

End of Unit Reflections

Oftentimes as teachers, we give an assessment, and then, we move on to the next unit. But, by moving on right away, we are missing one of the most important steps of the learning process: *metacognition*! How often do we have students stop to think about what they've learned and how they've learned it? We have an amazing opportunity not only to reflect with students on our teaching and their learning at the end of a unit, but also to get students to be reflective about how they learn. The ultimate goal in teaching is to help students become lifelong learners, and what better way to do this than to get them thinking about their thinking. Here's a few ideas of how we could do this!

<u>Teach Back Time</u>	<u>My Learning Profile</u>	<u>Assessment Analysis</u>
<p>Have students teach back what they've learned in a unit. This could be on a Flipgrid, in stations, or small groups.</p> <p>In addition to your final assessment for the unit, this is a great opportunity to see if kids have retained what they've learned, and also, see if they are able to synthesize the main concepts and skills they've learned.</p>	<p>In education, we talk a lot about learning styles, but what we now know is that most of us learn in many different ways.</p> <p>Instead of taking time after a test to discuss what students learned or didn't learn, let's take time to focus on the learning process. As a whole group or in pairs, have students discuss what they've learned about themselves as learners from this unit. What was one of the best strategies that helped them learn ____? What helps you remember what you've learned best? If you had to teach this again, how would you teach it?</p> <p>One of the best gifts we can give students is the ability to learn how to learn.</p>	<p>We sometimes might have students do corrections after a test, but what about having them analyze and break down their work?</p> <p>Think about having students go back through their test to highlight which questions they felt the most confident in answering, which did they not feel confident in, and which did they guess on. Some additional questions to ask are what was a question you got wrong that you now understand, what was the hardest part of this assessment, what did you learn, or what will you remember the most from this unit. Students can then, discuss and explain in pairs or small groups.</p>

Reflection Stations

Reflection stations could be done in a few ways. One idea is to have each station be a learning target from the unit. Students self-assess their learning in each target and/or describe what they learned.

Another idea is to make each station a reflection question from the unit. Here's some ideas: What was the easiest concept for you to master, and why? If you had to teach someone the main learning targets from this unit, what would you teach him/her? What was the most important concept from this unit? Why did we learn ____? How does what we learned connect to real-life? What did you learn about yourself as a learner in this unit?

It's super important to teach and model the reflection process. This does not come naturally to most students, and the more you do it, the better students will become.