



## Characteristics of Quality Reflection about Skills and Strategies

### Strategies

A “strategy” includes:

- A time line that affords you opportunity to recognize areas where you might need help and still allow time to
  - a. get help if you run into difficulty and
  - b. still have time to complete the task on time;
- A system for ensuring that you have identified all of the required aspects of the task so that you do not leave parts incomplete;
- A conscious/deliberate consideration of each of the learning skills, and how you will demonstrate them to the best of your ability: (see back of page)
- If you were part of a group, you would need to use even more strategies: you each need roles, you each need areas of responsibility, you work together to “grow” ideas through discussion and careful consideration, you need group mates’ contact information “just in case”

### **For your reflection on strategy consider the following:**

1. Did you implement the plan that you created after you completed your last task?
2. Can you identify/describe the strategy you used to complete this task?
3. Can you and did you evaluate the effectiveness of the strategy you used (did it help you to achieve your potential? Does it need revisions so that next time you are that much more effective?)

### **For your reflection on your skills consider the following:**

1. Did you produce work that is likely to earn results that satisfy your expectations of yourself?
2. Do you know the steps you could take, or the information you need in order to develop your skills? If not, did you take steps to find out what you should do next time?
3. Do you see how the task (or parts of the task) is part of a developmental cycle in the course (i.e. you see that you’ve done things like it before, and you can see where you might reasonably expect to complete tasks like it in the future?)

### **For your reflection on your thinking consider the following:**

1. Did you build your ideas by considering the notes you’d made? Did that/Would that help?
2. Did you consider interesting ideas 1<sup>st</sup> and then find proofs afterwards (deductive reasoning), or did you consider your potential proofs 1<sup>st</sup>, and try to make your ideas fit your proofs (inductive reasoning)? Did your system seem effective?

### **For the written/spoken component of your reflection consider the following:**

1. Have you worked to ensure that your ideas are “important” (they add to or change our understanding) and specific (they are precise, and supported by references to specific features of your work), and that you have expressed them as carefully as you can (clear expression, proper sentence structure)?

# Learning Skills

## Responsibility

- fulfils responsibilities and commitments within the learning environment
- completes and submits class work, homework, and assignments according to agreed upon timelines
- takes responsibility for and manages own behaviour.

## Self-Regulation

- sets own individual goals and monitors progress towards achieving them
- seeks clarification or assistance when needed
- assesses and reflects critically on own strengths, needs, and interests
- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
- perseveres and makes an effort when responding to challenges

## Organization

- devises and follows a plan and process for completing work and tasks
- establishes priorities and manages time to complete tasks and achieve goals
- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks

## Initiative

- looks for and acts on new ideas and opportunities for learning
- demonstrates the capacity for innovation and a willingness to take risks
- demonstrates curiosity and interest in learning (i.e. about concepts, objects, events, and resources)
- approaches new tasks with a positive attitude
- recognizes and advocates appropriately for the rights of self and others

## Collaboration

- works willingly and co-operatively to achieve goals
- motivates and encourages others by responding positively
- listens to everybody's ideas to build healthy relationships

## Independence

- independently monitors, assesses, and revises plans to complete tasks and meet goals
- uses class time appropriately to complete tasks; follows instructions with minimal supervision.