

ESTIMATED TIME

3-4 class periods

PREREQUISITES

- Lessons 6 *Reflection* and Lesson 25 *Mid-Year Reflection* are precursors to this lesson. The video that students produced in Lesson 25 will be reviewed in this lesson.
- Videotaping equipment will be needed.
- Students will need access to their journal entries from throughout the year.

RESOURCES AVAILABLE

- *Final Reflection/Portfolio Rubric*
- *Mid-Year Video Breakdown*
- *Final Reflection Questions*

ACROSS THE CURRICULUM

This lesson is an application of writing skills, which has connections to many different disciplines. Students can use the writing and analysis skills utilized in this lesson to help them become better writers and oral communicators. This lesson also encourages deep analysis from students, which will serve them well in all disciplines.

LESSON GOAL

Prepare a thoughtful video reflection of the school year.

Essential Question

What can reflection teach me about myself?

Student Expectations

1. Participate in a discussion about the value of reflection.
2. Complete the *Mid-Year Video Breakdown*.
3. Prepare your reflection for taping by reviewing previous reflections and by answering the *Final Reflection Questions*.
4. Practice performing the reflection with a peer.
5. Tape reflection.
6. Reflect on questions about the assignment.

LESSON OBJECTIVES

1. Reflect on the challenges and achievements of the year.
2. Give and receive constructive feedback.

RATIONALE

Students have performed frequent reflections throughout the school year, and this culminating assignment requires students to advance their skills in the following ways.

1. Use journal entries to gauge progress on skills and goals.
2. Review their mid-year reflection to gauge progress on skills and goals.
3. Prepare a formal reflection that is practiced and polished.
4. Provide and incorporate feedback into work.



Final Reflection/Portfolio Rubric



Final Reflection Questions



Mid-Year Video Breakdown

PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Hand out the *Final Reflection/Portfolio Rubric* to introduce the lesson and explain how students will be evaluated. In this lesson students will be reviewing previous reflections and analyzing their learning throughout the year, and producing one final reflection and videotaping for submission to their ePortfolios. Then have students discuss, in small groups, the role that reflection has played in their understanding. Have each group develop a list of three ways in which reflection can be used to increase understanding. Then have each small group share its ideas with the class as you or a student record the list.

ASSESSMENT

Reflection Discussions Participate in discussions about reflection.

- 2. INDIVIDUAL** Hand out the *Final Reflection Questions* and have stu-



ASSIGNMENT 1

ents review their journal entries from the second semester. Encourage them to highlight or underline key parts of their entries that will help them answer the questions. Have students complete the *Final Reflection Questions* and use the *Sakai Assignments Tool* to submit them for evaluation.

ASSESSMENT

Final Reflection Questions Answer reflection questions by reviewing journal entries.

- 3. INDIVIDUAL** Have students review their mid-year reflection videos. These videos should be available to the students via *Sakai* or the school's network directory. Give students appropriate directions on how to access these videos. Then have students follow these steps.
 - Use the *Mid-Year Video Breakdown* to analyze your mid-year video and plan for your final reflection.
 - Pay particular attention to the goal you set mid-year and reflect on these questions.
 - Did you achieve your goal?
 - If so, how did you do it?
 - If not, then why did you not achieve it?
 - Use the answers from the *Mid-Year Video Breakdown* to develop one note card per question.
 - Use the note cards to practice your final reflection.

ASSESSMENT

Mid Year Video Review the Mid-Year Video and use it to prepare for the Final Reflection.

- 4. PAIRS** Have each student partner with another student to rehearse, prepare, and videotape the final reflection. Allow 20 minutes to videotape



ASSIGNMENT 2



Student Pages

- final reflections for two students. Have them follow these steps.
- Rehearse twice before shooting the video. Have your partner review the first rehearsal and provide feedback based on the issues in the *Mid-Year Video Breakdown*.
 - Incorporate your partner's feedback into the second rehearsal.
 - Schedule a time with your teacher to arrange equipment and a time for your videotape sessions.
 - Use the **Sakai** Assignments Tool to submit your video for evaluation.

ASSESSMENT

Video Taping Rehearse, prepare, revise, and produce a final reflection on videotape.

REFLECTION



ASSIGNMENT 3

Upon completion of the assignment, students should reflect in writing on the following questions. When finished, have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.

- After viewing your newest video, what do you feel you improved upon?
- What do you think you still need to work on?
- Describe your preferred means of communication (talking, writing, email, etc.).

ASSESSMENT

Reflection Reflect in writing on the video reflection.

ASSESSMENT

Use the *Final Reflection/Portfolio 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.

Ohio Academic Content Standards

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).

English Language Arts

Research

7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

Speaking Applications

6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.

7. Vary language choices as appropriate to the context of the speech.

8. Deliver informational presentations (e.g., expository, research) that:

- a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
- b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
- c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);

9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students on IEPs may need additional time or assistance on this assignment. Teachers may choose to partner IEP students up with high achieving students who can help prepare these students for the written and spoken expectations for this assignment.

GIFTED AND TALENTED

Gifted and talented students can be challenged in this lesson by being encouraged to extend their thinking on the written and spoken submissions of this assignment. This may include, but is not limited to, asking students to analyze their learning more deeply (utilizing Blooms Taxonomy) or by writing more broadly (i.e. across multiple journal entries, rather than just one in particular).

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.