

POST PROJECT REFLECTION AND FEEDBACK FROM STUDENTS



Just as you encourage students to accept critique and revise their work, so should you as the teacher. At the end of each project ask students for their feedback on the project.

WHY IS IT USEFUL?

Students will have worked hard creating the product, connecting ideas and building key knowledge and skills. As a result, your students will likely have thoughts to share about what in the project worked well and what needs improvement. From the stance of your growth as a PBL practitioner, this final reflection is an opportunity for you to receive feedback on the project that you designed and implemented, as well as model how to accept it graciously.



WHAT DO I DO?

First, be sure to make time in your project calendar for student reflection and feedback on the project. Time is always tight, but this process is invaluable not only to improve the project and your practice but also as a way to build culture by modeling the importance of critique and revision, and reflection.



To make the process efficient and effective, be sure to create a structure for students' reflection and feedback. You can either create your own reflection form or use the [form on **bie.org**](http://formonbie.org).



The following table outlines a specific method called Plus/Delta that could help you work through the students' feedback as a whole group.

STEPS	INSIGHTS/SUGGESTIONS
1. In a whole class setting, post a T-chart in a conspicuous place with one side labeled "Plus," the other labeled "Delta." Begin with the "Plus" side. Fill in the T-chart based on student responses to reflection questions.	<ul style="list-style-type: none">• Remind students to be specific, helpful, and kind in their critique.• If students are hesitant to share out as a whole group at first, you could have students use their My Thoughts about the Project form or write thoughts in a journal or on a post-it notes before asking them to share.• Some reflection points for students might be as follows:<ul style="list-style-type: none">■ What went really well?■ What were the strengths of the project?■ What surprised you?■ What should we do differently in the next project based on our experiences during this project?

STEPS	INSIGHTS/SUGGESTIONS
<p>After debriefing pluses, move on to deltas. These are ideas about things to change for the next time you use the particular unit again or for the next PBL unit these students will engage in.</p>	<ul style="list-style-type: none"> Once again, remind students to be specific, helpful, and kind in their critique. Some reflection points for students might be as follows: <ul style="list-style-type: none"> What would you do differently next time? What was most challenging for you? How might you overcome a challenge differently next time? What is one thing you'd want me to know for our next PBL unit? <p><i>Early Elementary Tip:</i> In addition to scribing what students say, you could also have students visually mark specific reflection points listed on the chart. You might give students hot dot stickers or use the smiley faces from the rubrics they've been using that they could place next to the reflection points.</p>
<p>Wrap up discussion and thank students for being specific, helpful, and kind.</p>	<p>After class, make sure to reflect on what students have shared with you. What does their feedback reveal on a broad scale? Did the project hit the mark on your intended goals? If yes, well done! If not, take some time to dissect where the project missed the mark. What can you do moving forward to ensure goals are met? Referring to the Project Based Teaching and Project Design rubrics might help you dissect and gain insight.</p> <ul style="list-style-type: none"> Once you reflect and make notes (while it's still fresh on your mind), be sure to celebrate a job well done!

GOT TECH?

Consider making the forms mentioned earlier Google Forms for quick data assimilation.

TROUBLESHOOTING TIPS

Students don't take the project reflection seriously.

Consider the norms and culture you've built for your classroom. The more seriously you model and find opportunities for students to experience the effects of high quality reflection, the more likely they are to do it. The more students recognize the value of feedback, based on their personal experience, the more eager they are to engage in offering it. Also, it is important that you do something with students' feedback. If they see that you are actually making changes, they will start to take your request for feedback more seriously.

