

### Step 6: Summary vs. Reflection

	Summary	Reflection
<b>What</b>	<ul style="list-style-type: none"> <li>• Condenses main point and key information of lecture, text, video</li> <li>• Gives the GIST, main ideas presented in notes and questions</li> <li>• Should address the essential question of the lesson</li> <li>• Main ideas paraphrased/stated in own words</li> <li>• Includes important content and lesson- based vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking and mental processing about learning and experiences</li> <li>• What, so what, now what of the learning</li> <li>• Purposive processing relying on thinking, reasoning, and examining one's own thoughts/ feelings and experience</li> <li>• Includes important content and lesson- based vocabulary</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>• On Cornell Notes</li> </ul>	<ul style="list-style-type: none"> <li>• On Learning Logs</li> <li>• On Tutorial Request Forms</li> </ul>
<b>Why</b>	<ul style="list-style-type: none"> <li>• To highlight the major points from the original text and to process information from the notes</li> </ul>	<ul style="list-style-type: none"> <li>• Connect learning to prior learning, self, or real world</li> <li>• Reflection allows students to find solutions and draw conclusions resulting in a better understanding of content/information</li> <li>• It is not our experiences we learn from, but rather, reflecting on the experience</li> </ul>
<b>How</b>	<ul style="list-style-type: none"> <li>• Students can synthesis the information recorded in the notes to internalize the learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students can reflect on learning, on themselves as learners and on how they learn best as a way to increase abilities/future learning</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>• Within 24 hours</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately following the learning, experience, or activity</li> </ul>