

# How Reflective Enhance Education Learning

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## Abstract

**BACKGROUND:** Reflective is an important part of learning, especially in how students understand knowledge from their peers, parents, or teachers. The results of our reflective transformation for the learning community, the community itself, and their reflective practice discuss how reflective learning and the development of one's professional identity through reflection are linked.

**OBJECTIVE:** This study aimed to know how reflection is one of the most effective techniques to enhance learning, establish critical thinking skills among students, and explore how reflective learning can be practised in the new norm.

**CHALLENGES:** Various studies show that reflectiveness helps their study, but the most challenging is how to adapt to the current situation in the new norm.

**DISCUSSIONS:** Develop higher individual cognitive processes and activities focusing on identifying problems and solutions, making comparisons and contrasts, making claims and validations, and determining goals, actions, and outcomes. Reflection writing offers various advantages in the classroom, including assessing the current state of information received in a specific course and assisting students in becoming more self-reliant learners.

**CONCLUSION:** Active, reflective practice will develop higher cognitive processes and trigger individual activity focusing on finding problems and solutions, comparisons and contrasts, statements and validations, goals, actions, and outcomes. Participants said that reflection was a highly useful tool for identifying strengths and flaws, as well as for improving and evaluating activities. It has also been noted that reflection is important in examining students' experiences and assessing themselves. Most importantly, it will assist us in correcting our own errors so that we do not repeat them in the future, especially given the new norm.

**Keywords:** reflective, learning, self-assessment, education, education technology

## BACKGROUND

Reflection is a crucial part of learning in Vygotsky established by[1]. It is a technique that encourages students to pause, consider, and reflect. Following from there, learning to reflect and develop a meta-awareness via reflecting on one's actions,

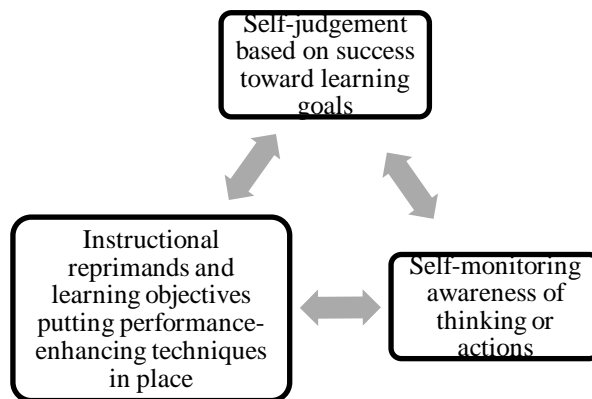
feelings, and thoughts leads to critical thinking[2]. Students must use critical self-reflection to alter their learning. Moreover, [3]said that reflective writing ideas are one way for educators to incorporate the practice of reflection into our diverse academic contexts. If learners learn to reflect in physical education, they can use similar reflecting skills or concepts in language arts.

Reflective practice is a relatively new concept in education. According to[4], the idea of reflection is strongly connected to the suggested learning theory. Reflective thinking is essential as a teaching technique and as an educational purpose. It helps us understand who we are when we behave, according to the researcher[5]. Both Kolb and Bloom asserted that reflective observation is essential and that synthesis and self-development learning differs from the accumulation of objective information and facts in a lesson. Lastly, as per[6], when learners participate in self-assessment, they give themselves frequent and detailed input to assist them in learning more efficiently. They also communicate and share what they understand with classmates, parents, and instructors. Students expand their comprehension by reflecting on their learning. Here is a list of the meanings of reflection:

- Ongoing analysis of teachers, self-awareness, attitudes, beliefs, future and past behaviours in and outside the classroom, as well as political, historical, and socio-cultural variables from the school context, is a reflection.
- It is a method for teachers to become more aware of and understand their own teaching ideas and practices.
- It's a never-ending, circular mental exercise that takes a lot of time and requires a supportive setting.
- This is a strategy for educators to build critical awareness to confront reality and successfully deal with challenges (which include upcoming issues).
- It enables educators to expand their tactical options, becoming more adaptable and spontaneous in their teaching.
- It allows teachers to serve students better.

**THE IMPORTANCE OF REFLECTIVE IN EDUCATION**

Self-assessment is another important factor that has been extensively studied by research. While many academics aim to create learning opportunities in the classroom that fit constructivist learning ideals, this concept is often overlooked in the design and execution of evaluation tasks[3]. Self-assessment, on the other hand, is not a method by which students determine their grades. The temptation to inflate a summative self-evaluation when students are expected to formatively self-assess is sometimes too strong. Self-assessment does not occur once a student has completed an assignment and is ready to submit it to the final class[7]. Student reflection is considered an important tool in the learning and teaching process as it increases students' learning awareness and encourages them to take con



ontrol of their learning.**Figure 1: Student Self-Assessment Cycle**

Figure 1 shows self-assessment as an ongoing process with three interconnected elements: self-monitoring, self-assessment, and identifying and implementing appropriate instructional changes[7]. Learners recognize their learning performance and strategies, offer remarks depending on well-defined standards and criteria, and choose subsequent actions or plan to improve their performance.

Student self-assessment helps classroom teachers understand which metacognitive tactics to utilize and when to apply them. These skills are learned when teachers and students create clear learning goals and evaluate standards that allow students to appraise their work. Students become more connected and devoted to the learning goals as a result of these approaches because they actively participate in the learning process. Teachers must learn to scaffold and model goal setting, evaluation, approach adjustment, and reflection to pass on the evaluative obligations to their students through student self-assessment[8]. Educators have a difficult predicament when it pertains to conducting self-evaluation with learners, particularly those taught in a teacher-centred classroom. Rolheiser’s model in [3]established four phases of student self-assessment (see Table 1)

Table 1

**Growth Scheme for Teacher Implementation of Stages**

Stage 1 Implementation level	Developing criteria	Teaching students on how to implement criteria	Equipping students with feedback on the criteria implementation	Setting learning strategies and goals
Stage 2 Beginning	Students were given criteria to respond to	Students are provided examples of how to apply the criteria they are given.	Teacher provides feedback	The teacher determines the strategies and goals
Stage 3 Intermediate	Students select criteria from a list of choices	The teacher describes how to utilize criteria.	Both the teacher and students presented feedback.	The teacher provides a menu of strategies and goals
Stage 4 Full	Students come up with criteria	The teacher demonstrates how to apply the criteria.	Teacher engages Students in justifying their feedback	The student constructs the goals and strategies

A Rolheiser model is an effective tool for determining how frequently teachers employ self-assessment with their learners and whether changes are needed to improve the process[3]. When it comes to domain knowledge, metacognitive knowledge, attitudes about self and tasks, or cognitive strategies and tactics, evaluating Rolheiser's scheme feedback is information that a learner may use to confirm, add to, overwrite, tweak, or rearrange information in memory[9].

Critical thinking is inextricably linked to the habit of contemplation[10]. Its origins as an idea may be traced back to the new norm. Critical thinking is becoming increasingly crucial in today's society due to the modern world complexity and its increasing needs. Learners must build abilities and techniques that will enable them to operate in complex scenarios encountered in various job environments. Learners who

use reflective thinking can connect existing knowledge to new information and use a variety of learning strategies to complete various tasks[11].

Furthermore, [9]claim that tasks are one type of educational activity that can assist students in enhancing their critical thinking abilities. Likewise, [12]describe it as the process of intellectual discipline to actively and skilfully contain, application, analysis, synthesizing, and/or evaluation information received from, or created by, observation, experience, reflection, reasoning, or communication as a guide to behaviours and beliefs. Also, [9]presented a framework for projects, including critical thinking. Critical thinking is a valuable talent that should be taught in every class. Moreover, it should be supported and reinforced in all aspects of student learning.

### **CHALLENGES ON REFLECTIVE IN LEARNING**

This field has seen a lot of research. One of them was carried out by [3]with students from SEEU's English Language & Literature Department. In this study, 65 people took part. All of them were second and third-year English Language Department students. Student interviews and questionnaires were implemented to gain data. Learners have favourable attitudes toward self-assessment, as per the findings of the data analysis, because it boosts their willingness to learn. Most importantly, students said it helped them enhance their critical thinking capabilities. Teachers usually create criteria for self-assessment in the classroom, and learners have self-assessment experiences in the classroom. Teachers gave feedback the majority of the time.

The incorporation of reflective learning helps individuals become more sensitive to the importance of facing the issue of sustainability of new norms. The impact of extracurricular volunteer activities in Tangier, Morocco, on the development of student reflection in Spanish institutions was studied in this investigation. Furthermore, the aim of this investigation was to examine learners' key reflections on experiences and then look at students' assessments of how important it is to participate in those experiences to foster reflective learning. Twenty-three students who engaged in the volunteer activity were interviewed in-depth. In addition, a descending hierarchical classification (DHC) and a constant comparison analysis were performed on the data[13]. This study demonstrated the importance of voluntary extracurricular activities in creating reflections, which led to changes in students' beliefs, attitudes, and everyday behaviour, resulting in long-term sustainability. As a result, it was deemed critical that students participate in social projects and that they do so with classmates and professors who could provide a supportive and trusting environment.

Apart from that, [8]conducted research at Urmia University and Tabriz Islamic Azad University in Iran. The investigation's main purpose was to examine the attitudes of a group of men and women college EFL students about self-assessment. To uncover these difficulties, the researchers employed a student questionnaire as well as a pre- and post-test. The study's findings revealed that students had good attitudes about self-assessment but that evaluating their work and using rubrics is the most difficult aspect. According to the findings of[8], when self-assessment is compared to peer-assessment in regards to their impact on learners' course performance ratings, the latter proves to be more important. Finally, another study was conducted in the Czech Republic with six native-speaker trainees enrolling in a four-week TEFL course. The study respondents' post-lesson feedback sessions were recorded, and indications of reflection were observed. The study discovered that those who freely reflected on their lectures were more likely to perform well on the course; nevertheless, there was no significant link between reflection and progress. According to the findings, the most plausible source of course enhancement was a deeper and more genuine reflection. Since reflection is an essential element of introductory teacher training, it should be introduced into these programs in a fresh perspective. Video recording observations

and reflective journals, according to research, can be utilized to improve the reflection process[14].

### **DISCUSSION ON REFLECTIVE IN EDUCATION**

Reflective journals, according to earlier research, are students' learning experiences and personal reflections. Reflection is one of the essential transferable skills in lifelong learning, and it has an impact on personal and professional development. Students were required to write down their learning difficulties, strategies, and new information. The art of reflection has been shown to assist learners in developing their critical thinking abilities, enhance meta-cognition (thinking about one's thinking), and prepare for assignments and exams. According to the journal entries, learners are eager about producing a reflection journal and sharing their experiences as well as the tactics and skills they employed to learn about a variety of course topics[15]. There are numerous advantages to using reflection papers in the classroom. Students have a favourable attitude toward self-reflection and self-assessment. By employing these tools in learning, people can recognize the current condition of information obtained in a specific course. They can become more self-reliant as a result of accepting responsibility for their academic performance. It's also great for helping students improve their critical-thinking abilities. One of the most significant components in success is the development of metacognitive skills through reflection[16]. Finding out how others perceive you is also important. Personal action, ideas, and feelings are the focus of inner reflection. Outer reflection focuses on processes and events that occur in the outside environment.

There is enormous pressure in the current high-level accountability norms to concentrate solely on student achievement and limit how much self-assessment is taught, experienced, and encouraged. Every educator can emphasize the importance of self-assessment. Teachers can always find new ways to help students. This includes discussing new initiatives with colleagues to get feedback, checking, framing, and solving dilemmas while doing activities, keeping journals to track individual learning, and taking responsibility for their professional growth. [15] also suggest that teacher to should sincerely accept students as they are and respect the opinions expressed.

The importance of self-evaluation is supported by significant theory and research, as previously stated. Learners will demonstrate greater performance and considerable motivation when they develop objectives that help their expanded knowledge, establish criteria, self-evaluate their improvements toward learning, reflect on their learning, and design methods for additional learning . Those actions are almost guaranteed to result in two important outcomes: increased learner self-efficacy and confidence in their capacity to learn, as well as high accountability exam results.

### **CONCLUSION**

According to the results of this investigation, reflection is one of the most effective approaches for improving learning and developing critical thinking abilities in students. It encourages individual-centred reflection on improving the learner's involvement, resulting in deeper learning outcomes. Students are enthusiastic about creating a reflection journal, but they want some basic instruction on doing it appropriately[17]. Students appear to utilize this time to reflect on their learning experiences, abilities, and a variety of learning techniques that they are presently employing or may employ in the future. It was also remarked that it is an outstanding classroom tool. Students may use reflections to ponder upon and reflect on their learning, as well as to write down any barriers they may encounter. In addition, the debate revealed that reflection writing offers various advantages in the classroom, including assessing the current state of information received in a specific course and assisting students in becoming more self-reliant learners[18]. Participants said that reflection was a highly useful tool

for identifying strengths and flaws, as well as for improving and evaluating activities. It has also been noted that reflection is important in examining students' experiences and assessing themselves. Most importantly, it will assist us in correcting our own errors so that we do not repeat them in the future, especially given the new norm.

Finally, learners were able to articulate their thoughts, opinions, and feelings about learning while writing a reflection, according to Marzano's Taxonomy [3]. They could monitor and assess their development throughout a course, as well as understand, evaluate, and apply new content, as demonstrated above. In the second interview, the respondent stated, "I am now able to identify meanings for some concepts and develop connections with new material after multiple classes." It is clear that the reflection aided this student in keeping track of and evaluating his own progress. Students develop higher cognitive processes and initiate individual activities focusing on problem-solving, comparison and contrapositions, statements and confirmations, purpose, action, and result when they engage in active, reflective practices.

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