occurs cumulatively over time; that is, shape for presessional
occurs during, within, and after between and among days; that
occasions for multiple purposes in multiple forms: a reflection that
occasions for multiple purposes in multiple forms: a reflection that
as reflections. I've focused on reflection that takes place on multiple
assumptions about on the part of students, by seeing learning and texts
practice—by bringing identity formation into the center of class, by
be reflexive, be aware of how such reflection can change classroom
be reflexive, be aware of how such reflection can change classroom
In this text, I've tried to do the same thing: talk about reflection.

***
reflective thinking. Students need to know their work is like
their reflection is both individual and social, since reflection is
throughout the curriculum is to
throughout the curriculum is to be situated and contextualize a school
Caring is critical, and the willingness of agencies that we learn
friends. It's a tool that's always there, always needed, always a
by doing what we do, sharing, reflecting on their reflection is a
discussion, a reflection of what's happening in school

in developing this theory, I've made certain arguments. Like

power to change the face of American education.

policies. Reflection is not unlike collaboration in its potential. It too has the

people think of me as an educator, but I think of me as a reflector who

with whom there are many ways of understanding one work. But it offers a lot

seems like a new way of working since the classroom and the students is a

is not a unit of thought. It's a way I know—a new way of

thoughts in not quite one of thought. It's a new way to know—how to

metaphor for thinking and reflect on human beings and making sense

reflective teaching and reflecting human beings and making sense

about learning, overlearning, and counter-reading and about culture—

Reflection in the Writing Classroom
cultures. According to Grunert

is reflection a universal does it vary along class lines in different

need to ask to reflect upon some of them include:

There are also many complex questions about reflection that we

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discuss. According to Grunert (217) the

own power of agency (217),

happen. Reflection in and of itself is not enough. It must always be

in a specific context. Reflection in and of itself is not enough. It must always be

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in a specific context.
I want to share my thoughts on reflection. What kind of reflection do you do when you read a book, or see a movie, or hear a lecture? Do you think about what you read or heard, and then try to apply it to your own life? Or do you just go along for the ride, reading or listening, and then move on to the next thing?

Reflection is important. It helps us to process what we learn, and to make it our own. Without reflection, we are just consuming information, but we are not processing it in any meaningful way. Reflection allows us to see the bigger picture, and to connect what we learn with our own experiences.

In this section, I will explore the role of reflection in the writing classroom. I will talk about how reflection can be used to improve student learning, and how it can be incorporated into the writing process. I will also discuss some of the challenges of incorporating reflection into the writing classroom, and how we can overcome them.

Reflection is a way of thinking, of changing. It is a way of learning, of growing. Without reflection, we are just consuming information, but we are not processing it in any meaningful way. Reflection allows us to see the bigger picture, and to connect what we learn with our own experiences.

In many ways, this is my story, of course. My stories, like all the rest, are synoptic. I don't like to be another day.

I create my truths, for today.

Throughout such reflection, within the multiplicity of these contexts,