

# Reflection as a Tool of Supporting Conscious Learning

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Professional learning takes conscious and systematic reflection (Karm, 2007).

Lifelong learning and just-in-time learning require informed self-direction (Biggs, 2007).



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Aim – to research student perception concerning the reflection tasks done in the language learning classroom.

Research question – How do students perceive the reflection tasks from the point of view of supporting their studies?



# Methodology

- Students –
  - Servicemen/-women and civilians
- English language courses –
  - Levels A2 up to B1+
  - From 5 weeks up to 15 weeks
  - January 2013 – April 2014
- Questionnaire on 10 reflection tasks
- Group discussion
- Content analysis of reflection tasks



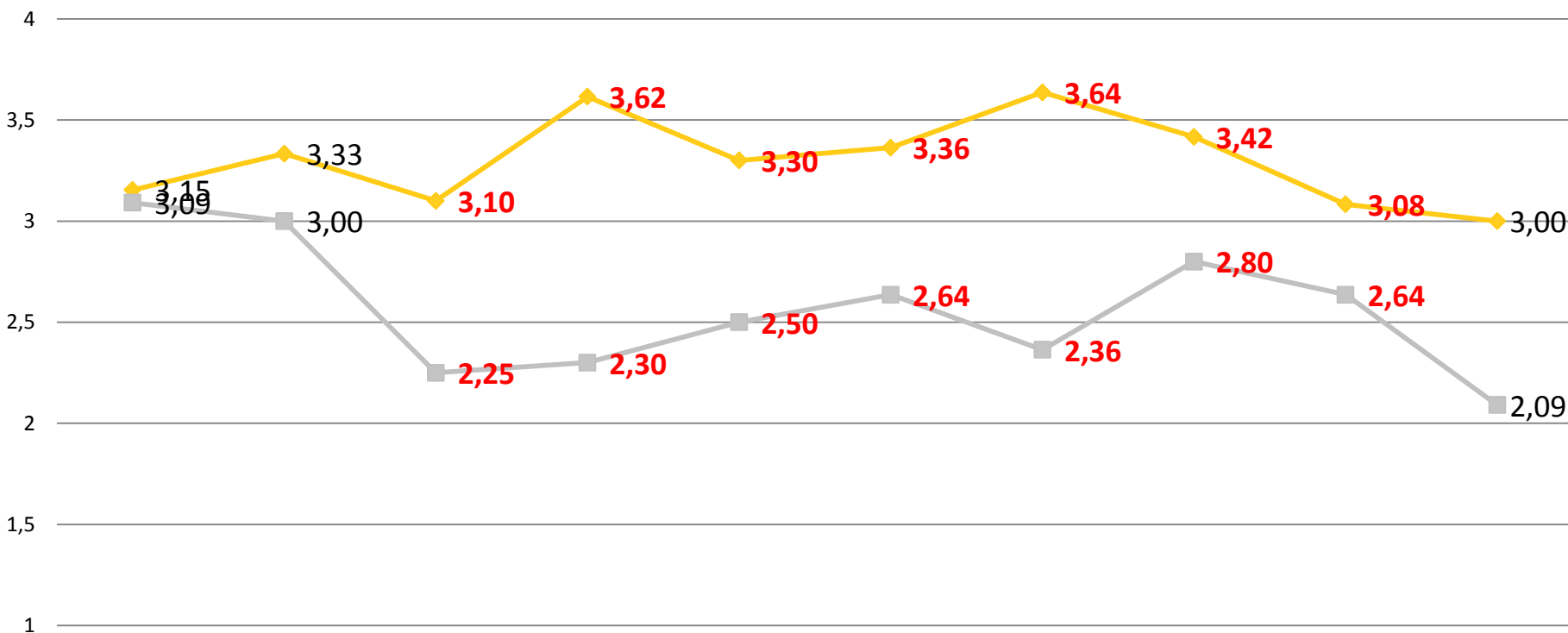
# Data analysis

- Independent Sample T-Test
- Content analysis on students' reflections
- Descriptive statistics (averages)



# Results

Sample 1 (yellow), sample 2 (gray) - averages



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# Lessons learned

- Systematic reflection and monitoring own activities should not be neglected, hurried or taken lightly.
- Teach self-evaluation and self-monitoring skills, both in the interest of the ongoing course as well as lifelong learning.



**THANK YOU FOR YOUR ATTENTION!**



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