## Teaching Notes

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**Course Information**

Department: Biology

Level: **Lower Undergraduate**

Course type: **Lab and Lecture**

Students: **Non-majors**

Number of Students: 96

**Module Information**

Original Module Name: Reflective Writing

Link to Original: https://qubeshub.org/qubesresources/publications/700/1

Adapted Module Name: Reflective Writing – Adapted for Non-Majors

Files associated: Word Document

Modification Learning Goals:

* Students will understand how anxiety affects performance.
* Students will learn what reflective writing is and how to use it.
* Students will practice reflective writing.

**Teaching Notes**

* To modify this activity, I slightly changed some of the question to reflect its use in college courses or performances, rather than just when completing math activities.
* I gave this assignment as extra credit rather than a compulsory assignment. Students who turned the assignment in cited numerous examples of how they used reflective writing to ease their anxiety.
* The only thing that I might do differently in using this resource again would be to talk more about reflective writing early in the semester, to give students a chance to put it in practice more regularly.
* I certainly plan to use this activity again. My next course I will use it in is an environmental biology course, and there is a lot more math and data connections, so I think this will be even more valuable to students.
* I recommend introducing this activity early in the semester, and then using writing prompts before exams to give students a chance to put it in practice.
* This activity fit in with my teaching goal of introducing students to metacognition.