



Structured assessment dialogue students' self-reflection UK

The student self-reflections presented here were gathered at the end of the SAD activity in a Y10 physics inquiry lesson on Floating Oranges. In this activity, students were given an orange and arrange of apparatus and asked to think about what makes an orange float. From their initial exploration of ideas, they came up with their own question and method and were tasked by the teacher to keep considering if they had sufficient data to answer their question and whether the data collected enabled them to answer their question.

An analysis of student self-reflection tool administered showed that the majority of the students in the class had high levels of confidence in their ability to answer teacher's questions. Students were somewhat positive about the usefulness of the teacher-focus student and peer-feedback discussions to help them understand what they know and can do. Several students showed medium to high confidence levels in knowing what to do next (e.g. how to improve their investigation method). Students found that the questions that explored the links between scientific concepts and the investigation were the most difficult to answer.

The following excerpts show two examples of students' reflections.

Student A

How many of the questions could I answer?

“(student circles 75% and adds the following comment) What made the orange float, how do you know?”

Which questions were difficult for me to answer?

“what scientific ideas can you think of to justify your discovery.”

To what extent did the discussion/peer feedback help me understand what I know/can do?

(Student circled 25% for both)

How confident do I feel that I know what I have to do next time in order to improve my work?

“(student circled 25% and added the following comment) weight oranges or measure size/mass to see if size or shapes affects it (floating).”

Where should I focus my efforts and how should I do it?

“to try and include more variations”

Student B

How many of the questions could I answer?

“(student circled above 75% and adds the following comment) I would've said more about why specific factors had the impact that they did.”

Which questions were difficult for me to answer?

“How our group decided the things that we did.”

To what extent did the discussion/peer feedback help me understand what I know/can do?

(Student circled above 75% for both)

How confident do I feel that I know what I have to do next time in order to improve my work?

“(student circled below 75% and added the following comment) Next time , I will question my logic and make sure it makes as much sense as possible.”

Where should I focus my efforts and how should I do it?



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“on coming up with more questions for myself so I can improve my theory.”