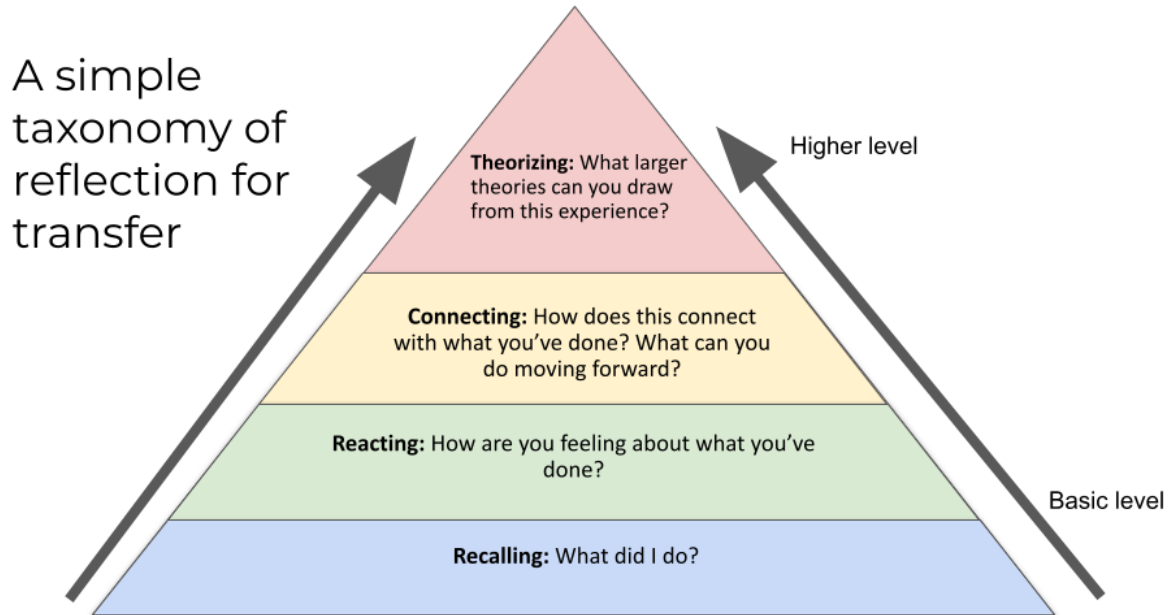


Scaffolding reflection for learning transfer



Takeaway

Guiding students through a taxonomy of reflection can promote transfer by helping students connect the cognitive and the metacognitive.

Examples

	Drafting	Peer Review
Recalling	What steps did I go through to complete my draft?	What comments did my peers make?
Reacting	How do I feel about my completed draft?	How do I feel about the feedback I received?
Connecting	What might this mean for the next paper?	How does this compare to feedback I've received in the past?
Theorizing	What might this tell me about who I am as a writer?	What does this teach me about giving or receiving feedback?

Further reading

Additional taxonomies

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Taczak, K. B. & Robertson, L. (2017). Metacognition and the reflective writing practitioner. In Portonova, P., Ribenburg, J.M. and Roen, D. (Eds.), *Contemporary Perspectives on Cognition and Writing*. The WAC Clearinghouse; University Press of Colorado.
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