Evaluate Sessions and Win!

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**Five (5) $25 gift cards** will be awarded
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Socrative.com – Useful Tool for Student Reflection? Yes or No? Debate

Georgette Gorman
OLC Accelerate 2019
The struggle is real!

Ever feel like this?

Overwhelmed Cliparts #199557
Agenda

• Benefits of Reflections for Students
• Different Types of Reflections
• Benefits of Reflections for Faculty
• Why Socrative?
• Hands-On/Collaborative Activities
• Student Perspective
How do Reflections Help Students?

- Higher Order Thinking
- Schema Formation
- Retention of Information
- Ownership (Post Assessment)

(Grison, Heatherton, & Gazzaniga, 2016).
Higher Order Thinking

• We want students to become critical thinkers, which is a higher-order thinking skill.

• Understanding Bloom’s Taxonomy helps us to take students from lower-order thinking to higher-order thinking (“Critical Thinking”, n.d.)

• Reflections can be designed to gradually move students up the hierarchy.
Based on our discussion of why we dream, which explanation describes most of your dreams and why?
Jean Piaget suggested that we change how we think as we assimilate information into existing schemas or accommodate information into new schemas (Grison, Heatherton, Gazzaniga, 2016).

Reflections can help students through this cognitive process.
Based on what we’ve discussed about emotions, are they more important than you thought they were? In what way? For example, I like being happy, it makes me feel good, but it also encourages me to repeat the behavior that made me happy. Emotions have motivational functions as well.
Retention

- Elaborative Rehearsal moves information into long-term memory.
- Elaborative Rehearsal occurs when information is considered and organized (Grison, Heatherton, & Gazzaniga, 2016).
- Reflections encourage students to make information meaningful.
Example – Meaningful Information

Identify two cognitions that cause you stress (Cognitive Dissonance) and share how you reduce that tension? How do you justify your behavior when you know it is probably not the best choice.
• Enabling students to become autonomous and independent learners requires that faculty promote the idea of ownership in the learning process (Stefani, Clarke, & Littlejohn, 2000).

• Reflections, when used after assignments or quizzes reflections, can help students to understand their role in the process.

• Reduces self-serving bias
  • If I get an A, I earned it
  • If I get an F, You didn’t teach me

Ownership
How prepared were you for the quiz (on a scale of 1 - 5, with 1 = Not Prepared and 5 = Very Prepared)? What can I do, as an instructor, to help for the next quiz? What could you do differently?

Enter Answer Here
How do Reflections Help Instructors?

• Relationships – Helps instructors get to know their students
• Content – assesses whether content delivered is understood
• Engagement – Allows instructors to build exercises students are interested in
What I’ve Learned!

• There is value to students’ responses
• There is also value in how I respond!
Why Socrative?

• One of the challenges of using reflections in college classrooms is that the size of classes and the amount of content that needs to be delivered often creates a lack of opportunity (Strampel & Oliver, 2007).

• Socrative creates that opportunity.

• It is quick to use, has great analytics, and doesn’t require students to have a separate login.
Hands On!

• Demonstration: Launching a Socrative Quiz
• Activity: Login as a student and respond to the reflection
• Demonstration: Reviewing Results
• Activity: Create a free Socrative Account and create a reflection
• Collaborative Activity: In Small groups, Launch/Respond to Reflections
What my Students think!

7:00 am, 300-Level PSY Class

Reflections
How helpful are the Reflections? Do they help you apply information to your own life, connect the information to prior knowledge, or make you think a little harder about a subject.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste of time</td>
<td>5%</td>
</tr>
<tr>
<td>Not helpful at all</td>
<td>18%</td>
</tr>
<tr>
<td>Moderately helpful</td>
<td>64%</td>
</tr>
<tr>
<td>Pretty helpful</td>
<td></td>
</tr>
<tr>
<td>Super helpful</td>
<td>14%</td>
</tr>
</tbody>
</table>
What my Students Think!

1:00 pm, 100-Level PSY Class

Reflections
How helpful are the Reflections? Do they help you apply information to your own life, connect the information to prior knowledge, or make you think a little harder about a subject.

- Waste of time: 19%
- Not helpful at all: 24%
- Moderately helpful: 19%
- Pretty helpful: 57%
- Super helpful: 24%
Questions?
References

• Critical thinking and other higher-order thinking skills. (n.d.). Retrieved from https://cetl.uconn.edu/critical-thinking-and-other-higher-order-thinking-skills/


Images

- Slide 4 - Miliana, K. (2018) I can see my soul. Retrieved from https://unsplash.com/photos/Xe9vkCD7_5g
- Slide 5 - Bloom’s Taxonomy by Rawia Inaim © CC BY-SA (Attribution ShareAlike). Retrieved from https://images.app.goo.gl/koh3sAG2U3F92gzw5
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