CHAPTER 6

Post-Lesson Reflections by Self-Evaluation and Student Feedback

By Yang Li

Abstract

In this chapter, we discuss how to evaluate and reflect on your lesson plan and teaching practice after you have delivered the lesson. We will explore various sources of evidence that can be used to assess the effectiveness of a lesson, such as student work, feedback, observation, or selfevaluation. We also suggest strategies to identify the strengths and weaknesses of your lesson and the areas that need more attention or revision. Finally, we emphasize the importance of celebrating successes and acknowledging your efforts as a teacher.

Keywords: Self-evaluation, Students, Students feedback, Lesson plan, Learning

How to Assess Student Learning and Progress

One of the main goals of teaching is to facilitate students' learning and progress. Therefore, it is essential to assess how well the students have achieved the learning objectives of

DOI: https://dx.doi.org/10.46679/9788196780579ch06

This is a Limited Preview of the Chapter.

To read the full-text chapter, get access by purchasing this chapter or consider buying the complete book. If your library has subscription to EBSCOhost or ProQuest Ebook Central, this chapter including other chapters of the book can be accessed through your library.

This chapter is a part of the book, 'Mastering the Art of Lesson Planning: A Practitioner Guide for Teachers (Backed by Scientific Evidence)'

ISBN: 978-81-967805-7-9 (ebk); ISBN: 978-81-967805-1-7 (hbk)

The ebook (ebk) and hardcover print (hbk) of this book is available at: https://dx.doi.org/10.46679/9788196780579

The book is available worldwide via EBSCOhost Academic Collection, EBSCO E- books, ProQuest Ebook Central, GOBI, Google Books, Google Play Books, World Cat Discovery Service/OCLC, Crossref Metadata Search, CSMFL Bookstore, and other leading book resellers and academic content vendors. acknowledging your efforts as a teacher. We hope that this chapter has provided useful tips and tools to evaluate and reflect on your teaching practice and to enhance your professional development.

References

- Bejar, I. I. (1984). Educational Diagnostic Assessment. Journal of Educational Measurement, 21(2), 175–189. https://doi.org/10.1111/j.1745-3984.1984.tb00228.x
- Black, P., & Wiliam, D. (2009). Developing the Theory of Formative Assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 8.
- Harlen, W. (2004). A systematic review of the evidence of the impact on students, teachers and the curriculum of the process of using assessment by teachers for summative purposes. In *Research Evidence in Education Library*. London: Evidence for Policy and Practice Information and Co-Ordinating Centre, Social Science Research Unit, Institute of Education
- Helyer, R. (2015). Learning through reflection: the Critical Role of Reflection in work-based Learning (WBL). *Journal of Work-Applied Management*, 7(1), 15–27. Emerald.
- Ho, B. (1995). Using lesson plans as a means of reflection. *ELT Journal*, *49*(1), 66–71. https://doi.org/10.1093/elt/49.1.66
- Hußner, I., Lazarides, R., Symes, W., Richter, E., & Westphal, A. (2023). Reflect on your teaching experience: systematic reflection of teaching behaviour and changes in student teachers' self-efficacy for reflection. *Zeitschrift Fur Erziehungswissenschaft*. https://doi.org/10.1007/s11618-023-01190-8

Li, L., & Steckelberg, A. L. (2004). Using Peer Feedback to Enhance Student Meaningful Learning. *Association for Educational Communications and Technology*.

Simonsmeier, B. A., Peiffer, H., Flaig, M., & Schneider, M. (2020). Peer Feedback Improves Students' Academic Self-Concept in Higher Education. *Research in Higher Education*, 61(6). https://doi.org/10.1007/s11162-020-09591-y