

05. Reflection as part of the ePortfolio

What?

(Critical) reflection is the active process of examining, considering, and questioning learning experiences or situations while drawing from multiple perspectives and content knowledge.

When?

Over the semester

Students reflect continuously during the learning process and while creating their ePortfolio.

Beginning



Option 1

before/at start of each lecture
during the lecture
after/at end of each lecture

Option 2

after/at end of a learning unit

End of term

Retrospective reflection

Students reflect retrospectively on the learning process and result, justifying why these artifacts have been chosen and how they demonstrate the achievement of the intended learning outcomes.

Beginning



End of term

retrospective reflection

Why is reflection important?

Reflection is key to deeper learning. Students are encouraged to think about their own learning, critically evaluate it, and consider how they might transfer their knowledge to other (future) contexts.

Key points (4 Cs)

continuous

Reflection is an ongoing and dynamic process that should take place regularly during the semester. To provide continuity and structure for a learning experience or situation, reflection usually occurs before, during, and after the experience.

connected

Good reflective practice should encourage students to make connections between what they're learning and other areas of academic or professional development, including first-hand experiences.

challenging

Reflection should challenge students to see issues in a new way, (re)consider their approach, raise difficult questions, and identify possible improvements. It's important to find the right balance between challenging your students (e.g., to take risks) and providing enough guidance and support.

contextualized

The form/s and processes of reflection should mirror the context of your course and learning outcomes your students aim to achieve. Is written reflection a good fit when the final assessment will be a presentation?

(Adapted from Eyler, Giles, and Schmiede 1996 with additions by the authors)

How can you integrate it?

Reflection doesn't come naturally to many students. Like with anything new, it requires guidance and practice. We invite you to use the guiding questions below from the **STAR method** or **5 Rs** to help students structure their reflective work. They can reflect on the course overall (e.g., challenges they encountered), specific situations, or learning experiences

while integrating course content as evidence to demonstrate what they've learned. Both methods keep their responses focused and helps you design a clear rubric that can make grading (and giving feedback) easier. The key criteria of the rubric can also be adapted to adjust for deeper critical reflection according to the level of your students.

STAR Method

Situation	What's a (challenging) situation that you were involved in where the outcome was positive (or negative)?
Task	What was your role in the situation? What were you tasked to do?
Action	What did you do to overcome this new or challenging situation? Why?
Results	What were the effects of your actions? What did you learn? What would you do differently in the future?

Examples

Retrospective reflection

- **S:** What content was difficult for you to really understand?
- **T:** What could have been the reason for this?
- **A:** What did you do to overcome this learning hurdle? Why?
- **R:** What were the effects of your actions? What did you learn?

TIP: You can combine retrospective reflection with reflective work over the semester and mix and match questions from the **STAR method** and **5 Rs** to suit the context of your course.

5 Rs

Reporting	What's a situation that you were involved in where the outcome was positive? Or what's an example of an issue that became a challenge?
Responding	What observations, questions, or opinions do you have in response?
Relating	How does the situation or issue relate to your skills, knowledge, or professional experience? Have you seen this before? What skills or knowledge can you bring to handle this issue? What limitations might you see?
Reasoning	What key factors underlie the situation or issue? What relevant theory and literature can you reference to demonstrate your understanding and support your reasoning?
Reconstructing	How would I handle this in the future? What options might work and why?

(Adapted from Bain et al. 2002 and Ryan 2013 with additions by the authors)