
- Teach that it is a product, process, and disposition





COGNITION

assimilating knowledge to
recognize and articulate
what is happening in a
particular writing moment

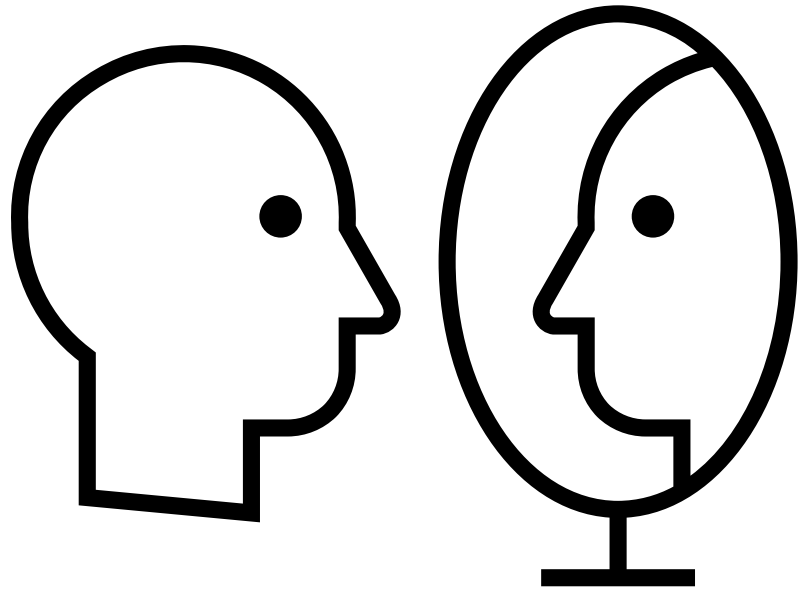


METACOGNITION

Considering why specific choices were made in a particular moment— including considering the different types of knowledge(s) learned before and acquired during that moment

Evaluating the effects of those choices

Investigating how one feels about choices and experience



REFLECTION

a mode of inquiry; a deliberate way of systematically recalling and evaluating experiences and choicemaking to frame or reframe the current situation

A process and a product

360 DEGREE REFLECTION

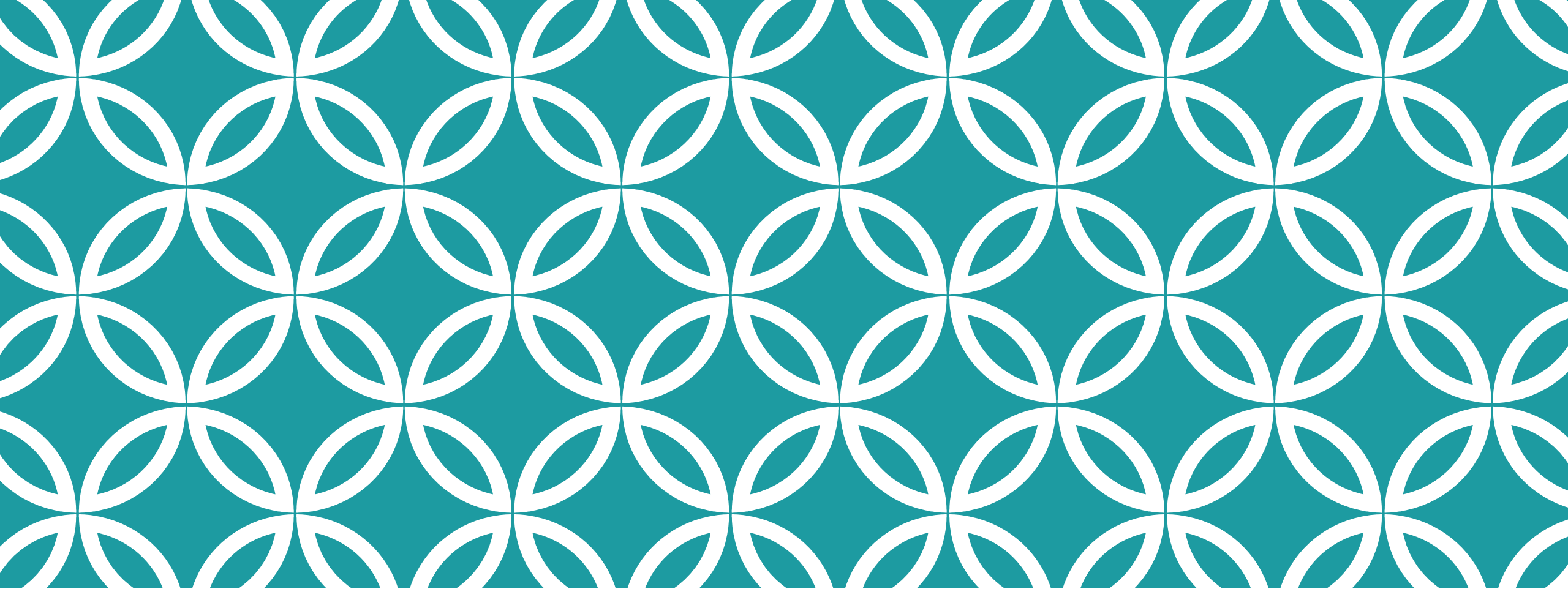
- Backward—prior knowledge
- Inward—current writing situation and identity
- Forward—future writing tasks
- Outward—theorize how current identity fits in larger writing contexts

2. WHAT WRITING TEACHERS KNOW ABOUT TEACHING REFLECTION

- Teach a theory of reflection
- Explain reflection as a product, a process, and a disposition
- Assign reflective practice (before, during, after)
- Encourage reflection around threshold concepts

THRESHOLD CONCEPTS

- Conceptual Gateways
- Transformative
- Irreversible
- Integrative
- Troublesome



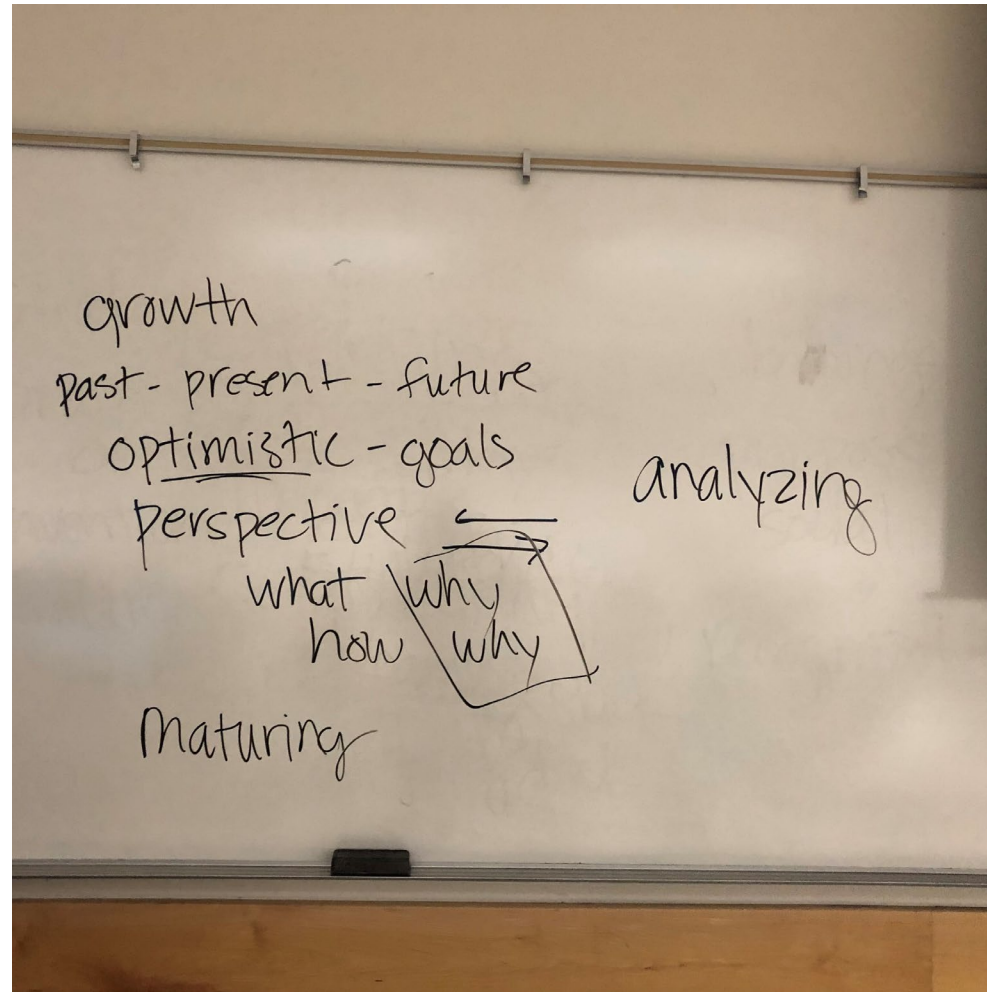
REFLECTION IN WRTG 150



ELEMENTS OF REFLECTION

- **Theoretical Instruction**
- **Practice**
 - Formal Reflection Assignments (4)
 - Reading Responses
 - Informal Reflection
- **Threshold Concepts**
 - Writing is not natural
 - All writers have more to learn
 - Scholarship is a conversation
 - Research is inquiry

THEORETICAL INSTRUCTION





EXAMPLE OF STUDENT WORK

Looking back where you came from, where you are now, and how you've changed. Then, looking forward with goals on how you can improve.

EXAMPLE OF STUDENT WORK

Introspective thinking that evaluates the effectiveness of your process, work, etc. Reflection prompts growth and helps produce goals for the next time you plan to produce a work. On the flip side, reflection can also produce appreciation. You are able to recognize how far you have come from the beginning and the process it took to get there.

PRACTICE: FORMAL REFLECTION

Think about three "moments" this semester that have helped you develop as a writer. These can be "a-ha!" moments or connections you've made in or outside the classroom. How have these moments helped you understand writing in a broader context and helped you understand yourself as a writer and thinker?

EXAMPLE OF STUDENT WORK

Writing is becoming so much less stressful because I am learning tools to write well. One of these tools is the reverse outline. Learning how to create a reverse outline is going to help me so much. It is a way to make sure that each paragraph is an asset to the paper.



EXAMPLE OF STUDENT WORK

At the beginning I really wasn't doing anything to try and improve and I was wondering why everyone else was. I eventually realized that it is very important to actually try and learn because that was how I was going to get better.

PRACTICE: READING RESPONSES

Think about a time you've successfully collaborated with others on a project. Evaluate that experience using what the chapter says about collaboration. What might the author of our text say contributed to the success of your project? What principle of successful collaboration might you propose the author add to this chapter based on your experience?

EXAMPLE OF STUDENT WORK

Last semester I had to collaborate with three other students to make a presentation in our class. We worked on it for a couple weeks then presented it to the class. We collaborated by helping each other with our slides and with organization. The author would say that our project was successful because we engaged with each other's ideas. We all were able to voice our opinions. One principle I would have the author add is having a schedule so that you can get the project done on time if there is a deadline. This would help everyone be prepared and be able to do their best work.

EXAMPLE OF STUDENT WORK

In 9th Grade math class, we would always do these presentations at the end of every unit, each group was assigned a different topic of the unit we were in. When it came to make these presentations, we would always meet up after class and make sure everyone knew the topic really well so we could teach it to the rest of the class. I liked how the reading said to "Listen carefully". This really was a key point for making our presentations a success, because everyone in the group always interpreted the math in different ways, so we would always have to listen to each other and find some common ground on how we would present the topic.

A key principle I would add to this is: "Don't be afraid to take breaks". I know for a fact when you are presenting a math presentation you get burnt out pretty quick and it doesn't hurt to take a break and come back to it later

THRESHOLD CONCEPTS

- Writing is not natural
- All writers have something to learn
- Scholarship is a conversation
- Research is inquiry

EXAMPLE OF STUDENT WORK

The second thing I learned that was eye opening to me, was learning how writing is a conversation. In middle school and high school I often found myself citing a source then moving on and continuing that process throughout my papers. However, when I thought about writing as a conversation it actually made me more excited to learn. I was able to see how different research connects with each other and supports one another. I think that by making me writing more of a conversation, it made my Inquiry Report stronger as the evidence I cited no longer stood alone.

FOUR PEDAGOGICAL CONSIDERATIONS

- How will you define what reflection means? How will your definition align with/differ from WRTG 150?
- How much instruction about reflection will you give your students?
- How will your definition of reflection inform your assignments and learning activities?
- Are there threshold concepts around which you might encourage reflection? What are they?