**100 DAYS OF REFLECTION**

Journal Club  
11-01-'22

**RELATING TOPICS**

4C/ID model; with the note that it is a fairly 'technical' approach to reality. Four Component Instructional Design (Vier Componenten Instructie Ontwerp) (Van Merriënboer 1997)

Trends in self regulation (conference 2017)-> speaker ML Nugteren

Peer Review; How do you evaluate yourself/ your peers.

Formative feedback;
Learning from examples (Alexander Renkel). Use a good example together with an assignment. What do students think about why it is a good example for instance.

**EXAMPLES SHARED TO PRACTICE REFLECTION**

Giving feedback to students via a reaction video (frame in frame) in such a way that they have to watch their own presentation. (might be confronting but definitely useful)

Let students make a 'making of'. How did you approach it?

Ask questions like: what do you want feedback on, why?

What is still missing according to you?

What are you satisfied with?

What should I leave out in my feedback (what are you still working on? What does still needs attention?)

Let students make a self assessment before they come to you. And ask them about their findings based on the self assessment.

Make sure students use available 'benchmarks' (rubrics/ peers/ different perspective). Suggest to students to look at their own work with a rubrics next to it and let them do that together with a peer.

Asking questions like: Can you explain how this task is different from previous tasks you performed. This helps student's understanding but does not provoke elaboration or collaboration.

If you have a student handing in work that is not matching the requirements you might want to think about sending it back with the question to first have a closer look themselves (with a check on the actual assignment) before handing it in and receiving feedback.

Use examples in a way that they contribute to the 'thinking process' instead of copying and reproducing.

**IDEAS TO GO FORWARD**

Help students to go to a deeper level of understanding. Help them to really look.

What are cues Lecturers can use to identify 'not understanding'

Quality of the conversation might be defining the quality of the learning. Helping students to a rich vocabulary to give words to thoughts and reflections.

In designing the course/curriculum it is useful to design cues to support 'who needs what and when' and relating to the type of learning / level of learning. To create flexibility for learners.

It is necessary to build in time needed for task/content reflection to make sure it happens and to make it explicit.

Help students get a better idea on what quality they are striving for for their work. Learn students (how) to look at their own work.

Learn students that sometimes you first have to feel really incompetent before learning takes place

Scaffolding can help in designing diagnostic cues.

**Questions Raised in relation to the article:**

Cues for Individuals versus cues for Groups. Does everyone need a different individual cue?

It is thinkable that on some levels generic questions might do it "am I on track with this topic'

What about underestimating insecurity that leads to 'over-learning'

And under performance whilst not realising where you stand compared to your fellow students.

Taking the step from monitoring to controlling/ actions

What makes a student to follow an advise/cue

What cues are important & how to act on them? How to effectively use 'cues' in designing a course?