

Reflecting as a Learner

IB Practice: C3.13 Teaching and learning engages students in reflecting on how, what and why they are learning.

What do I typically do to engage students in reflecting on how, what and why they are learning?

The desired results of engaging students in reflection is that students gain new insight into the ways they learn best, recognize their developing understanding, and consider the relevance of their learning.

Student Evidence

- Students understand the learning goal/target and how to be successful
- Students self-assess progress towards learning targets
- Students self-assess prior to submitting work for teacher assessment
- Students explain what they could have done and/or what they can still do to enhance their learning
- Student actions and reflections display a growth mindset
- Students assess the reasonableness of their responses
- Students examine bias and look for inaccuracy in their own work and in their sources
- Students describe their degree of effort or preparation
- Students explain connections between the classroom content, global contexts/themes and their real lives
- Students describe how they can turn their understanding into action to better the world

Teacher Action

- Teacher clearly communicates what is being learned and criteria for success
- Teacher activates prior knowledge
- Teacher utilizes reflection activities to cultivate a growth mindset
- Teacher uses visible thinking strategies
- Teacher provides opportunities to clarify misconceptions
- Teacher embeds time for reflection throughout the day
- Teacher prompts students to reflect on their process/effort
- Teacher utilizes reflection activities to inspire students to take action to better the world Teacher gives students opportunities to self-assess prior to submitting work assessment
- Teacher utilizes reflection activities to examine how the content relates to students' real lives