Self-Reflection Worksheets

Learners will improve their ability to self-regulate through structured and reflective questions about learning.

Self-reflection worksheets are one page handouts with guiding questions for students focusing on the purposeful reflection of key strategies and suggestions for monitoring their learning. They take a small amount of class time to deploy and create a structured set of prompts for students to think about and discuss. If the worksheets are made with many of the essential questions, they can be reused with future classes. Try using three of four worksheets over the duration of a course or semester.
Class time  5 min for debriefing.

Prep time  10-20 min to debrief, discuss and deliberate student answers.

Steps
- Give students worksheet to complete over 1-2 wks (worth some marks)
- Worksheets marked quickly by teacher with some feedback
- In class, students discuss some worksheet responses (e.g., What went well in terms of learning? Why? What did not go so well? Why? How successful were you in completing your homework?)
- In class, review some of the key content and concepts students may have missed to reinforce learning

Class size  Works well for any class size.

Materials  Printed or digital versions of the worksheet. Sample questions might include: Part I Student Learning Goals: #1 Record your learning goals for the upcoming week. #2 Complete the reading assignment and guiding questions. #3 Study for the quiz at least 2 hours in quiet spot etc. Part II Review and Practice: Here you could include a few key questions from the concepts, content, vocabulary, knowledge etc from that past week for students to practice and apply new learning e.g., What was the main theme of chapter 3?
Too often students complete assignments without having the time or structure to reflect on the process that got them to the product, or even on the product itself. Several days after the completion of an assignment allow students to step back and evaluate what they have learned. The focus is on self-monitoring, self-analysis and self-evaluation. The student does not receive a mark for this task, but unless it is completed, they cannot receive their mark for their original assignment.
Class time  5 min.

Prep time  10-30 min to prepare the handout; 2-5 min to mark each task.

Steps
- Create a worksheet that has student questions such as: How long did you work on this assignment (or test)?, What mark do you think you'll get on your assignment (or test)? How long did you study for the test? What strategies did you use to study? What do you think you did the best? What do you think you didn't do so well? What changes or improvements might you do next time?
- This is completed the week following submission of part 1 of an assignment
- Discuss the answers students submitted on the worksheet either in class or with students individually to help them learn better.

Class size  Works well for any class size.

Materials  Printed handout.
You don’t want to do this for every quiz, but certainly for 2 or 3 quizzes over a semester students can help each other to succeed. If they are made aware ahead of time that they will be completing a quiz as a team, students may consider studying together. An added benefit for teachers is the reduction in the number of quizzes to mark.

After the team quiz, consider facilitating a discussion with students about how they approached the collaborative nature of the quiz and any suggestions they may employ the next time.
**Class time**  Quiz length (i.e. 15-30 min).

**Prep time**  Normal time to create a quiz; much less time to mark.

**Steps**
- Students are put into teams before the quiz.
- Teams work together using whichever strategy they feel will help them succeed (except cheating as a strategy!)
- After teams finish the quiz, the teacher could engage in a discussion with the students about what helped or hindered them in completing the quiz.
- In addition, after the quiz is over ask teams to predict their mark and explain why they arrived at that number.

**Class size**  Works well for any class size; teams of 3-4.

**Materials**  Quiz.
Interleaving is a way of studying where a student switches between ideas and does not study one topic for too long. For this activity, create an in-class assignment that switches between ideas or topics. While students are engaged in existing class activities, they are also working in small groups (2-4) to complete the interleaving assignment. Schedule several interleaving activities throughout a semester to allow students to work together to solve (and learn) challenging concepts.
Class time  The amount of class time you would give for a tricky assignment.

Prep time  The assignment should be difficult enough that students are challenged and must work together to figure it out. Ideally one student working alone would find it difficult to complete/solve. Ensure that the assignment includes different topics, ideas or content that students may not initially link together (you are creating an assignment that 'interleaves' different ideas/topics). These assignments can be an opportunity for students to see how ideas connect together.

Steps
Divide students into groups;
- First activity should explain what interleaving is and that it is a helpful way to study and learn material. Get students to brainstorm why interleaving is a useful way to study and learn.
- Hand out tricky assignment. Students may be frustrated at times but by working together, they overcome difficulties.
- Monitor conversations and discussions for teaching opportunities.

Class size  Any
Materials  Usual materials for class activities
In almost every class, new material is taught to the students. They are expected to practice the new material to become proficient. Rather than just assigning the new material, include older material to practice while doing recommended homework. This shows students the concept of interleaving, (switching ideas while studying), which lets the student make links and connections between topics.
**Class time**
5 min. When recommending what students should review, suggest they look for connections and links between the new ideas they are looking at and the older ideas that you are suggesting they review. Initially being explicit that they are to look for links and connections illustrates the importance of switching between ideas while studying.

**Prep time**
10-15 min. When determining what homework to assign, look back on previous material and ask: Is there another topic that you would like the students to connect to this topic? Would reviewing another concept or idea benefit the students understanding on this topic? Is there an important topic or idea that students have not looked at for a while? The answers to these questions will guide your selection for other work to recommend to students to read or practice.

**Class size**
Any

**Materials**
None
Teaching SRLS in Talking Circles

Use a daily check-in to get students thinking, enacting and following up on self-regulated learning strategies.

Using a talking circle or check-in format is an excellent way to get students thinking and talking about some of the most common problems they encounter when trying to learn course material. There are several reasons for this;

• Bringing up the issue in a group setting helps students identify whether they struggle with this issue and how it might affect their studying.
• They are able to discuss the issue and hear about other students’ struggles with the issue.
• Students are introduced to a strategy that can help with the issue and can talk about ways to apply the strategy.
• Students can set a goal for themselves around trying the strategy and report back to the group.
**Class time** 10-15 min  
**Topic** Dealing with Procrastination

**Steps** (use a slide show presentation)

- Slide 1: Do you procrastinate when it comes time to study or do assignments? What do you do instead? How do you feel when you are procrastinating?

- Slide 2: In a circle, ask students to respond to each question one at a time. Think about these questions as you view this video. Do you think this technique would work for you? Why or why not? How would you reward yourself? [https://www.coursera.org/learn/learning-how-to-learn/lecture/Dci3o/a-procrastination-preview](https://www.coursera.org/learn/learning-how-to-learn/lecture/Dci3o/a-procrastination-preview)

- Slide 3: Review responses in a circle. You need to complete Assignment X. Take 1-2 minutes to plan a time this week when you will practice this technique as you complete this work. Remember to plan for no distractions. Remember to plan your reward. We will check back in later this week to see how everyone did.

**Prep time** 1 hour  
**Materials** Slide show

Check out the video series for more SRL topics at [https://www.youtube.com/watch?v=RH95h36NChl](https://www.youtube.com/watch?v=RH95h36NChl)
Get Them Reading!
Ensure students complete their assigned readings.

Chunking reading material amongst a small group of students, then having them teach the content to each other, ensures that students are exposed to the reading components of their course.

- Amount of reading per student is reduced.
- Student teaching helps promote accountability and the necessity for deeper learning of the material (in order to properly present it).
- Student retention is tested with a quiz using student generated questions.
- Student teaching performance is evaluated using an anonymous summative feedback form.
Class time 30-45 min

Topic Small Group Reading Assignments

Steps

• Break students into small groups (3-4 students).
• Assign each group member part of a reading. Give them a minimum/maximum time limit for their presentation.
• Next class, each group member teaches their reading to their group.
• Each student also emails the faculty member three questions based on their reading.
• Have students evaluate themselves and each member of their group using an evaluation form.
• Give a quiz in a later class that is comprised of student-generated questions.
• Each student receives a grade based on their quiz score and the student evaluations.

Prep time 1 hour
The body of knowledge on any given topic is constantly shifting and expanding.

By allowing students to follow their own paths through the research labyrinth, we shift the focus of this journey from the accumulation of facts to the assimilation of knowledge.
Class time
1-2 hrs depending on class size

Topic
Open Ended Group Assignments

Here’s an example from the Culinary Arts program:

Students are presented with research about a topic (e.g., nutritional information for healthy eating). Then they are told that much of this information is based on outdated research or evidence (e.g., particularly in relation to new information about sugar, fat and calories). The class is split into three groups, and each group is assigned one of these topics. The assignment parameters are:

- Do research on current science in the topic area.
- Use legitimate sources (examples are given).
- Design a 10-12 minute presentation on the topic using any format.
- Develop two open-ended questions related to the topic that will be used to conduct small group discussions following the presentation.

The faculty member can contribute anything the group may have overlooked or missed during these small group discussions.
Retrieval Practice

Help students recall big ideas, systems or topics with this fun and easy visual activity.

Retrieval Practice is an excellent way to help students recall big ideas, systems or topics. Retrieval Practice works best when you allow students to refer to their class materials for accuracy as part of the activity. Doing so helps students to identify things they’ve missed. With these areas defined, students can work on building connections to help them better understand the content.
Class time  15-20 min.

Prep time  3-5 min to think about recall topic.

Steps
- Start the class by asking students to sketch what they recall about a particular topic they have been working on. Remind them to do this on their own and without referring to anything but their memory. (Let them create a doodle, diagram, word list, etc.)
- Ask students to refer to their course content to check for accuracy between their diagram and the content.
- Ask them to take note of any missed concepts.

Class size  Works well for any class size.

Materials  Access to course content, paper/pencil or markers/white board.
Retrieval Practice and Concrete Example

A 60 minute activity that has students working on their own, in teams and using memory and visual sketching to recall big ideas, systems or topics.

Starting with Retrieval Practice and adding Concrete Examples, particularly models that students create on their own, helps them connect to the content in a more relevant way. When both these strategies are combined, students have to work on their own and then in collaboration with each other to solve a problem or situation.
Class time 60 min.  Prep time 15 min to think about a topic to recall.

Steps (start with Retrieval Practice)
- Individual—have students sketch using memory a topic/concept/etc.
- Team—compare sketches, agree to one, combined, sketch 1 final.
- Team—ask students to add definitions/details/ideas in their 1 final sketch (to elaborate on concepts, important points, etc).
- Team—refer to course content to compare for accuracy. Take note of missed ideas.

Continue with Concrete Example
- Individual—students sketch out a main point or topic. Preferably something they’ve been working on that applies the course content to a project or assignment.
- Team—compare sketches, agree to one, combined, sketch 1 final.
- Team—ask students to add definitions/details/ideas or experiences in their 1 final sketch (to elaborate on concepts, important points, etc).
- Team—ask students to consider ways things repeat/overlap.
- Team—have students compare the first Retrieval Practice sketch with the Concrete Example sketch. Ask: what is different? Similar? Why?

Class size Works well for any class size, alone and in groups.

Materials Access to course content, paper/pencil or markers/white board.