



Promote Individual and Collective Reflection

[UDL 3.0 Consideration 9.3](#) focuses on creating opportunities for both individual and collective reflection among learners.

Creating opportunities for individual and collective reflection is a key way to develop emotional capacity. A UDL lens reminds us of the remarkable variability of learners when it comes to metacognition. Some learners will have a heightened awareness of their progress toward goals and how to learn from mistakes along the way, while other learners can benefit from more explicit instruction and modeling. For many learners, merely recognizing they are making progress toward a goal is highly motivating. Alternatively, one of the key factors in losing motivation is when learners aren't supported to recognize individual or collective progress. It is important that learners have multiple models and scaffolds of different self- and group-assessment techniques so they can identify and choose ones that are optimal.

What does it mean to promote reflection?

Reflection is a critical component of the learning process, allowing students to evaluate their understanding, identify their learning strategies, and develop metacognitive skills. This consideration encourages educators to create environments where learners can thoughtfully analyze their experiences, both independently and collaboratively.

Why should we promote reflection with our students?

1. **Deepens Understanding:** Reflection helps learners connect new knowledge to prior experiences, promoting deeper comprehension and retention.
2. **Enhances Metacognition:** Engaging in reflective practices enables students to become aware of their learning processes, helping them identify what strategies work best for them.
3. **Builds Community:** Collective reflection fosters a sense of belonging and encourages dialogue among peers, enhancing social learning.
4. **Encourages Growth Mindset:** By reflecting on successes and challenges, students can develop resilience and a growth mindset, viewing mistakes as opportunities for learning.

How can faculty include reflective activities?

1. Encourage students to maintain reflective journals where they can write about their learning experiences, challenges faced, and strategies employed. After a group project, have students participate in a structured debrief where they discuss what strategies were effective, how they collaborated, and what they would improve for future projects.
2. Use exit tickets at the end of lessons to prompt students to reflect on what they learned and what questions they still have.
3. Facilitate Group Discussions and organize structured reflection sessions where students can share their thoughts and insights in small groups or as a class. This could involve guided questions to spark discussion.
4. Leverage digital tools, charts, blogs, discussion forums, templates, and online platforms for reflective practice, where students can post reflections and respond to peers.
5. Use activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., templates, feedback displays) that support understanding progress in a manner that is understandable and timely.

By promoting individual and collective reflection through Consideration 9.3, educators create a learning environment that values self-assessment and community dialogue. This approach empowers students to take ownership of their learning journeys.

References

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