Reflection in Third-Year Writing and Capstones
WAC Program, Rhoades

Reflection in the Portfolio and ePortfolio
- Letter
  Guidelines for questions to consider when writing reflection (adapted from John Zubizarreta):
    • What have I learned about myself as a learner?
    • What have I learned about my emotional responses as a learner?
    • What learning tasks did I respond to most easily?
    • What learning tasks were most difficult?
    • What was the most significant thing that happened to me as a learner?
    • What learning activity was most surprising?
    • What would I do differently if I could do it again?
    • What do I feel proudest about regarding my learning activity?
    • What do I feel most dissatisfied about concerning my learning activities?
    • What are my plans about learning?
- To prepare for portfolio letter writing, students can review a reflective journal and reflective letters accompanying assignments, and create a timeline

Classroom reflective activities
- Reflective letters for assignments
- Reflective Journals
- Timelines
- Sideshadowing (Nancy Welch)
  - Readers sideshadow for writers
  - Writer sideshadows for self
- Letters for peers (Art Young)

Responding to Reflection (Kathleen Yancey)
- Read and respond as a common reader
- Read and judge, as proofreader, editor, reviewer, and gatekeeper
- Receive and analyze, as a critic and anthropologist/linguist/psychologist
- Receive and improve, as a diagnostician/therapist