

New Zealand Centre
for Gifted Education
Empowering Extraordinary Minds


Guided Student Reflection in the Assessment of Personally Selected Projects

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Personally Selected Projects

- Are about customisation of learning.
- Differences between what different learners will value.
- Differences between what learners want to learn and teachers or parents already know.
- Participants' examples.
- Record and share?




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Personally Selected Projects

- Participants' examples.




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Personally Selected Projects

- Two key kinds of learning should be part of every project:
 - Domain or task specific learning. The best feedback *may* come from an expert.
 - Transferable learning. Parents, teachers and students can all look for this.




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Ourselves as Learners

- What are your post recent personally selected learning projects?
- Where did the satisfaction (or dissatisfaction) come from?
- How do you know what you have learned (or been unable to figure out)?
- How did you reflect on your learning?




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Ourselves as Learners

- What feedback would you have appreciated from others?
- What kind of feedback would have felt dismissive?
- What kind of feedback would have missed the point of your personal gain in understanding?



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Student Reflection Processes

- Should allow for individuality of learning goals, even in the same project.
- Should be repeated often enough to be used skilfully.
- Should be varied enough to give learners a repertoire including items which “fit” the task or the learner.



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Student Reflection Processes

- A record to refer back to is helpful.
- Need not always be written. Consider other media.
- Where written, the student need not always be the writer.
- Talk-based reflections are often deeper.
- Samples make sense.



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Student Reflection Processes

- SOAP.
- My modification of a note-taking method used in the health professions, attributed to Lawrence Weed.
 - Subjective.
 - Objective.
 - Assessment.
 - Plan.



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SOAP

- Subjective.
- The learner’s opinions. Gut feelings. Emotions.
- Novice statements may tell you more about optimism and pessimism than performance.
 - I did OK.
 - I was awesome.
 - I sucked at that.



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SOAP

- Objective.
- Provable, measurable, or what most people would agree on.
- Content – evidence of sophistication.
- Process – sources found, methods used.
- Product – change since last time.



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SOAP

- Assessment.
- As many strengths as the student cares to record.
- Only one weakness – I have confidence that a student will address one weakness, but identifying many produces overwhelmed inertia.



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Student Reflection Processes

- Plan.
- Revisit all points above before making a plan.
- May include adjustments to the current project.
- Must include a way to call on the transferable learning, suited to a range of future tasks.



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SOAP

- Is SOAP the perfect reflection process?
- I thought so at first!
- Students were enjoying it, progressing faster, and applying it independently in other settings.
- The classroom culture of conversations about quality learning helped.



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SOAP

- With a partner, SOAP a recent learning experience one of you has had.
- Share questions and comments about the process.
- Tweak if you like! Tweaking tools is part of the personalisation of learning.



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Variety Matters!

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Variety Matters!

- A range of tools give a wide vocabulary for talking about learning.
- Wide or narrow focus.
- Best suited to content, process or product.
- Domain specific “feel”.
- Convergent or divergent focus.
- Fills gaps in current toolkit.



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Variety Matters!

- SOLO – highly recommended.
- CAT reflections – looking at both creativity and accuracy.
- CAVE reflections, and other reflections for writers.
- Teachable moment reflections, improvised for current needs.



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Variety Matters!

- Looking at professional reflections used in a range of fields.
- Critiquing exemplars and other work together, to build up an understanding of quality learning and products.
- Appraise with respect.
Reflect with self-respect.



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Variety Matters!

- What is working for you with reflection?
- Share.
- Record notes?



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Variety Matters!

- What is **not** working for you with reflection?
- Share.
- Record notes?
- Blogging as reflection. Annotated samples.
- Record into PowerPoint as you make slides showing your work.
- Comment and suggestion tools on Google Docs for feedback and reflection.



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Not Reflecting

- Time is always an issue.
- The floundering student needs more than reflection to find a way ahead.
- The unduly pessimistic or optimistic student needs to compare his or her own opinion with that of others.
- Other forms of evaluation complement reflection.



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Thank You

- If you want any notes which we may have added to the slides, please add your email address to the note on the **red iPad**.
- If you want to talk further, please be aware that I get way too many emails. My phone number is available on request.



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