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The ability to reflect on one's own learning is a foundational skill, but there is limited empirical research on how to engender that skill. Our work evidences three distinct ways to support students to participate in and value self-reflection. These examples - **community life-writing**, **reflective journalling** and **culturally-based pedagogical reflection** - show what that looks like in practice.

Approach – In a course focused on the study of life writing with a varied international cohort in Europe, celebrating students' differing approaches produced valuable learning opportunities, not only in formative assignment but in the classroom environment. For example, one of the texts we discussed was a form of life writing from South America, a testimonio. This particular form can be used to describe shared histories of a community, rather than an individual's life narrative. A Colombian student was able to explain the use of this form from their perspective, that it comes to stand in for the individual even though it is a collective reminiscence. Students from other cultural backgrounds were able to respectfully challenge this perspective, drawing upon examples from their own lives to compare interpretations.

Ingredients – Building trust between students and staff. Formative reflective assessment valuing students' prior knowledge and their own experiences.



Heather Ball

ballh@stjohns.edu,

Lois Burke

l.m.burke@stir.ac.uk

Kate Simpson

kathryn.simpson@glasgow.ac.uk



Approach - With an almost entirely ESL Masters cohort in England of over 150 students, unassessed journaling was used to get the students to reflect on their own practice repeatedly throughout the term. This led to a reflective graded essay in which they wrote about their experience of group work. The allocated writing time in class and the ability to read their own reflections months later supported students to acknowledge their own growth and success. It was noticeable how much kinder students were to themselves and their colleagues when they actively tracked their feelings during term-time. This activity involved continuous reinforcement of student and staff trust by repeatedly elucidating value in the method.

Ingredients – Digital log that only students and class leads can access (found in most LMSs). Regular short blocks of protected time for students to journal during teaching (for example 10 minutes every 2 weeks).



Radical Listening and Dynamic Reflection: Eliciting the student voice in Diverse classrooms

Approach - In a first-year seminar at a university in the most ethnically diverse county in the US, the Broadway show Hamilton and the genres of rap and hip-hop were used as a lens to interrogate revolutionary immigration to America and then juxtapose it to the contemporary immigration environment. By using mediums that the students were familiar with from their personal lives and could connect to culturally, the class content was presented to them in a way that allowed for smoother engagement with the material than then provided deeper learning. It also helped them to inject their cultural experiences and knowledge into the course content in a way that may not usually be available to them.

Ingredients – Fun group assignments based in the student's lived experiences using technologies and practices that students already engage in. The above example showcases one group's work when asked to use the Hamilton and Burr duel correspondence to create a Twitter feud (popular at the time) that had to incorporate direct primary source material.



All human beings, even **students**, exist in multiple, disparate and contrary states of being at any given time, **even in the classroom**, and those complex lived experiences **are distinct**. Radical listening is driven by positive intention – you must find ways to listen to your students that is on their terms. Students need space to be their multiple selves, we know that proactive dynamic reflection gives students the space to acknowledge their own success.