**Mid-semester reflection worksheet**

The purpose of this reflection is to help you check your progress on the course so far, identify what you need to do next during the second half of the semester, and decide whether you need to revise your goals for the subject. This will also serve as a reference for your self-assessment at the end of the semester.

**Your name:** Click or tap here to enter text.

**Paste the link to your Google spreadsheet below to show your progress on modules so far.**

Click or tap here to enter text.

**What are the learning goals that you set for yourself this semester? (You may copy these from the beginning-of-semester reflection worksheet, if they haven't changed since then.)**

Click or tap here to enter text.

**For each goal, describe your progress so far. Have you accomplished the goal yet? If you have not accomplished it yet, what progress have you made so far and what do you still need to do next? If you have accomplished a goal (or have partially accomplished it), list what *specific* evidence you have produced for it (i.e., what specific things you have done that demonstrate what you learned).**

Click or tap here to enter text.

**Would you like to revise your goals for the semester and/or the type of project(s) you want to do? (This might be relevant if, e.g., you realize that the goals you set for yourself were too small or too big.) If yes, list your new goals and describe the project(s) you are going to work on.**

Click or tap here to enter text.

**At this point in the semester, we have finished learning most of the basic, "core" concepts of the class. The rest of the modules and discussions in the semester will be focused on digging into some of these concepts more deeply, and exploring some additional special topics that are related to these. But at this point you should know enough foundation to have some idea about one or more projects you can work on.**

**Therefore, in the next half of the semester you should shift towards doing more work on one or more projects, and maybe less work on weekly modules and discussions. You may still need to do some modules and attend some discussions, but you can focus your attention on the ones that are going to be helpful for *your* project(s).**

**With that in mind, which project (or projects) do you plan to do in the second half of the semester? And which modules (if any) do you think you still need to do in order to accomplish this project?**

Click or tap here to enter text.

**Is there anything you've worked on yet this semester which has been more challenging (or less challenging) than expected? Anything more (or less) interesting than you expected?**

Click or tap here to enter text.

**List at least one thing that you have learned from discussion sessions and/or example sharing that you would not have learned from the online modules or your own project work. (Or, if you have learned absolutely nothing from the discussion sessions or have not attended them, you can say so.)**

Click or tap here to enter text.

**Describe what you think grades of D, C, B, and A mean for this subject. This description should make reference to *skills* and *abilities*, not just amount of work done (number of modules, number of projects, etc.). I.e., what skills do you think a student who earns a D should show (what is the bare minimum to pass the subject); what additional skills should are necessary to earn a C; what more is necessary to earn a B; etc. If you like, you may use the same criteria we discussed in class.**

Click or tap here to enter text.

**Read *at least one* of the articles listed here:**

* **"**[**Learning: your first job**](https://users.encs.concordia.ca/~paknys/R.Leamnson.pdf)**"**
	+ **This is a practical introduction to learning strategies for new university students.**
* **"**[**The dangers of fluent lectures**](https://www.insidehighered.com/news/2019/09/09/study-how-smooth-talking-professors-can-lull-students-thinking-theyve-learned-more)**"**
	+ **This discusses how active learning can be more effective than listening to lectures.**
* **"**[**Desirable difficulties in the classroom**](https://www.psychologytoday.com/us/blog/all-about-addiction/201105/desirable-difficulties-in-the-classroom)**"**
	+ **This, although addressed towards teachers rather than students, discusses some of the ways that encountering challenges during learning can help you learn better.**
* **"**[**Learning to Learn**](http://www.montana.edu/rmaher/barrier_courses/Learning%20to%20Learn%20Wirth.pdf)**"**
	+ **This article is quite difficult and technical, and focuses mainly on learning theory. You don't need to read and understand every word of it; if you choose this one, skimming the article to understand the main idea is sufficient, and I recommend you can focus mainly on the sections "Need for new kinds of learning", "What really is learning?", and "Metacognition"**

**After you have finished reading one or more articles, answer *at least THREE* of the questions below. *Answer these in your own words, do not copy from the readings or other resources*.**

* **What strategies does a successful learner use, and how are they different from some other, less successful strategies?**
* **Explain the difference between *information* and *knowledge*.**
* **In research on teaching methods, are lectures considered good or bad? Why?**
* **Give one concrete example of a way you can improve your learning in the future based on what you've read in these articles. Are there any things you have done in previous classes that are not conducive to good learning? What were they, and what can you do differently in the future?
(This needs to be a concrete example; don't just say "I will think critically about what I read in class" or "I will discuss with classmates" or things like that, but give a specific example of a specific practice you can do that you have not done before. You also don't need to shit on yourself; you can reflect on, and even criticize, your past practices without saying you are stupid or "a bad student". I'm not looking for self-flagellation [beating yourself up] here; in fact, you will learn more if you take confident charge of your own learning, rather than assuming you are just a "bad student" and giving up. I don't like seeing any student use this exercise as a way to insult themself.)**
* **Is there anything you strongly agree or disagree with in these articles? Explain. (Disagreeing is ok; for example, I like the Leamnson article, but there are two things in it that I very much disagree with.)**
* **Describe something in these articles that surprised you and challenged your previous assumptions about how learning works, or your assumptions about how students should behave.**

Click or tap here to enter text.