

Student Resource

Reflection Papers

What is it?

A reflection is a paper where you are asked to write your own ideas and thoughts about something. Often reflections are written to enable the writer to give serious thought or consideration to a past experience, but they can also be assigned as a reflection to a text.

What is the purpose?

The purpose for writing reflective papers is to help students improve on their analytical skills because in order to write an effective reflection, students have to not only express what they think, but how and why.

Can I get it wrong?

Reflections have no right or wrong answers and they do not argue ideas since they are based on personal experience. Therefore, the main component of a reflection should be an analysis of observations, experiences, and opinions from your own point of view. Ensure you have answered every part of the prompt from your instructor and provide plenty of details as a reflection is generally a deep analysis.

Steps to Writing a Reflection Paper

1. Narrow down a topic if one has not been provided for you by your instructor. A reflection requires a deep analysis, so narrow down the topic.
2. Brainstorm what you will say about the topic.
3. Make an outline to organize your thoughts.
4. Write your paper. Make sure to include an introduction that ends with a thesis.
5. Expand on your ideas in the body paragraphs. If your opinion changed, your body paragraphs can walk your reader through how the change occurred. A common way to format this is chronologically. The amount of body paragraphs will be determined by the requirements from your instructor.
6. End with a conclusion that wraps everything up for your reader. In the conclusion, you may also want to include how this experience will affect you moving forward.

Sample Reflection Paper Student

**Donna E. Alvermann, Stephen F.
Phelps**



Sample Reflection Paper Student:

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K-8 Classroom Methods Randi N. Stanulis, Brenda H. Manning, 2003 Emphasizing the teacher's roles as guide and strategist this textbook provides first time teachers with examples activities cases and suggestions for instructional practice Chapters address the role of reflection in teaching the creation of a classroom community social responsibility and school

Annual Proceedings of Selected Research and Development Presentations at the ... Convention of the Association for Educational Communications and Technology Association for Educational Communications and Technology. Convention,

A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers James Moffett, 1968

Student Self-Evaluation: Fostering Reflective Learning Jean MacGregor, 1993 For several decades college teachers have been asking students to engage in self evaluation to reflect on their academic work and describe and evaluate it in writing Student self evaluation is both a process consisting of acts of reflecting composing and writing and a product a written document Student self evaluation does not obviate the need for student exams and papers crucial indicators of student mastery of material or complexity of thinking Rather student self evaluation supplements and complements that information by asking students to describe in their own words their

learning and its value to them This writing and the conversations that faculty members and students have about it can be instructional illuminating and at times transformative Student self evaluation is primarily a learning strategy but it is also a promising assessment approach while enriching learning for students it also can help teachers and institutions learn about student learning This volume of New Directions for Teaching and Learning introduces the many forms of student self evaluation in undergraduate teaching settings and describes how student self evaluation creates connections between learners and learning knowers and the known and the self and the mind This is the 56th issue of the quarterly journal New Directions for Teaching and Learning For more information on the series please see the Journals and Periodicals page

The Harcourt Brace Guide to Teaching Writing with Computers Campbell,1998 Content Reading and Literacy Donna E. Alvermann,Stephen F. Phelps,1998 Assuming that textbooks are necessary for learning content for middle and secondary school students this text for teachers explores methods of understanding and teaching language comprehension The authors treat reading speaking and writing holistically in their discussions of such topics as stud **The Reading/writing Connection** Carol Booth Olson,2007 This is an especially well researched and documented text the author s voice is one that is knowledgeable yet does not intend to intimidate She speaks to her audience as a dedicated professional to professional I could only hope that my students would read and retain her words of wisdom Anna L Bolling California State University Stanislaus I haven t seen any books that come close to what Carol Olson has developed Harry Noden Kent State University The illustrations and scanned in documents make Booth Olson s book readable interesting relevant and real life These visuals from actual students help transform her ideas from theory into practice Kathy Bussert Webb The University of Texas at Brownsville This is the only secondary text that I have found to explain and provide authentic examples of reading writing workshop process The activities are practical and motivating Hurray for Olson Donna Uebler Bradley University Now in its second edition The Reading Writing Connection features an array of individual reading and writing strategies activities and mini lessons that teachers can implement in their classrooms Well respected author Carol Booth Olson extends far beyond most books intended for teachers of language arts by integrating reading and writing in creative theory based ways Lauded by students and professors as a clear and straightforward text this revised and updated edition includes plenty of material about teaching the writing process and responding to literature and provides examples of lessons that help readers learn specific strategies Unique in its field The Reading Writing Connection provides student models at middle and high school levels in almost every chapter illustrating actual student responses to reading and writing activities The text is also rich with literary selections giving teachers easy access to the literature featured in the activities and demonstration lessons Features New to the Second Edition Extensive coverage of differentiated instruction for English Language Learners A new chapter entitled Introducing Students to the Cognitive Strategies in Their Mental Tool Kits that summarizes and clarifies students use of cognitive strategies in their thinking An extensive and revised companion website that features reading and writing

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Resources in Education, 1997 Cornell University Courses of Study Cornell University, 2002 Reflective Teaching

James George Henderson, 1992 This book centers around the idea that teachers should inquire regularly into the learning patterns of their students their own professional growth and the reasons for everything that goes on in classrooms

Reflective Planning, Teaching, and Evaluation, K-12 Judy W. Eby, Edward Kujawa, 1994 Curriculum in Context Leigh

Chiarelott, 2006 CURRICULUM IN CONTEXT is a guidebook for teachers and curriculum designers who are preparing to write curricula for use in pre K through 12 classrooms and post secondary settings This text focuses on contextual teaching and learning CTL a system of instruction that enables students to find meaning by connecting the content of the lesson with the context of their lives The book s practical focus provides teachers and administrators with the concepts and skills they need to make curricular and instructional decisions appropriate for their schools and classrooms Author Leigh Chiarelott presents some of the most popular models for curriculum development beginning with the classic Tyler 4 questions and leading into more contemporary models such as Wiggins and McTighe s Backward Design Unlike other available texts CURRICULUM IN CONTEXT treats the principles of contextual teaching and learning as an integral element of the curriculum design process

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