



## ZERO PERIOD: RESEARCH

GOING BACK TO GO FORWARD!

**“The relationship between time, experience, and expectations of learning through reflection is an important element of reflection, and to teach about reflection requires contextual anchors to make learning episodes meaningful.”**

### RESEARCH INSIGHTS

“The relationship between time, experience, and expectations of learning through reflection is an important element of reflection, and to teach about reflection requires **contextual anchors** to make **learning episodes meaningful.**”<sup>1</sup>

Reflection is an important part of the codification of information. Teachers can facilitate this process by trying to **timetable** for specific processes that help students identify **patterns of growth and objectives achieved** through several lessons, and metacognitive processes. The zero period helps consolidate all these into one lesson at the start of a month. Reflection is ultimately important for a variety of cognitive reasons, as the act of reflection is not just about thinking about a series of ideas and thoughts, but the consequence of it. While there are many models that explain reflection, Dewey's understanding and seminal work 'How We Think' still provides us with an actionable definition of reflection which is the deliberate, **active consideration of beliefs** to form a **conscious effort** to establish ideas based on previous ideas.<sup>2</sup>

The reason reflection is a learnt process, and one that requires both time and guidance, is because when asked to reflect at the end of an assignment, most students are left lost; the assignment is over and the grades assessed, why do I need to go back to it? As a result, inexperienced students in reflection typically respond with superficial answers that don't add value to their own learning journey. Creating systems of metacognition, past work and progress, and objectives achieved serves as powerful tool to help students **take ownership** of their **growth and development.**<sup>3</sup>

**PILLAR NAME**

Having designed times where students can reflect upon and identify areas of growth is an important and continual practice. When goals are set in an academic context through reflecting on personal growth and achievements, there is a **significant improvement** in academic performance<sup>4</sup>, which makes a process like zero period, a quick and relatively easy intervention to introduce into existing classrooms.

The easy assumption is to confuse good behavior for good character. Where in most institutes and educational spaces, good behavior is a relic of a format that suggests docile, submissive and conforming students make for good students and successful adults. Concepts like fairness and justice come as a **reflection of the environment** they are in. Children achieve this through reflecting on complex issues to place themselves in the experiences they are in, to figure out by themselves and with the aid of others, what kind of person they would like to be.<sup>5</sup>

## **ZERO PERIOD: IN A NUTSHELL**

- There are 5 levels of reflection identified by Valli in Schon's work; **technical, reflection in/on action, deliberative, personalistic and critical**<sup>6</sup>. The goal is to move from a technical to a critical form of reflection through structured approaches. Also, teachers need to be aware and trained in **identifying reflective practices** that are beneficial or superficial.<sup>7</sup>

## REFERENCES

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