

Reflection in SPHE

In this document, examples of a variety of formats for both student and teacher reflection are outlined for the purpose of highlighting the importance of maintaining a reflective practice in SPHE. Not only should reflection in and on learning be a part of what happens in the SPHE classroom, it is also a significant aspect of the SPHE Short Course, which recommends an ongoing reflection journal and places reflection centrally in process of the Classroom Based Assessment (please refer to the Overview of the SPHE Classroom Based Assessment document for further information on reflection in the CBA).

In SPHE, one of the most important skills that students develop is their capacity to reflect on their learning in the different strands and its meaning for them in their personal and social lives. The ability to reflect can be developed over time as students are encouraged to reflect regularly as part of their learning in SPHE.

Assessment Guidelines, pg. 10

Reflection Task

“For homework or classwork, I get students to write up a reflection journal. This is a section in their copy where each week they write about topics or tasks covered in class that are of interest to them. Reflection is based on guiding questions like:

- What are the main ideas you have learned from the topic studied?
- What did you think of this clip or article, did you like/not like it and why?
- What is your response/what would you do to respond to this issue?
- What skills have you developed during the class?
- What is the impact of the issue on your life or in the future?

These are also used for assessment/reporting purposes.

Questions to Prompt Reflection

- What is the most important idea from today’s discussion? Can you explain this concept in your own words?
- Could you say a bit more on that point? Can you explain a little more?
- What are the values or beliefs that inform this argument?
- What has influenced how you feel/what you believe about this topic?
- How do you think that this issue might be viewed by those with whom you disagree?
- Imagine how this might apply to another situation or problem?
- How do you know that? What has led you to that conclusion? Where is the evidence? Is it reliable? What do you think about the idea just presented by your classmate? Do you agree or do you see the issue differently? Explain.
- What are the assumptions that informed your thinking? What/who influenced your thinking?
- What might happen if...? What are some possible consequences of...?

Focus on Learning Toolkit, Effective Questioning, pg. 7

Reflection Formats

It is important to provide different ways of reflecting to ensure that students do not become weary of the process but are energised and enthused by it and see its value. Students can submit their reflections in a variety of formats including written, audio and video formats.

Assessment Guidelines, pg.11

During the project

What I find difficult is...

Where/who I can get help from...

I now need to...

The skills I have developed are...

Reflecting on My Project

After completing your project, now it's time to reflect on what and how you have learned. You may use the following prompts to help you:

- What surprised me was...
- What really made me think was...
- What I enjoyed most was...
- What I am most pleased with is...
- What still puzzles me is...
- What I would do differently next time is...

Tips for this section

- You can use your research notes, personal learning diary, or any other part of your project to help.

Encouraging Student Reflection

- Noting reflections on post-it notes at different intervals in the class.
- Keeping a reflective blog.
- Recording reflections on video or vlog.
- Taking a mindful minute at various stages throughout the class to encourage students to reflect.
- Peer observation (encouraging students to develop their reflective skills by reflecting on the work of their peers).
- Sketch Reflections- Encouraging students to use pictures & symbols as well as words to reflect.
- Students pick a song, poem or quote that reflects their thoughts or feelings about a particular issue- this encourages the student to identify with the thoughts & feelings in the poem, song or quote.
- Reflection break- students get 1 minute to quickly note down their thoughts and feelings about an issue. This could be done several times during a class.
- 3-2-1 Students write down 3 thoughts, 2 questions and 1 example with regard to a particular topic. This acts as a bridge between their prior thoughts and their new learning about that topic or issue.
- Breakout rooms online- students meet up in pairs or threes to share their reflections on a particular topic.
- Reflection snowballs- Students write a reflection on a piece of paper, then scrunch it up and throw it to the other side of the room. Each student then picks up a snowball, adds another reflection to that piece of paper and then crumples it up and throws it on again.
- Teachers can model reflective behaviour themselves or can share with students the way in which they reflect- this would be encouraging to students and would help them develop their own reflective skills.



Catherine O Connor,
Coláiste na Trócaire,
Limerick

Teaching students to reflect...

How are we doing?

Work either individually or with a partner and then discuss how well you have developed your classroom practice in developing students reflection skills.

Traffic light your responses to the questions below using this code:

Always



Sometimes



Never



I allow time for students to reflect on their progress at the end of a lesson/lessons.

☐
☐
☐

I encourage students to think about not only what they have learned but how they learned it.

☐
☐
☐

I encourage students to plan the next steps in their learning.

☐
☐
☐

I provide questions and tools to help students reflect on their learning.

☐
☐
☐

I use language associated with reflection in class, such as, 'let's pause to reflect on what you've just learned'.

☐
☐
☐

I provide opportunities for students to self-assess as part of the reflective process.

☐
☐
☐

I allow time for students to reflect on feedback that they receive from me and their peers.

☐
☐
☐

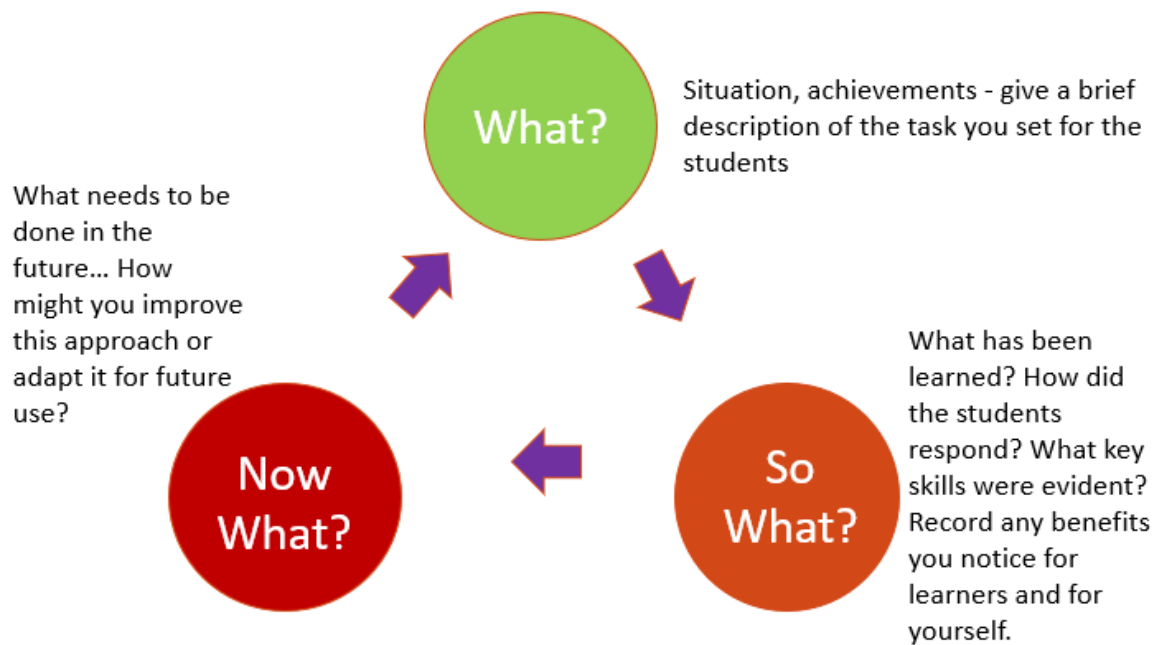
Sample Teacher Reflection Questions

Give a brief description of the task you set for the students

- How did the students respond?
- What key skills were evident?
- How might you improve this approach or adapt it for future use?

Managing Myself Toolkit, NCCA, pg. 39

Teacher Reflection Questions Applied to the Rolfe Model of Reflection



Rolfe Model of Reflection Rolfe et al (2001)

Further information on reflection can be found at the following links:

SPHE Short Course Assessment Guidelines [here...](#)

SPHE Short Course Specification [here...](#)

Focus on Learning Toolkit, Students Reflecting on their Learning [here...](#)

Focus on Learning Toolkit, Effective Questioning [here...](#)