Reflection is a process whereby students make meaning of their experiences. Engaging in reflection has numerous benefits for students, such as increasing their confidence, their self-awareness, and their ability to make connections across disciplines or between coursework and personal experiences (e.g., Weber & Myrick, 2018).

Although reflection is less common in undergraduate research than other high-impact educational practices like service learning, there is emerging research to suggest that reflective activity helps students process their research experiences more fully and generate new meanings regarding their work. Structured reflection helps students recognize the skills they’re developing in the research experience, improving metacognition. In addition, undergraduate researchers report that self-reflection helps them in their applications for post-graduate work (e.g., Nye et al., 2016; Picardo & Sabourin, 2018; Wilson et al., 2016).

References:


