

Midyear Reflection

ESTIMATED TIME

1-2 class periods

PREREQUISITES

- Students should have had much experience with the curriculum before this lesson.
- Camera with necessary video equipment.
- Completion of Lesson 24 *Video Skills and Podcasting* would be very helpful for this lesson.
- A review of Lesson 6 *Reflection* would be helpful at the beginning of this lesson.

RESOURCES AVAILABLE

- *Midyear Reflection Rubric*
- *Midyear Reflection—Peer Feedback*

ACROSS THE CURRICULUM

The operation of the videotaping equipment, practice with presenting, and self-reflection will help students develop practical skills, which will assist them in their general coursework.

LESSON GOAL

Create a culminating semester reflection using previous reflections and videotape it.

Essential Question

How does reflection impact my growth?

Student Expectations

1. Develop a summative self-reflection using reflective journal entries written throughout the semester.
2. Prepare a video presentation of the reflection using notes and rehearsal feedback.
3. Provide peer feedback to others during rehearsal of video presentations.
4. Write a reflection about the experience.

LESSON OBJECTIVES

1. Use journal entries to reflect on progress on skills and goals.
2. Prepare a formal reflection that is practiced and polished.
3. Constructively evaluate another's work.

RATIONALE

Reflection is a critical part of learning. In this lesson students use technology tools to create a midyear reflection that summarizes what they have accomplished so far in the year. To create the reflection, they review their journal entries, organize notes and rehearse and polish their presentations. In the *21st Century Skills* curriculum, students are expected to produce a midyear and end-of-year reflection each year. Periodic self-reflection helps students discover where they are, where they have been and where they are going. It helps them develop goals and gauge progress at key points in the year to evaluate progress.



Midyear Reflection Rubric



Midyear Reflection — Peer Feedback


PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Begin this lesson by handing out the *Midyear Reflection Rubric* to introduce the lesson and explain how students will be evaluated. Then ask students to describe the best and worst moments of their internship or school experience thus far this year. Allow this discussion to evolve a little bit before moving on. Then ask students what they have learned about themselves as a result of their experience.

ASSESSMENT

Discussion Participate in a discussion about experiences.

2. **INDIVIDUAL** Hand out copies of the *Midyear Self-Reflection* and *Midyear Reflection—Peer Feedback*. Have students use these documents and follow these steps to develop the scripts for their midyear reflections.



ASSIGNMENT 1

 - a. Review the questions on the *Midyear Self-Reflection* to prepare for the script.
 - b. Access previous journal entries. Take time to review/highlight them and take notes on relevant content. A review of note-taking skills may assist students.
 - c. After writing their answers to the four self-reflection questions, organize information onto note cards and place the information in a logical order. Label each card with name and number cards to ensure a proper order.
 - d. Write a draft of the script.
 - e. Practice the speech and rearrange, add, or change it until they feel comfortable with what they are going to say.

ASSESSMENT


Summative Reflection Script Write a script for a midyear reflection and rehearse it.

3. **PAIRS** Have classmates listen to each other's presentations and use the *Midyear Reflection—Peer Feedback* form to provide the student structured feedback to make improvements. Then have students use the *Sakai* Assignments Tool to submit their scripts for evaluation.

ASSESSMENT

Peer Feedback Provide constructive feedback for partner scripts.

4. **PAIRS** After your review and both students in each group are ready, they should schedule to record each other's presentation using the videotaping equipment. The videotaping equipment should be set up in a quiet area of the school with good lighting.



ASSIGNMENT 2



Student Pages

5. **INDIVIDUAL** After students are videotaped, the videos should be saved following the school's policy regarding saving, editing, and releasing school videos. When complete, have students use the *Sakai* Assignments Tool to submit their videos for evaluation.
6. **INDIVIDUAL** After review, completed videos should be accessible to students for uploading into *Sakai* for students, teachers, parents, and mentors to view. The school may do this for the student, or may elect to teach students how to do this procedure.

ASSESSMENT

Videotaping Produce a videotape of midyear reflection.

REFLECTION

Have students respond in writing the following questions.



ASSIGNMENT 3

Then have them use the *Sakai*

Assignments Tools to submit their reflection for evaluation.

- What did you learn about yourself by completing the midyear self-reflection?
- What is the value of a midyear self-reflection?

ASSESSMENT

Reflection Write a reflection paper on the value of self-reflection.

ASSESSMENT

Use the *Midyear Reflection Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule.

EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Ohio Content Standards Grade 10

English Language Arts Writing Applications

6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

Technology Grade 10

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Publication 1. Publish information in printed and electronic version, and select appropriate publication format (e.g., paper, Web, video).

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

In order to ensure success for all students, individuals on an IEP should be given additional time, as needed, or writing assistance on their reflections. In addition, students can rehearse their video presentation with the advisor or another adult before being videotaped.

GIFTED AND TALENTED

Gifted and talented students can be challenged in this lesson in a number of ways. They may be called upon to set-up, operate, and tear down all video-taping equipment. They may be asked to assist groups by giving feedback to multiple groups that will help those students give better presentations. Finally, they could be asked to assist with the uploading of videos to the computer network for sharing and dissemination into *Sakai*.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- This site from Student Action for Change outlines steps for leading a reflection session. <http://www.actionforchange.org/getstarted/howto-reflection.html>

BOOK SOURCES

Use this book to learn how reflection operates as students compose individual pieces of writing and become agents of their own learning through reflection.

- Yancey, Kathleen. *Reflection in the Writing Classroom*. Utah State University Press, 1998.