Reflective Letter Process

So the question is never, “Are you learning?”
The question is “What are you learning?”

Changes:
We would like more:
“Task-specific-strategy responses” i.e.
‘I wrote the draft of the first essay quickly since I wanted to have time to change my mind on the subject.’

And less:
“General-strategy responses” i.e.
“I corrected errors” or “I used an outline”
General Information: “I worked hard” “I liked the class”

Also, more:
“knowledge of the content”i.e.
In writing any text, we learn about the thing that is our subject, and yet we rarely ask our students about what they have learned in that writing.

* Instructor should explain why students are reflecting on their work, ask them to practice doing it, and articulate how their reflections will be used or graded.

* If we don’t teach students the importance of assessing themselves, they’ll always look for someone else to.

One suggestion: Group students together and ask them to brainstorm what they think they’ve learned in terms of the course outcomes.