

FLC on Metacognition and Reflection presents:

Easy ways to get your students reflecting!

If you give exams, you can use an **exam wrapper, or post-exam reflection**. Three of us, in language and STEM classes, used these to help our students think about how they studied and what behaviors could change for the next one. Some hints and recommendations:

- ❖ You can do these on paper, but if you use a Google Form, the results from a big class can be summarized for you.

Post-Test Reflection/Analysis

- ❖ Students often realize that they need to study more actively, for real this time :-)

5. Based on your answers above, if you are not fully satisfied with your test performance, list 2-3 things you will do differently in preparing for Test 2.

- 1) Begin studying sooner, trying to stay ahead of class
- 2) Try to teach someone the learning goals

Stop	Start	Continue
What do you wish we would stop doing in class?	What do you think we should start doing in class?	What is working well and should be continued?
Not a huge fan of conversational	maybe a short recap of that week's vocabulary at the start of each class	writing exercises, both freeform and fill in the blank, help a lot with memorizing and applying vocab and grammar

Stop	Start	Continue
What do you wish we would stop doing in class?	What do you think we should start doing in class?	What is working well and should be continued?
Some conversational questions such as the "Cultural Connection" ones can be quite challenging to fill out sometimes especially when the topic is about something universal such as chores. I would just take these out of the reflection.	More listening activities in-class would help us train for when the quizzes/exams have listening questions.	Online exams are much less stressful, please keep them up.

If you want a quick check-in with your students, using a **stop/start/continue or other midterm feedback survey** can help students think about what's actually working for or getting in the way of their learning, building their ability to monitor their understanding. It also boosts engagement and gives instructors useful, timely feedback they can use to make improvements to support student success. Here are two midterm survey examples from different classes this semester:

CMSC 475/675 Neural Networks

Quiz 4: Midterm Reflection (Take Home)

Name: _____

Email: _____

There are no right/wrong answers. If you respond to each question, you'll get full points for this quiz.
Submit your answers in class by Monday April 6, 2026.

If you want your students more invested in the feedback they get, use **peer review** to move them into the role of the reviewer. This shifts the student from a passive recipient to an active evaluator. As they identify errors through proofreading, they are forced to externalize their own knowledge. By learning to recognize mistakes in someone else's work, they develop the objectivity and critical thinking needed to monitor and master their own writing process. Here are two examples of a peer review from two different classes.

13. What did you learn from reading your partner's letter?

I learned that it's especially important to mention that you have worked with other people in the past. Knowing that someone has been in the service industry is a very compelling argument when looking at a cover letter. Additionally, I also learned how important it is to include the dates for your jobs. This is because it gives the paragraph more structure and it feels more organized.

14. Write one positive and constructive comment for your partner:

I think this is a great response to the prompt. After reading, I feel like I know enough about my partner and her/his experiences. I would be compelled to contact her/him after reading this letter. Something of note is that I would work a little more on how to conjugate words. However, other than that I think they did a good job.

15. Did your partner use the pre-writing?

They somewhat used the pre-writing. There was a lot of information that was lacking in the first paragraph. I feel like they could have used the information given in the pre-writing a lot more. For the first body-paragraph, I think they did a good job of using the answers from questions 2 and 3. Furthermore, they also used the information mentioned in question 4 for the last body paragraph, so that was good. Overall, I think they generally used the pre-writing to make a general outline for their cover letter. However, there was still some information from the cover letter that I feel would have been beneficial to include. For example, listing the requirements for the job could have helped in strengthening her argument.

10. Are any of those words misspelled or used incorrectly? (Sí / No)

If yes, write and correct it here: Incorrecta: **"Experiencia"** → Corrección: **"Experiencia"**

Incorrecta: **"Caraterísticas"** → Corrección: **"Características"**

Incorrecta: **"Voluntanado"** → Corrección: **"Voluntariado"**

Parte 5: Reflexión / Reflection

11. What part of your partner's letter is the strongest? **The fact that they got the important information out without digressing off from the professional experience talk.**

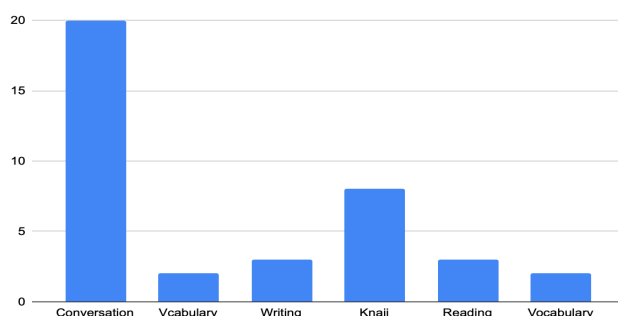
12. What part could be improved? **Some of their present perfect conjugations with the spelling. They are only minor issues, where they spelled it right but missed the accent mark, or where they left out a letter, or where they forgot to add the auxiliary verb of haber.**

13. What did you learn from reading your partner's letter? **I learned that her major is biology and that she has some pretty good experience in the field from doing group studies and projects with people in the university.**

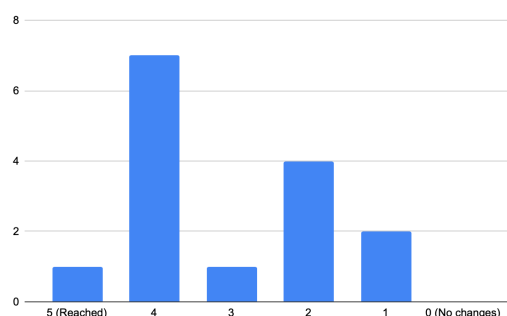
14. Write one positive and constructive comment for your partner:

You did good with getting all the important information out there, such as the experience, the skills, and how you got your skills; However, you should include pluscuamperfecto verbs inside of the cover letter since you're supposed to use at least two of them in this cover letter.

To gain investment in their learning more broadly, have students **create individual goals for the semester and reflect on them at the midterm**. In a Japanese class, at the beginning of the Spring 2026 semester, students submitted their individual goals for the end of the semester. Then, they submitted self-reflection on their progress at the mid-term, including what needed to be adjusted from both the student and instructor sides.



Students' goals



Mid-term self-evaluation

You can use **group quizzes or activities to reflect on and summarize the topics of the previous lecture** with a very open-ended question. For eg. "In the last lecture, we discussed the 'Transformer' neural network architecture. Can your group draw the architecture and label the components to the best of your ability?"

Having students connecting with real-world/UMBC problems can increase reflection and investment: how can you use what you've learned in class to solve a problem in your life? Example: students identified they



could use neural network models to detect how many parking spots are occupied → this resulted in a discussion about prototyping and the discussion touches upon several key concepts we discussed in class, thereby reinforcing those concepts in a practical setting.

An **end of the semester reflection** is a good way to have students think about how their study habits have changed and what skills they can use in future courses:

How do you typically approach a new physics problem now compared to earlier in the semester?

Try to identify it as something I've done before and tackle it the way I've solved previous similar problems.

Are there any specific study strategies or skills you developed in this course that you could use in future courses?

Discipline. It definitely takes more commitment to get down, so I've developed more consistent studying habits as opposed to cramming.

Asking current students to offer advice to future students encourages reflection on what was most effective this semester. These insights can then be shared with the next cohort to highlight strategies that have proven successful.

What is one piece of advice you would give a student taking this class next semester that would help them succeed in the course?

Take detailed notes, formalize every solution you do, go out of your way to help others b/c explaining is a great way to reinforce + reflect on learning. Ask for help when you don't understand, use AI to learn/understand/check problem solutions. Not solve them for you! (Helps with reinforce + reflect)

A collaborative end-of-semester course review encourages reflection on what the students learned this semester – learning and metacognition doesn't end just because the semester does!

