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Title of the paper	21st Century Pedagogy: Focus on Reflective Learning
Key words	reflection, reflective learning, Kolb's cycle, Dewey's criteria, Benefits

Abstract

The 21st century pedagogy seeks to develop learners with higher skills and competencies. Reflection is considered the key for learner autonomy, critical thinking and problem solving, and it is based on higher order thinking skills. In order to develop citizens who can rely on themselves and are able to take decision, involving learners in reflection on their learning becomes a necessity. The road to reflection starts with experiential learning where learners have to adhere to Kolb's four steps in addition to Rogers (2002) who compressed Dewey's six reflection criteria into four. Our learner need to know that reflection does not only occur by the end of the experience but ant different instances. They need also to be aware of the characteristics of reflective learners to have a clear vision how to be so. Moreover, learners need to be conscious of the benefits of being a reflective learner for their study and for their future life. In order to develop First year EFL students' reflection on their learning- Badji Mokhtar University Annaba, they were involved along seventeen sessions on reflecting on their learning during the linguistic session through using a diary at different instances of the sessions in addition to self and peer assessment. The results revealed the positive effects of reflecting through diary writing on their learning and on themselves