

# Reflections on Learning: My Educational Journey

Educational Reflection

## PART 01 Authentic Model Text Analysis

Read the following blog post from a university student's digital portfolio.

### Looking Back at My First Semester

When I started this program, I felt quite nervous because the teaching style was very different from what I experienced in my home country. In my previous schools, we mostly listened to lectures, but here, we have to participate in group discussions every day.

One of the biggest challenges I have faced so far was the "Marketing 101" group project. At first, it was difficult to share my ideas in English, but my teammates were very supportive. I have learned that collaboration is just as important as individual study. This experience has changed my perspective on learning; I now realize that making mistakes is a necessary part of the process. Looking ahead, I plan to join the debate club to further improve my speaking confidence.

### Analysis Questions:

1. **Structure:** How does the writer organize the reflection? (What happened first? What did they learn?)
2. **Grammar:** Circle the verbs in the **Past Simple** (e.g., *started*) and underline verbs in the **Present Perfect** (e.g., *have faced*). Why does the writer switch between them?
3. **Cultural Context:** How does the writer compare their past education to their current experience? How does your own educational background differ from your current situation?

## PART 02 Vocabulary Bank

Use the "Reflective Sandwich" structure (Action -> Feeling -> Learning) to write a short paragraph about a recent learning experience.

### Vocabulary Bank:

- *Challenges:* demanding, overwhelming, confusing, rewarding.
- *Growth:* developed, improved, gained insight, realized.
- *Transitions:* Initially, However, Since then, Consequently.

## PART 03 Independent Writing

**The Task:** Write a reflective essay (150–200 words) about a specific course, workshop, or educational moment that impacted you.

**Your writing should include:**

1. A description of the educational setting or task.
2. A comparison between this experience and your previous learning habits or cultural expectations.
3. An analysis of what you have achieved or how your mindset has changed.
4. A goal for how you will apply this learning in your future professional life.

---

---

---

---

---

---

---

---

---

---

## PART 04 Editorial Revision & Peer Review

*Exchange your draft with a partner. Use the checklist below to provide feedback:*

- **Clarity:** Did the writer clearly describe the learning moment?
- **Tense Consistency:** Did they use Past Simple for finished actions and Present Perfect for ongoing experiences/impact?
- **CRP Connection:** Did the writer mention how their background influenced their view of the task?
- **Vocabulary:** Did they use at least three words from the Vocabulary Bank?

# Reflections on Learning: My Educational Journey

Writing practice worksheet.



TIME

**20-30** MINS**OBJECTIVE**

To enable learners to write a structured reflection using appropriate tenses to connect past educational experiences with current growth.

**GRAMMAR FOCUS**

## GRAMMAR FOCUS

- Present Perfect vs. Past Simple

**KEY VOCABULARY**

DEMANDING OVERWHELMING

CONFUSING REWARDING

DEVELOPED IMPROVED

GAINED INSIGHT REALIZED

INITIALLY HOWEVER SINCE THEN

CONSEQUENTLY

## Procedure

### 1. Deconstruction (15 mins):

- Have students read the model text individually.
- Discuss Question 3 as a class. Encourage students to share how "being a student" looks different in their cultures (e.g., teacher-centered vs. student-centered).
- Highlight the grammar: Use Past Simple for the "story" part (what happened) and Present Perfect for the "reflection" part (what has changed in the writer's mind).

### 2. Joint Construction / Imitation (20 mins):

- Direct students to the "Reflective Sandwich" frames.
- Model one sentence on the board using a shared class experience (e.g., "When we first started this grammar unit...").
- Circulate and provide feedback on the sentence frames, ensuring students are using the transition words correctly.

### 3. Independent Construction (20 mins):

- Students write their full reflections.
- Encourage students to think beyond "I learned English" and focus on *how* they learned (e.g., time management, digital literacy, or cross-cultural communication).

### 4. Revision (10 mins):

- Peer review focus should be on *meaning* first. Did the partner understand the "lesson" learned?
- Final check for the "Present Perfect" vs "Past Simple" distinction, as this is a common B1 plateau area.