

Scaffolding reflective writing



To encourage
learning transfer

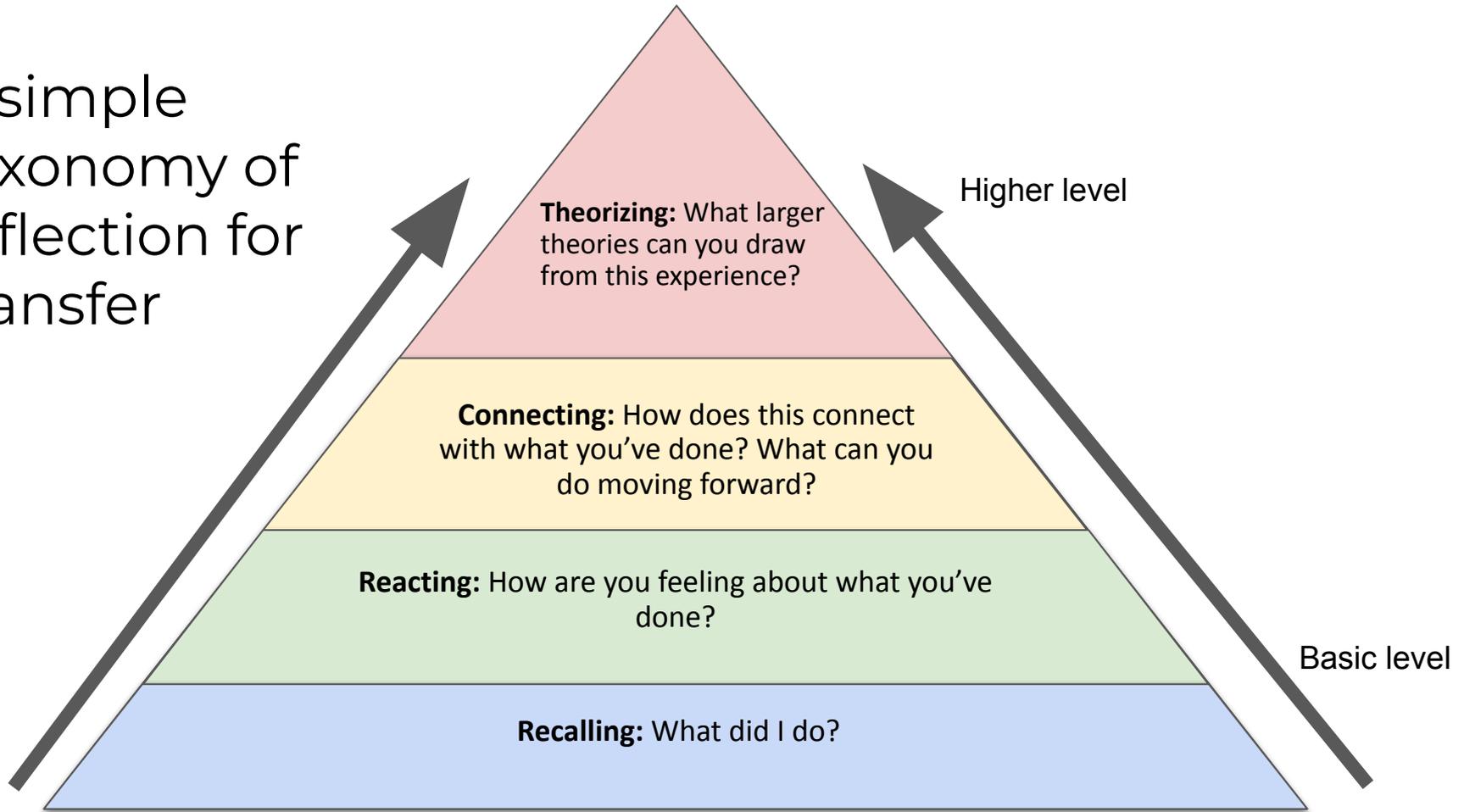
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“I was able to identify the rhetorical strategies in [my peers] writing. It definitely helped.”

“I fixed the transitions and flipped the 2nd and 3rd paragraphs around.”



A simple taxonomy of reflection for transfer



Recalling

Basic level

What steps did
you take to
complete your
draft?

Reacting

Next level

How are you feeling about what you did?

Was any step particularly difficult? Easy? Annoying?

Explain why you feel this way.

Connecting

Higher level

Moving forward, what can you do with those earlier levels of reflection?

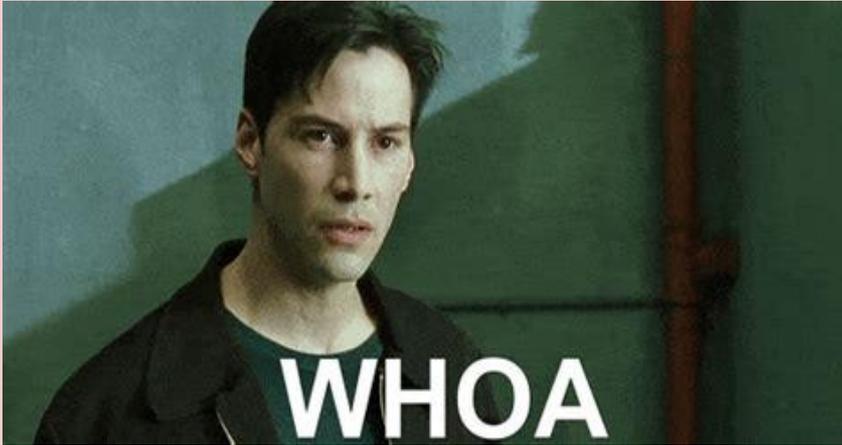
For example, do you need to meet with someone else (tutor, teacher?)

How does this compare with the writing you do outside of the course?

Did you learn something from the experience? About researching? Or audience expectations? Or time management? Etc.

Theorizing

Highest level



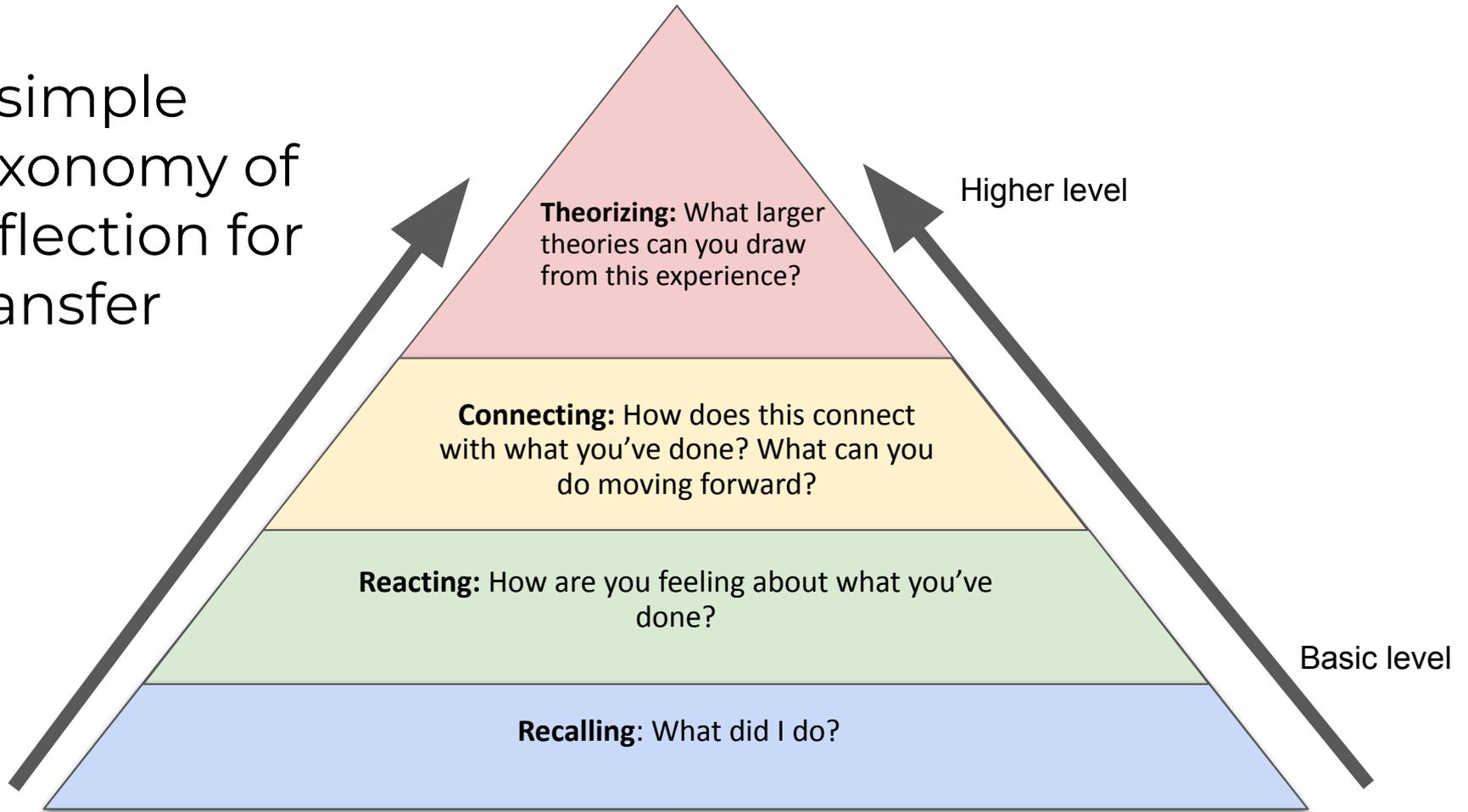
Can you draw any larger theories from this experience?

About what *writing* is?

Or about what *knowledge* is and how it's constructed?

Or about who *you* are as a writer? Etc.

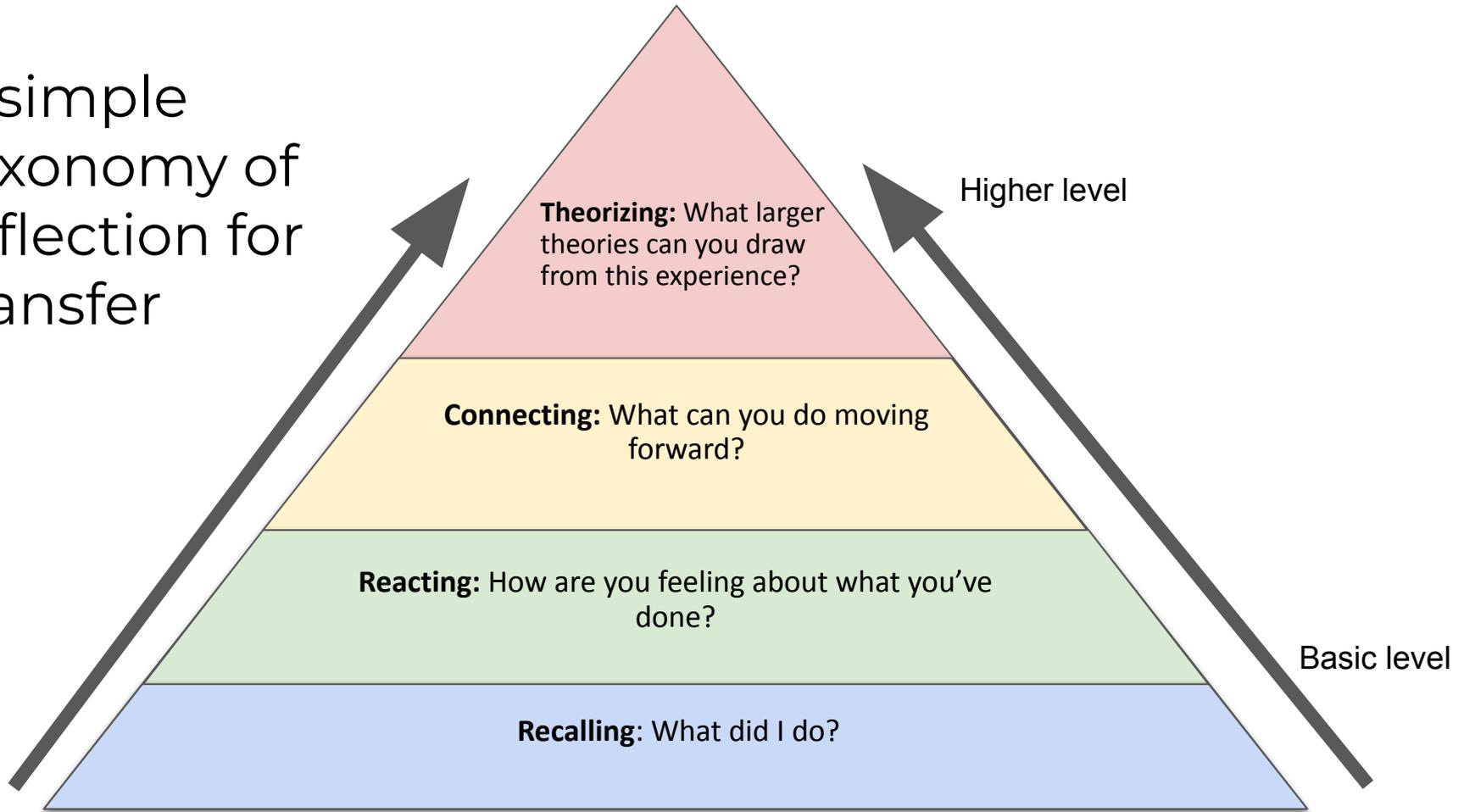
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“Cognition and metacognition relate and connect together, and how they connect together, and how students use them together, impacts writers’ ability to successfully learn.”

Taczak and Robertson (2017)

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Reacting

“I feel that after hearing the constant positive feedback from my instructor [...] **it made me put a lot of unnecessary pressure on myself to create something that would meet her standards of the version of a writer she had crafted for herself of me.**”

-Kiara

Theorizing

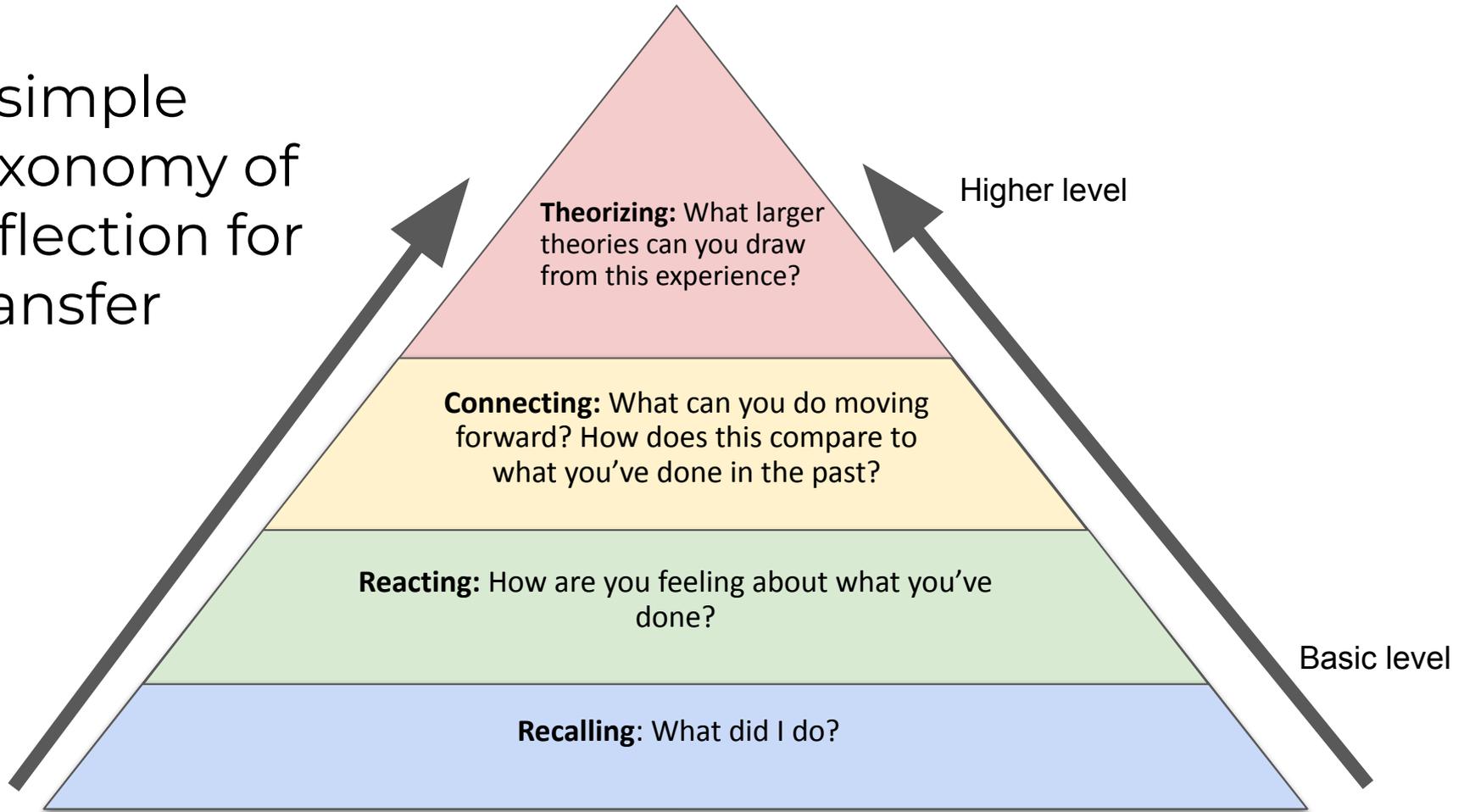
“I tend to always put unnecessary pressure on myself though, so this makes sense. [...]

I have learned that I am my own worst critic. I feel that in life I often hold myself back by setting unrealistic expectations for myself and becoming disappointed when I don't reach them.[...]

[This class] encouraged me to do the one thing I try my hardest to steer clear of: **this class encouraged me to mess up.**”

-Kiara

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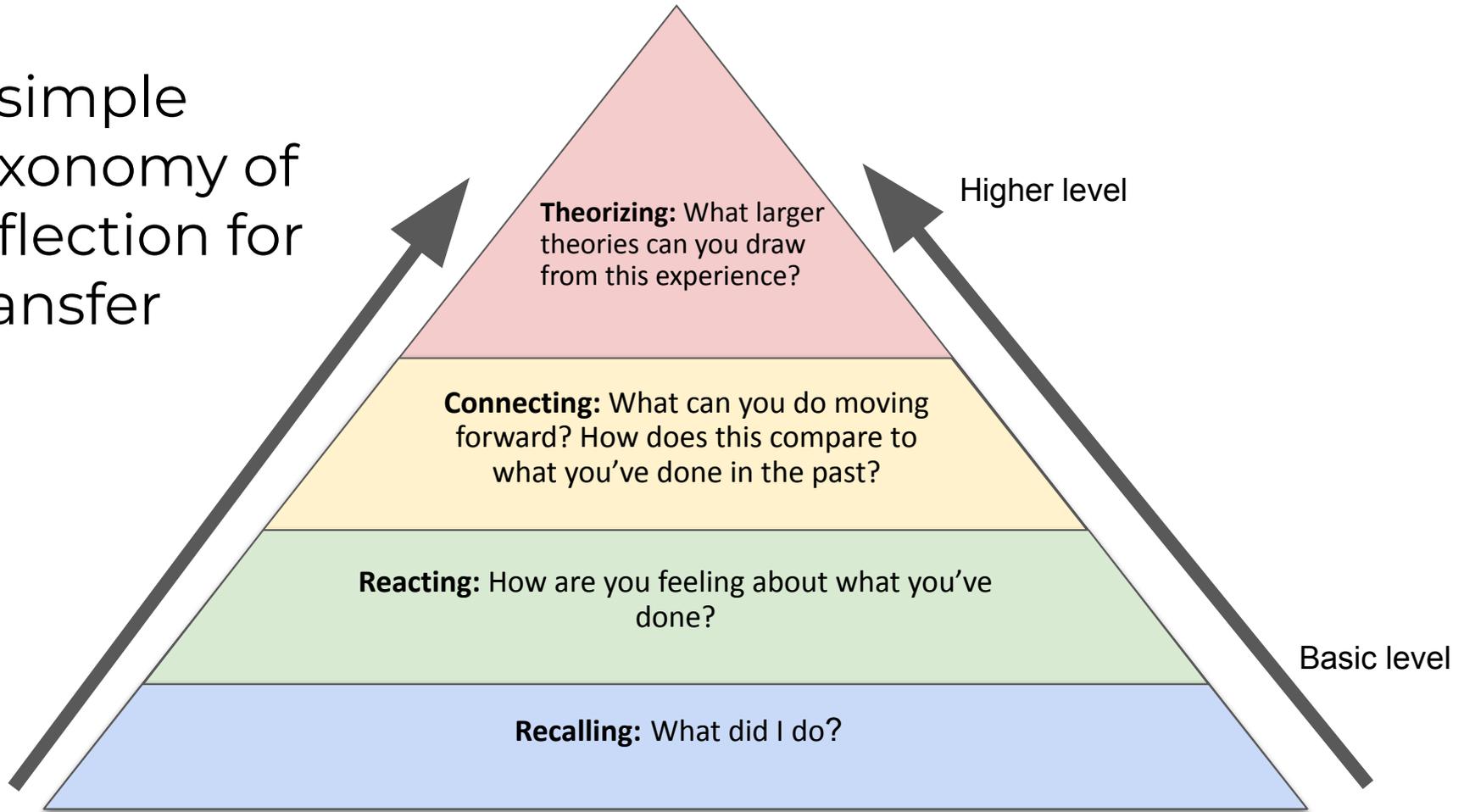
“Mindful or high road transfer involves deliberate effortful **abstraction** and a search for **connections.**”

Perkins and Salomon (1999)



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A simple taxonomy of reflection for transfer



What can you do moving forward?

“Using what I've learned in this class about **gauging my audience and understanding the tone of my writing**, I'll be able to create more meaningful statements that will hopefully **encourage my staff to be more intentional** throughout the month to hopefully get the title of 'Service champion' and get [a 'service champion' statement] written about them.”

-Kiara

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