Student reflection

Coreena Allen

Language Officer – NSW Department of Education

NSW GOVERNMENT

Acknowledgment of Country

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“We don’t learn from experiences, we learn from reflecting on the experience.”

- John Dewey

Video: Youtube – Empowering students to own the assessment process

What is self-reflection?

- Self-assessment and self-reflection are a powerful way to enhance a student's learning experience.
- Self-reflection plays an important role in teaching students not just what to learn, but also how they learn and what they can do to improve their learning outcomes.
- By incorporating tasks that require students to critically reflect on their work, processes and learning style; they are given the opportunity to identify gaps in their knowledge or skill set and achieve greater autonomy and deeper learning and metacognition.

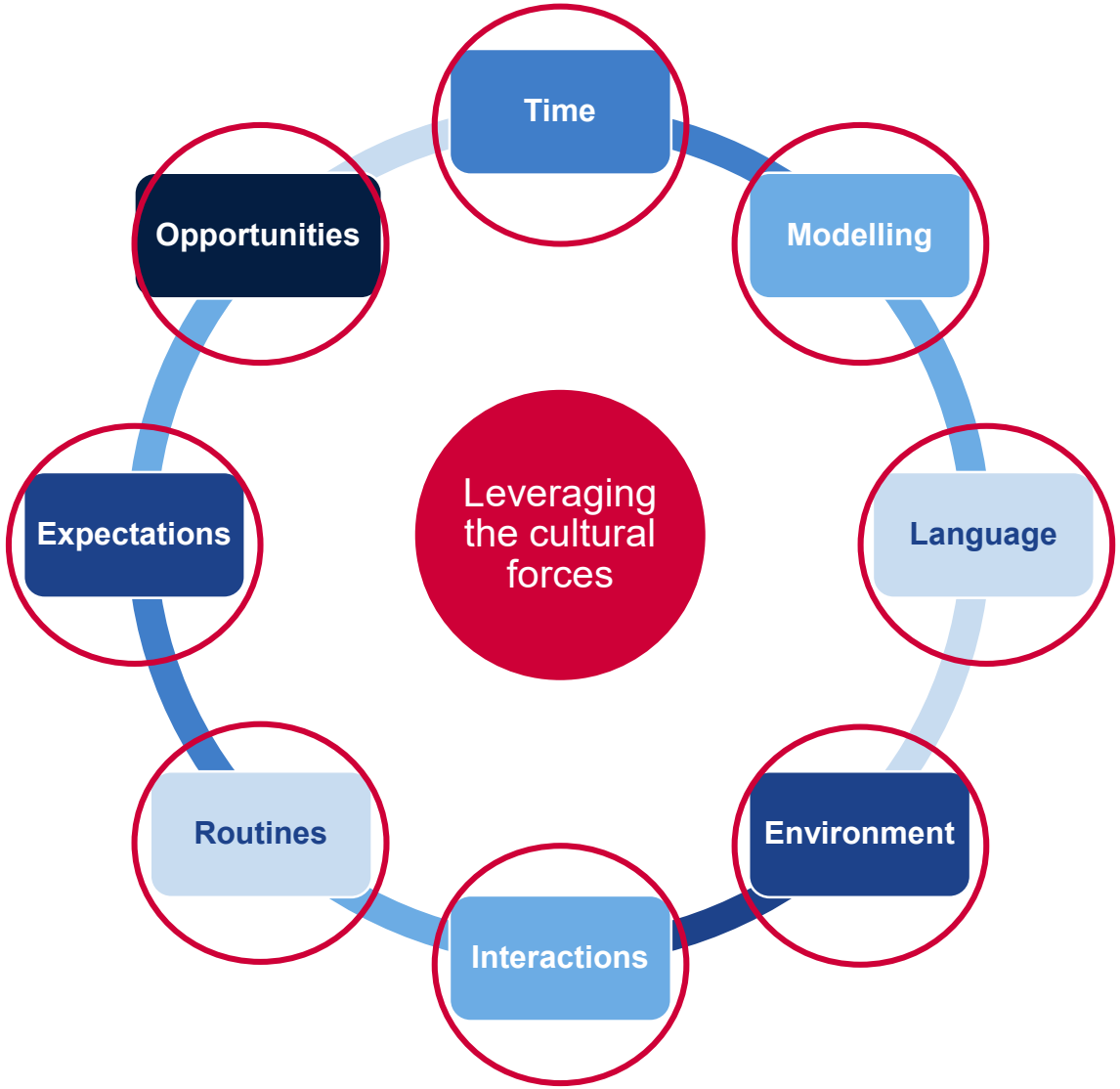
How can self-reflection benefit your students?

Through self-assessment and self-reflection, students can:

- evaluate their work against a set of criteria
- track their learning progress
- become more aware of the knowledge and skills they have developed
- take more responsibility for their learning
- identify areas of strengths and weaknesses in their skill set and knowledge
- set realistic learning goals
- reflect on their learning style and processes
- act on feedback given from their teacher or peers to improve performance.

For language students they can also gain a deeper understanding of language use and manipulation and the interrelationship between language and culture.

Eight cultural forces to shape the culture of your learning environment



Introducing self-assessment to students

- Provide guided opportunities to self-assess.
- Provide students with feedback on the ‘quality’ of their self-assessments.
- Teach students how to use feedback from self-assessments to set learning goals and plan the next steps.
- Demonstrate how students can monitor their learning and progress towards their goals.

We need to champion self-reflection as a tool for our students.

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Initiating self-reflection

- Talk to students about the goals of self-reflection in helping them with their planning and setting own language goals for a deeper understanding.
- Read student reflections and actively engage in the process to encourage the learning and the reflections by giving specific feedback of things to include, questions to ask themselves and how this can help them. It is not just a process to suit the teacher, it is a very useful tool for students. Ask them to be more explicit in their goals and connections to prior learning, new scenarios and upcoming tasks.
- Have students think about areas they need support in or to develop and come up with an action plan, ask their teacher, give them a scaffold, a strategy for learning characters or vocabulary.

Ways to support self-assessment

- Provide opportunities for students to self-assess at all stages of the learning process.
- Make self-assessment a regular part of what students do during and after learning rather than a ‘bolt on’ activity.
- Ensure students understand that self-assessment is about learning and improvement, not being right or wrong.
- Explicitly teach, model and scaffold self-assessment.
- Use a range of techniques and tools to enable students to gradually take increasing responsibility for their own learning and progress.
- Teach students the language of self-assessment, such as evaluation, reflection, goal-setting and targets.
- Ensure that parents and carers understand why you use self-assessment and that it is only one of a variety of assessment strategies that you use.

Examples of self-reflection related to tasks

Create a shopping tour of Shanghai

Research different shops and shopping districts in Shanghai and create a one-week shopping tour experience for your Chinese class for their next Chinese tour. You may include any shops/markets you like, but you should cater to a range of interests for the people in the group and include culturally-specific Chinese shopping experiences. Create a presentation of your tour that includes audio, images/video and English subtitles, encouraging the group to be excited about the tour.

Your presentation should be approx. 4 – 5 minutes.

Rubrics and marking guidelines

Rubrics and marking guidelines are a powerful tool for self-assessment as a student is provided with the information on what skills and knowledge they need to demonstrate to meet a certain criteria.

MHS **COMMUNICATION** Outcome – CHINESE A student applies a range of linguistic structures to express own ideas and establish communication.							A student demonstrates knowledge of key features of the culture of Chinese speaking communities.
	LINGUISTIC STRUCTURES/ VOCABULARY BROAD RANGE/ VARIETY	COMMUNICATION OF IDEAS (FLUENCY/ SEQUENCING/ VARIETY/ PLANNING/ AUTHENTIC/ AUDIENCE)	CONJUNCTIONS, SENTENCE STARTERS, QUESTIONING	OPINIONS REASONS	MEETING MILESTONES TRANSLATOR / DICTIONARY USE/ SCRIPT	FLUENCY & PRONUNCIATION (SPEAKING)	CULTURE
A	Broad range of linguistic structures & vocab with some manipulation/ extension	Excellent communication of ideas, well planned and structured to convey meaning with authenticity, appropriate to audience	A good variety of conjunctions and sentence starters are used throughout. Excellent, authentic use of questioning.	Opinions are given with detailed reasoning	Always meets milestones. Effective use of translators for occasional words. Uses Chinese script throughout appropriately with minimal error.	Excellent pronunciation and fluency. Mimics intonation of native speakers throughout with minimal errors.	Identifies actions, words and phrases that encapsulates aspects of culture and research and present information to show a comprehensive understanding of the culture of China.
B	Broad range of linguistic structures & vocab	Very good communication of ideas, well planned and structured to convey meaning with authenticity, appropriate to audience	A variety of conjunctions and sentence are used throughout. Very good, authentic use of questioning.	Opinions are given with some detail in reasoning	Always meets milestones. Limited use of translators for occasional words with few errors in choosing language appropriate to the context. Uses script throughout with minimal error.	Very good pronunciation and fluency. Some intonation mimics native speakers with few infrequent errors.	Identifies actions, words and phrases that encapsulates aspects of culture and research and present information to show a thorough understanding of the culture of China.
C	Basic use of linguistic structures & vocab	Good communication of ideas, some planning and structure to convey meaning with authenticity, appropriate to audience	Some conjunctions and sentence starters are used throughout. Some authentic use of questioning.	Opinions are given with basic reasoning	Usually meets milestones. Limited use of translators for occasional words with some errors in choosing language appropriate to the context. Uses script with some error or some words in pinyin.	Good pronunciation and fluency with minor errors.	Identifies some actions, words and phrases that encapsulates aspects of culture and research and present limited information to show a basic understanding of the culture of China.
D	Limited linguistic structures & vocab used	Basic communication of ideas, little planning and structure, meaning difficult to understand. Non-authentic text, some consideration of audience	Few conjunctions and sentence starters are used throughout. Some random questions used.	Opinion is given	Experiencing difficulty in meeting milestones. Reliance on translators and difficulty in choosing language. Uses script occasionally and pinyin throughout.	Pronunciation is anglicised and contains numerous errors.	Identify and explain some actions or words that show a basic understanding of the culture of China. Does not conduct independent research.
E	Few linguistic structures & vocab used with lots of repetition	Basic communication of ideas, little planning and structure, meaning difficult to understand. Non-authentic text. No consideration of audience.	None / repetitive conjunctions and/ or sentence starters are used throughout. No questions used.	No opinion	Unable to meet milestones. Reliance on translators and difficulty in choosing language. Uses pinyin throughout, unable to use script to communicate.	Pronunciation is anglicised and contains many errors.	Displays little understanding of or interest in the culture of China.

Image: NSW Department of Education

SHOPPING CONVERSATION PLANNER

买东西

SHOPPING- what type of shop are you visiting? E.g. convenience store, pet shop, souvenir shop, market

What do they have there? 在 __有__

What language might you use? vocab, sentence starters, joining words- are you being repetitive or are you using different things?

What grammar/ sentence structures have you used? Have you used a variety? Did you use adjectives? Did you join sentences and adjectives? Have you extended yourself in your responses? Did you ask relevant questions?

AUTHENTICITY

- Where is it set- IN CHINA
- Conversation – does it sound like a real conversation in a shop conversation – are the questions included relevant?
- When speaking have you used expression and have you read it and listened to yourself so it is fluent?
- Have you considered cultural elements- bargaining, welcome to the shop, terms used for making purchases, thanking people, what sorts of items are in the shop/ market of your choice in China
- Are your characters correct and written in the right direction?
- Are there any other elements of Chinese culture I can include?

ITEMS IN THE SHOP- what items will you discuss? what might you say about them? E.g. prices, colours, describing them with other adjectives

What language might you use? vocab, sentence starters, joining words- are you being repetitive with the items or are you discussing various items with a variety of adjectives in different adjective forms eg negative, joining, past, past negative and positive forms of adjectives.

What grammar/ sentence structures have you used? Have you used a variety?

Did you use a variety of questions?

MAKE A PLAN BEFORE STARTING TO DO THE BEST YOU CAN DO..... brainstorm on paper, create a chart, use bubbl.us etc, jot down a range of words and sentences and questions first.

CONSULT THE CRITERIA SHEET TO ENSURE YOU ARE CONTAINING ALL ELEMENTS

WHAT DO I NEED TO DEVELOP OR SEEK HELP WITH?

Hanzi and names of items?

Breaking things down into easier terms so as not to use google translate and dictionaries too much?

Planning out my conversation to cover a range of vocab and sentence structures?

How to use joining words and sentence starters?

Adding details to sentences to make them more interesting and not basic and repetitive?

How will I get this help?

LIST GRAMMAR YOU CAN USE: What are some structures I can use throughout and how can I manipulate them to give them variety and interest? Have I used questions appropriately? How do I form questions?

LIST VOCAB YOU CAN USE: What vocab can I use, am I using different vocab for different people and different sections? Am I being too repetitive?

REMEMBER TO DOUBLE CHECK FOR VARIETY OF VOCAB AND STRUCTURES !!!!!!!!

Image: NSW Department of Education

SENTENCE STARTERS AND WAYS YOU CAN JOIN SENTENCES IN CHINESE & GIVE AN OPINION

SENTENCE STARTERS

These all start a new sentence in Japanese.

所以	So...	但是	But....
此外	Furthermore, in addition...	首先	Firstly....
例如	For example...	然而	However....
其实	In fact...		

JOINING SENTENCES

- Use 和 to join 2 nouns.

  E.g. 我**和**老师喜欢看电影。

  I and the teacher like watching movies.
- Use 也 for also

  e.g. 我**也**是澳大利亚人。 I am also Australian.
- Using sentence starters above to change how sentences start and to link to the previous idea.

EXPRESSION YOUR OPINION

我想。。。。 I think .....

我觉得。。。 I think/ feel .....

因为。。。 because....

Self-reflection tools

ePortfolio

- An ePortfolio provides an electronic format for students to record and share their work, reflect on their learning and receive feedback. Within these bodies of work, student achievement is recognised but so too are the learning journeys they embark upon.
- With the help of an ePortfolio in a format like OneNote students can record video, audio, images and text to show the learning process, as well as the final product.
- Capturing this learning journey provides an opportunity to reflect on their time management skills, processes and the overall outcome of an assessment task.
- Teachers can access these to give immediate feedback via writing or recording. The recording feature is great for feedback on oral skills too.

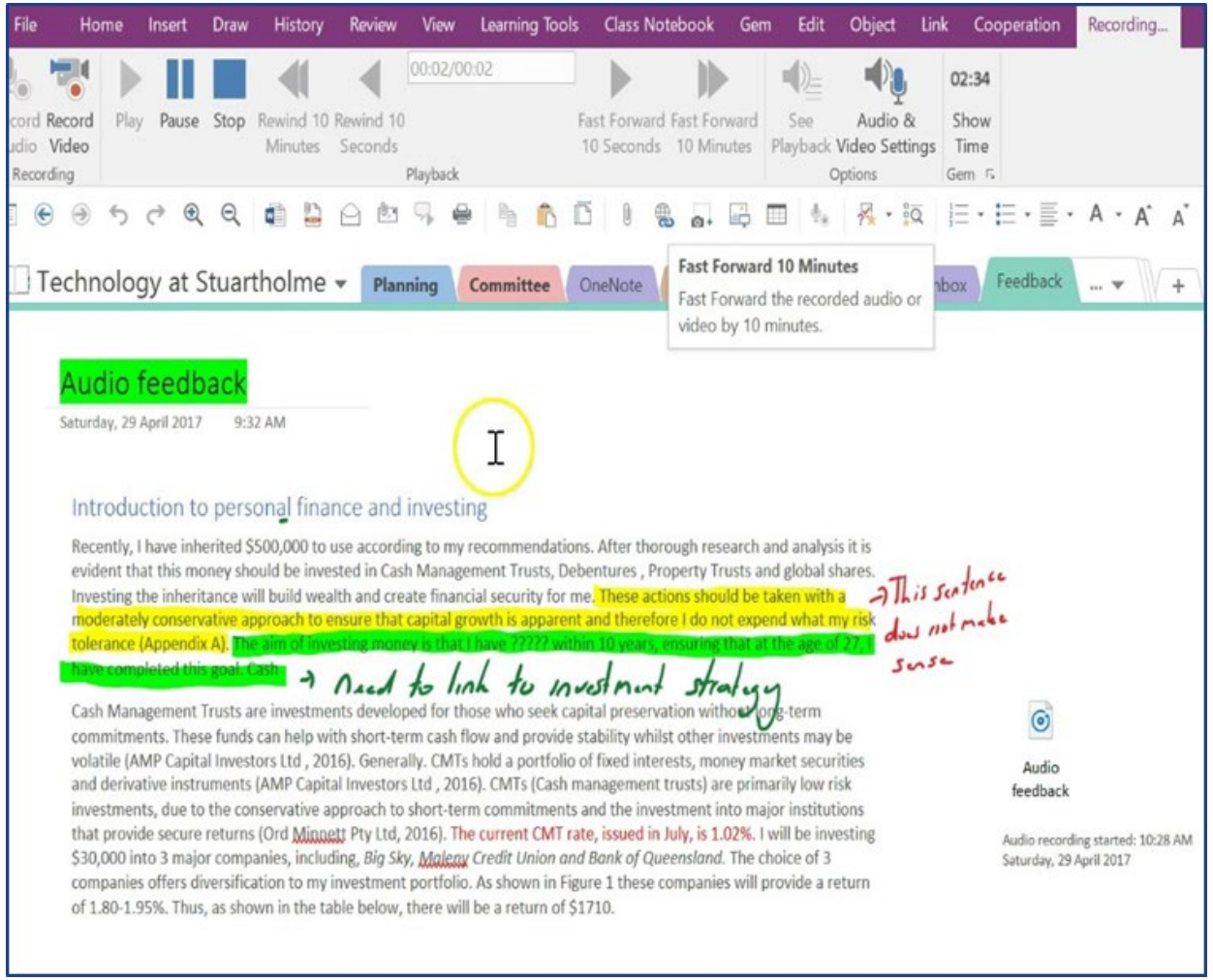


Image: Microsoft edublog website

Self-assessment quizzes and worksheets

Quizlet

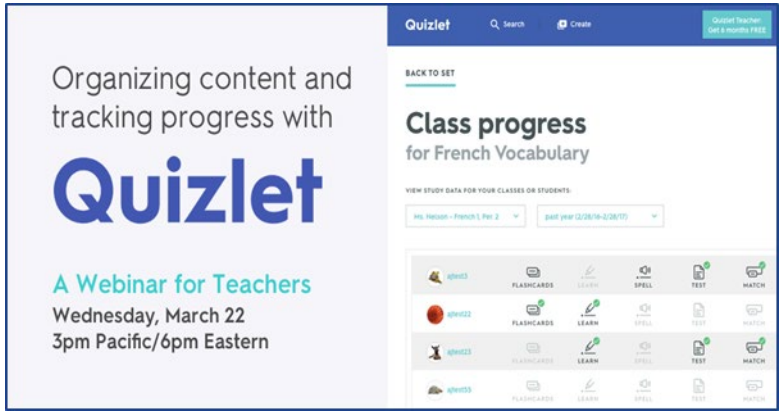
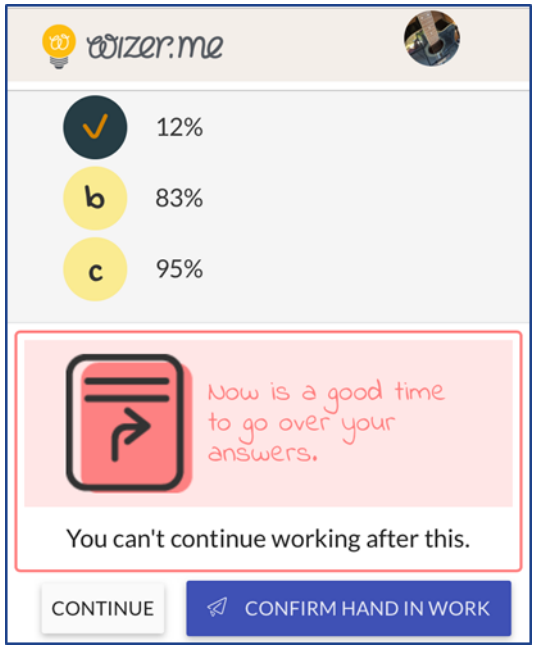


Image: Quizlet

Blooket

Image: Passionate about teaching

Wizer



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Learning reflection guide and learning journals

Guiding student reflection

Exit tickets

3,2,1 reflection

3 things I have learnt

2 questions I still have

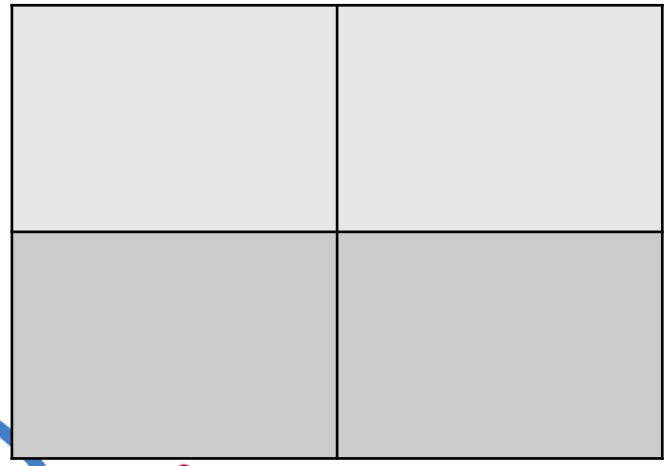
1 challenge I faced

Reflective prompts

- What was your goal this lesson? Did your goals change as you engaged with the task? Did you meet your goal?
- What is one goal you would like to set yourself moving forward?
- How did you work similarly or differently to your peers?
- What strategies helped you learn?
- What questions do you still have?

4 square criterion reflection

- Used in conjunction with success criteria.
- Focus on four key concepts or skills to be developed.
- Self-reflect and peer assess against this criterion.
- Use reflection of achievement to develop learning goals.



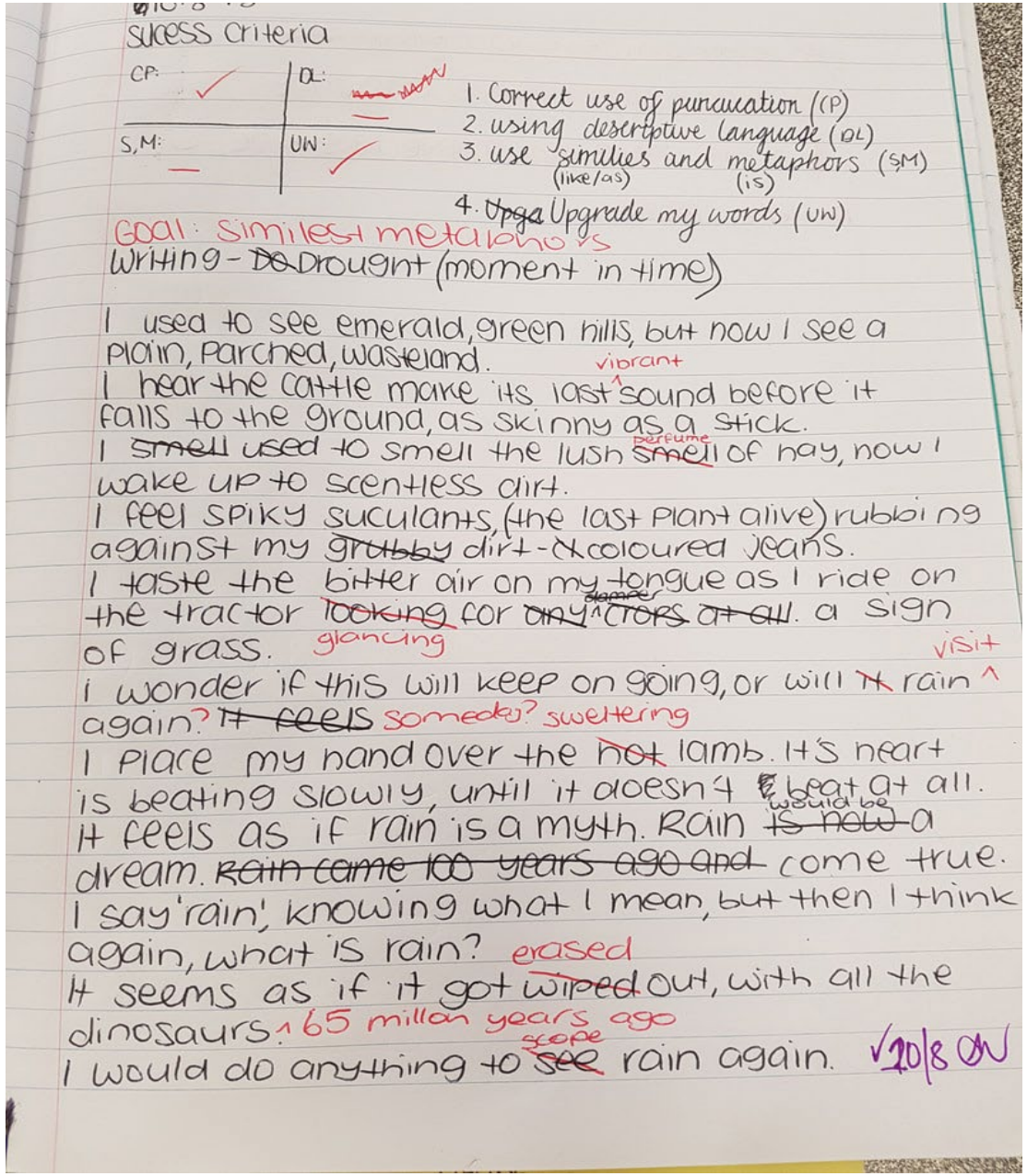


Image: Thinking Pathwayz

Tips for teachers

- Set self reflection time in class
- Choose a self reflection media
- Give guided questions for students to focus on and address

- consider what you want the students to focus on, for example language, skills, planning

- consider what you want to know about students learning and needs

- areas of strength and weakness

Some questions might include:

- What have you learnt this week in class? Give specific examples.
- What learning have you done before that connects to this learning?
- How can you include/ manipulate/ extend on this in your upcoming task? (complex structures, details in vocab like conjunctions, sentence starters and adverbs, different scenarios)
- What are some sample structures and characters you can use? Write them down to refer to later and annotate them with examples. (students could even mind map some connections)
- What do you need help with? How will you go about this? (ask students to be specific so you can help them).

Tips for teachers

- Give students feedback on their reflections

- advice and further questions to be more specific in their evaluations so you can support them.

- help develop a plan and learning goals from their reflection

- tips for developing the skills they identify they need support with

- Follow through, be consistent, make it meaningful.

Making it manageable

But how can I manage this?

- Believe in it.
- Be patient and positive.
- Try it with a few classes first.
- Try a couple of techniques first (bite size bits) rather than the whole process.
- Be persistent … step forwards rather than set backs.
- Share and collaborate with other teachers and your students to problem solve and brainstorm.

Let’s look at some examples together

- What does a strong and weak self-reflection look like?
- What focus questions can we ask students to direct deep learning and understanding?
- What feedback and support can we offer students as a result of the reflections?

Let’s look at 2 examples and consider them in relation to the questions above.

Examples of student reflections

- I feel like my word knowledge is pretty good.
- I think I need to learn more food words since there is lots of Chinese food.
- I could definitely work on making the words I write neater. I could do that.
- By practising.
- I feel like that I do know how to write some Chinese food characters. But i feel like I could learn some more conjunctions, I already know some but I think I could learn more.
- I think what would help me write a better response is learning more conjunctions and adjectives so my answer would be deeper in depth.
- I plan to review some Chinese words almost every day so I won't forget them and I will also try and read all my notes again so its stuck in my brain.
- I think I can make my responses more complex and extended meaning by adding more describing words like this spicy, delicious noodles etc make it more describing I think.

Ideas to support this student after looking at their review

The student identified they would like to:

- know more conjunctions and adjectives in order to give a deeper response
- review Chinese words, including script every day.

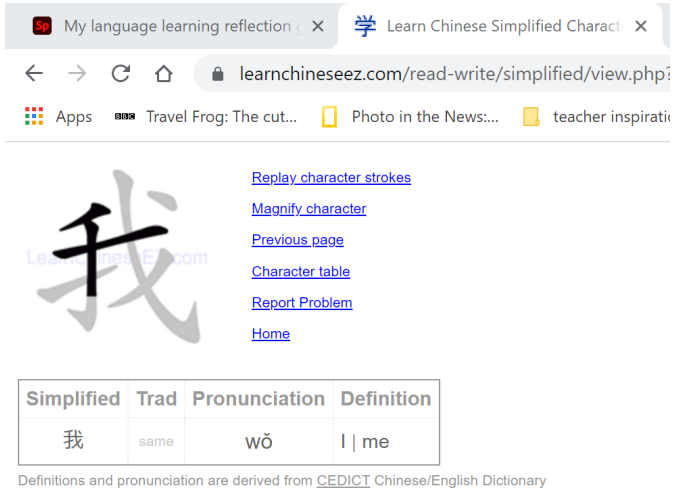


Image: Screenshot Learn Chineseez

Image: Screenshot Mandarin blueprint

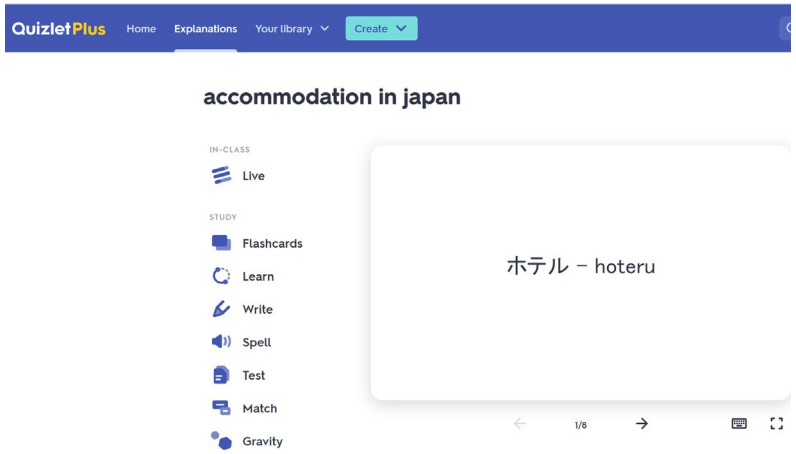


Image: Screenshot Quizlet

Your turn

Consider the information presented here and consider your classroom and take a few moments to think about:

How this could look in your classroom?

- What techniques can you try to start with?
- What sorts of focus questions might you use in your techniques?
- What challenges you might face and some solutions/support needed for them in introducing self reflections with your classes?

“Real change happens bit by bit. It takes great effort to become effortless at anything. There are no quick fixes.”

- Geneen Roth

“The first step towards getting somewhere is deciding that you are not going to stay where you are.”

- Chauncey Depew

Learn more …

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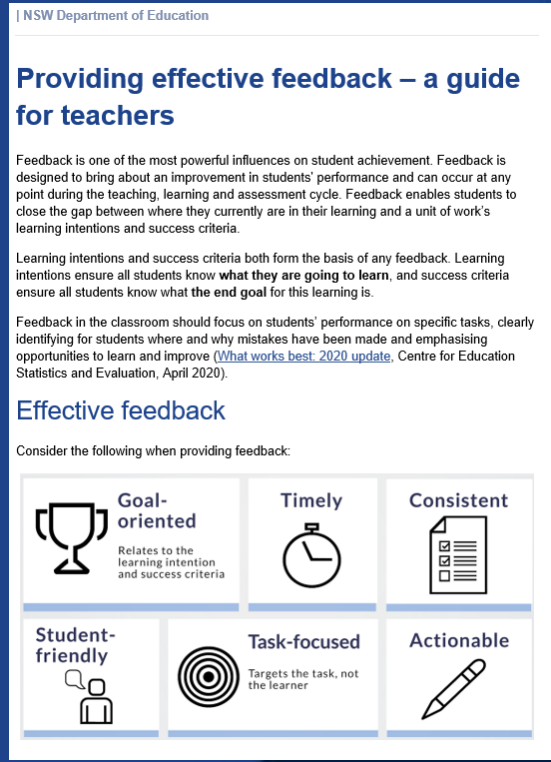
Visible thinking in the languages classroom – building deeper understanding and student engagement



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Providing effective feedback – a guide for teachers

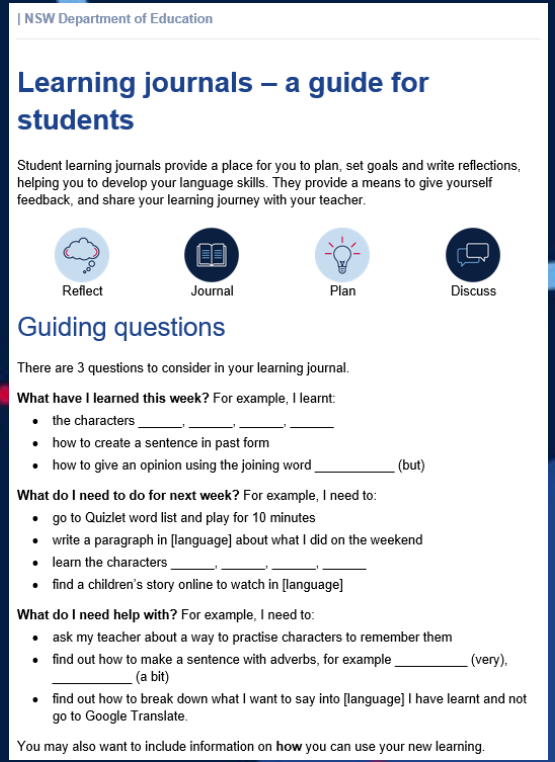
Feedback is one of the most powerful influences on student achievement. Feedback is designed to bring about an improvement in students' performance and can occur at any point during the teaching, learning and assessment cycle. Feedback enables students to close the gap between where they currently are in their learning and a unit of work's learning intentions and success criteria.

Learning intentions and success criteria both form the basis of any feedback. Learning intentions ensure all students know **what they are going to learn**, and success criteria ensure all students know what **the end goal** for this learning is.

Feedback in the classroom should focus on students' performance on specific tasks, clearly identifying for students where and why mistakes have been made and emphasising opportunities to learn and improve (What works best: 2020 update, Centre for Education Statistics and Evaluation, April 2020).

Effective feedback

Consider the following when providing feedback:



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Learning journals – a guide for students

Student learning journals provide a place for you to plan, set goals and write reflections, helping you to develop your language skills. They provide a means to give yourself feedback, and share your learning journey with your teacher.

Guiding questions

There are 3 questions to consider in your learning journal.

What have I learned this week? For example, I learnt:

- the characters _____, _____, _____, _____
- how to create a sentence in past form
- how to give an opinion using the joining word _____ (but)

What do I need to do for next week? For example, I need to:

- go to Quizlet word list and play for 10 minutes
- write a paragraph in [language] about what I did on the weekend
- learn the characters _____, _____, _____, _____
- find a children's story online to watch in [language]

What do I need help with? For example, I need to:

- ask my teacher about a way to practise characters to remember them
- find out how to make a sentence with adverbs, for example _____ (very), _____ (a bit)
- find out how to break down what I want to say into [language] I have learnt and not go to Google Translate.

You may also want to include information on **how** you can use your new learning.

https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/teaching-tools

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Questions

coreena.allen@det.nsw.edu.au