



## REFLECTION IDEAS

### **Critical Incident Analysis**

Have students individually or in a group summarize a successful or challenging interaction. They should describe the different participants' perspectives, contributors to success or conflict, and plans for the future.

### **K-W-L**

Before the collaboration begins, have students make a three-column chart. In the left column, list what they think they already "know" about their partners. In the middle column list what they "want" to know about them. When the collaboration is over, write what they "learned" about their partners.

### **Journaling**

Have students keep a personal journal throughout the collaboration, reflecting on what happened, why it happened, how others influenced their thinking, and how they may have influenced others.

### **Appreciation Notes**

Periodically throughout the collaboration, each person in the group shares something they appreciate about every other person in the group.

### **Discovery Chart**

Have students share what they discovered through the collaboration. They should reflect on what they discovered about themselves, others, the topic, and the world.

### **Comparative Personal Reflections**

Students explore how their personal experiences and observations shape their thinking and forming of new ideas. Students are asked to compare and contrast their reflections and make connections between them, as well as different theories or readings in their course.

### **Posed Questions**

Throughout the collaboration, pose questions to students asking them to reflect on the quality of their interactions, e.g. responsiveness, effort, creativity, etc. This can be done in partnered groups.

### **Thinking from the Partner's Perspective**

Have students describe what they think their peers think about their behavior. Share reflections with peers and ask for feedback on their perceptions.

### **Two Stars and a Wish**

Have students provide feedback to their partners by giving them positive comments (two stars) and making one suggestion for improvement (a wish).

## **Class Reflection**

Have students periodically share successes and challenges in their collaborations as a whole class. If students are encountering challenges, have their classmates suggest strategies to address them.

## **What? So What? Now What?**

Have students reflect upon:

1. What? Facts, what happened, with whom, substance of group interaction
2. So what? Meaning of the experience for each participant, feelings involved, lessons learned
3. Now what? Context--seeing the situation in the bigger picture, applying lessons learned/insights gained to new situations, setting future goals, creating an action plan

## **Takeaways**

Students reflect on the greatest lessons learned. Ask them:

1. What is one thing you will do differently when you leave the class?
2. What is the most important thing you are going to take away from this experience?
3. What will you commit to doing to make sure what you learned and achieved here is not lost?

## **Four-Part Table**

Students make a table such as the one to the right. Have students reflect on a situation by filling in the table. This helps students to:

- Differentiate between thought and feeling
- Construct new knowledge
- Ask questions about their experience
- Think critically for the development of analytical essays

What happened?	How do I feel?
Ideas	Questions

## **Quotes**

Quotes may be used in a variety of ways. You might give each student a page of quotes in one or multiple languages and ask them to pick one that fits his/her feelings about the COIL project. You can ask students to explain their choices. You can also ask students to locate appropriate quotes on their own.

## **COIL-Specific Questions**

Ask students to reflect on aspects of their COIL experience. For example:

1. A friend asks if he/she should take a course that involves a COIL project. Would you recommend it? Why or why not? What would you say students need to do if they want to have a successful COIL experience?
2. If you were to COIL with international peers again, would you do anything differently? What and why?
3. Did you learn something from the COIL experience that you didn't think you could learn? What? How did you feel once you had learned it?
4. What did you learn about your international peers? What did you learn about yourself?
5. Did you have to adjust your communication habits when building a connection with your international peers? Why or why not? Think about whether/how your written, oral, body languages had to be modified to communicate successfully.
6. Overall, what was the most interesting and useful learning moment for you in your collaborative activities with international peers?
7. What is your major take-away from this collaboration that might help you in any aspect of your education and life experience?