

# Role of Teachers for using Reflective Cheat Sheet

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## ABSTRACT

The world is becoming complex; with the Internet of Things, AI, and social media, a vast amount of information is becoming available at the tip of our fingers. To match pace with this rapidly changing world, we need to constantly rethink, switch directions, and change problem-solving strategies. So there is high need to develop reflective thinking among students. This will help learners become critical of the events around them and the information they receive and develop strategies to apply new knowledge to the complex situations in their everyday-life. This Paper describe about the Role of Teachers, Reflective Cheat Sheet & also how it is useful to develop reflective thinking in student.

**Keywords:** Reflection, Role of Teachers, Reflective Cheat Sheet

*"It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalizations or concepts can be generated. And it is generalizations that allow new situations to be tackled effectively."*

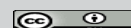
— Gibbs (1988) in *Learning by doing: a guide to teaching and learning methods*

The world is becoming complex; with the Internet of Things, AI, and social media, a vast amount of information is becoming available at the tip of our fingers. New knowledge is being created and information is rapidly changing. What was relevant yesterday, might not be relevant today. To match pace with this rapidly changing world, we need to constantly rethink, switch directions, and change problem-solving strategies. Thus, it is becoming increasingly imperative for us to develop reflective thinking among students from early on. This will help learners become critical of the events around them and the information they receive and develop strategies to apply new knowledge to the complex situations in their everyday-life. Reflective thinking,

also known as reflection, is a critical thinking process that refers to the processes of analyzing and making judgments about an event that the learner has witnessed and experienced. Dewey (1933) suggests that "reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. "During learning scenarios, learners are aware of and in charge of their learning by actively participating in reflective thinking - examining what they know, what they need to know, and how they bridge that gap. It is a meaning-making process that leads a student from one experience to the next with a better grasp of how it relates to and connects to other concepts and experiences. Reflection is the instrument by which experiences are translated into dynamic knowledge. Including reflection in the learning process has many benefits in terms of the development of an

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individual's dispositions towards situation analysis, problem segmentation, solution analysis, and conclusions.

## Advantages of reflection in the Learning Process

1. **Analysis capacity:** Reflective individuals can define & analyze their experiences more clearly. They find it easy to interpret situations in a profound way to reach a clearer conclusion.
2. **Active listening:** A reflective person is an active listener as he or she is aware that through the discourse of others, valuable information is obtained from which an analysis can be made.
3. **Observation skills:** Reflective individuals are more observant of their surroundings and see all the experiences as meaningful experiences.
4. **They are patients:** Reflective people are patient and know that acting impulsively would be counterproductive to their interests. Reflective people do not usually act at the first sign of change, but take the time to obtain as much information on the subject as possible to allow for reflection or analysis.
5. **Managing emotions:** A reflective person has good handling of his/her emotions since he/she can reflect on them. They are self-aware, practice self-regulation, and show a high level of emotional intelligence.
6. **Evaluate pros and cons:** Reflective individuals know how to discriminate between the pros and cons of the situations that occupy our analysis. Therefore reflective people are rational decision-makers and reach a better conclusion.
7. **Planning skills:** Reflective people know how to structure and organize their experience in a way where every detail counts. Reflective people plan based on the information they have to see how their reflection can be shaped, or whether new information on the subject of analysis is needed.
8. **Objectivity:** Reflective individuals practice introspection and are aware of their biases.

Furthermore, they are capable of viewing a situation independently of their biases and thinking objectively.

9. **Internalize learning:** Reflective individuals internalize experiences significantly. This gives them adequate learning about the event they have experienced.

The reflective cheat sheet tool enables the teacher to structure students' reflection process by dividing the reflective practice into three parts namely, tactile, strategic, and takeaways. This kind of scaffolding in reflective thinking gives students' thoughts a direction on what to consider while engaging in reflection. In short term, the tool will help learners engage with the experience in the following ways:

- ☐ Rethink about the experienced event/activity objectively
- ☐ Rethink about their responses during the activity
- ☐ Understand their own thinking and learning strategies
- ☐ Identify new knowledge from the experience and link it to the prior understanding,
- ☐ Develop novel strategies that they can employ in similar situations

## Reflective Cheat Sheet: What is it?

Students around the age of 15 will be able to transfer meta-cognitive skills learned in one task or domain to new tasks or domains with growing ease. Therefore, it is essential to guide students through reflective cues. A reflective cheat sheet is a pedagogical tool that consists of questions that encourage reflection among students after a high-impact experience. It can be used for secondary school students (classes- 9<sup>th</sup> to 12<sup>th</sup>) so that they can become reflective practitioners. *The pedagogical tool aims to foster secondary school students' analytical and critical thinking skills.*

A reflective cheat sheet is a pedagogical tool that will scaffold the learning of reflective thinking skills for students. The tool can be administered after a high-impact activity to help the learners consolidate their learnings from the activity.

## Components of Reflective Cheat Sheet

**Tactical:** This is the first element of the reflective

cheat sheet. The questions under this category encourage the learner to identify a moment in the High-impact activity that created feelings of disquiet or confusion or by a sense of wonder and awe in them. The questions that can be asked under this component are:

- ☐ Identify something you experienced or observed during the activity that surprised/shocked/baffled you?
- ☐ What happened [respondent's observations about the event]?

**Strategic:** This component of the reflective cheat sheet prompts the learners to analyze the causes of the incident that they identified in the tactical component of the tool. The questions that can be asked in this part are:

- ☐ What actions [of the learner and other participants] explain the causes and effects of the incident?
- ☐ What change in the actions [of the learner and other participants] would have prevented the incident from happening?

**Takeaways:** This element of the reflective cheat sheet encourages the learner to identify their learning from the experience. This also prompts them to think about ways in which they can apply their learning to the new experience. The questions that can be asked in this part are:

- ☐ What kind of improvement do you see in yourself after the activity?
- ☐ Have any of your previous beliefs about this issue changed?

## Expected outcome of the Reflective Cheat Sheet

**Expected outcome of the tool:** Students engage in introspection & reflection on their behavior, attitude & action during High Impact Activity.

**Allocated time: Two Sessions** (First for High impact activity and Second for Reflection).

**Setting, place layout:** The teacher can select two different places for the tool administration. The first place can be selected based on its appropriacy to carry out a high-impact activity. The second-place can be any space that is peaceful and where students will feel safe to introspect.

**Necessary materials:** High impact activity, Reflective cheat sheet, Student and Teacher.

**Number of Participants:** The teacher can independently conduct and observe a high-impact activity of 20 teens and thereafter administer the reflective cheat sheet. The teacher can also include a supporting teacher and extend the number of students in a high-impact activity to 40 teens.

## Steps of the implementation

The tool can be administered in three steps namely: 1. Orienting the students about the goal of the activity, 2. Exposing students to the high-impact activity.

### 1. Orienting the students about the goal of the activity:

- ⊙ In this step the teacher can talk to students about:
- ⊙ What activity are the students going to participate in?
- ⊙ Why are they participating in the said activity?
- ⊙ What does the teacher expect from the students during and after the activity?
- ⊙ What points should the students consider while engaging in the activity?
- ⊙ What is reflection?
- ⊙ Give examples of reflective thinking by demonstrating it?
- ⊙ Explain the tool reflective cheat sheet?

### 2. Exposing the students to a high-impact activity:

A high-impact learning activity is a hands-on experience in which students are encouraged to apply their higher-order thinking skills. A high-impact activity should encourage the student to brainstorm, strategize and execute their plan. Some of the high impact activities that the teacher can organize for the students are:

- ⊙ **Classroom Discussions**
- ⊙ **Role Plays**
- ⊙ **Group tasks**
- ⊙ **Games and Simulation**
- ⊙ **Situation analysis tasks and Case studies**

- ☉ Story Telling
- ☉ Debates

## Role of Teachers & Students

### 1. Role of teachers

In the reflection process teachers' and students' role is most important. During classroom transactions, for better learning, the teacher has the role of:

*Orienting students about the aim of activity being conducted. Teachers have to designing high-impact experiences that engage students in brainstorming, production of ideas, articulation of ideas, argumentation, refutation & consolidation. These high-impact experiences can be anyone out of the ones described above. Moreover, as part of pre-instruction planning, teachers should prepare and provide a rubric to the students. The rubric should be framed according to the learning objective of the high-impact activity and reflection. This will enable teachers to facilitate the learning of the students in the way they want.*

During the high-impact activity, teachers' role is facilitation and continuous monitoring. During reflection activity, the teacher's role is to encourage students to express views and ideas clearly. The teacher also should provide clarification to the students if any question of the reflective cheat sheet is unclear. After the reflection activity teacher's role is to provide qualitative feedback to students on their performance on the high-impact activity and how can they make their reflection better.

### 2. Role of students

The pedagogical tool "Reflective cheat sheet" allows students to see the importance of their own learning process. Students can learn about how they react to situations, what they did well, where they failed, where they need improvement, what they want to learn more, what they would change if given another opportunity, and what change do they see in themselves after the activity. Students' role in this tool is of an objective observer, a rational critique, and an active participant. Before the activity, students should go through the rubric for the activity provided by the teacher to give higher selective attention to some aspects of the high-impact activity over others. During the activity, students need to be self-aware of their

feelings, emotions, responses, and actions. This will help them reflect after the high-impact activity. During the reflective process, students should try to articulate their thoughts coherently and clearly. Students can and should seek the support of the teacher whenever they are doubtful about any aspect of the activity.

## CONCLUSION

Reflection is a meaning-making process that allows a student to move from one experience to the next with a better knowledge of how it connects to and interacts with other concepts and experiences. Reflective thinking skills are one of the most important skills in the present world. With information overload, misinformation, disinformation, and new information being generated every day, it is essential for all individuals to make rational choices. Reflective Cheat Sheet is used as a pedagogical tool that helps the learners become self-aware and fosters their analytical, creative, and critical thinking skills. The tool can be used in any context – online or offline – and can be modified as per the level of the learner. The tool helps the students become life-long learners who imbibe best from each experience.

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