For the next 10 minutes, we’ll take some time to consider the role of reflection in the projects you are working on. These notes are for you to take back to your team for discussion. At the end of our brainstorming and thinking time, we’ll share ideas.

Why are you interested in including reflection in your project?

What are you hoping that your reflective assignment will capture? What will it add to the project?

What kind of reflection are you interested in having students create?

Is there a particular format or style you are interested in?
Is there a particular pedagogy, philosophy, or background that informs the assignment you’re thinking about?

Is there something you are interested in having your students integrate?

Is this a group or an individual reflection?

Sketch out your Goldilocks’ directions: not too much, not too little: just the right amount of prompting!

“Procedurally, reflection entails a looking forward to goals we might attain, as well as a casting backward to see where we have been. When we reflect, we thus project and review, often putting the projections and the reviews in dialogue with each other, working dialectically as we seek to discover what we know, what we have learned, and what we might understand.”

~Kathleen Blake Yancey

Kat Selvocki, “Three Pyrex Bowls,”
https://www.flickr.com/photos/shinyredtype/5695586437