

Students' reflection stimulated through cross learning session to drive change of learning activities

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Abstract

This article aims to examine reflection through cross learning session by the analysis of different types of learning activities. Reflective writing and interview was used as a tool for reflection in both sessions. Students studying Academic English 2 (AE2) and Writing 3 (W3) course in Academic Year 1/2011 at Mae Fah Luang University, Thailand were mixed up in the cross learning session. The students in AE2 are the first year students, while in W3 are the third year students. Each course comprised of 30 students. They were required to write reflective writing for the normal class and the cross learning session. Through the analysis of students' content of reflective writing, 6 learning categories: *recollection, evaluation, analysis, critical, diagnosis, reflection*, produced by Vermunt and Verloop (1999), and Mansvelder-Longayroux, Beijaard, and Verloop (2007) were employed. Statistical analysis was conducted. It was found that both groups of students in normal class mostly exhibited *recollection*, while in cross learning session, W3 students' learning activity shifted to *evaluation* and AE2 students reached to *analysis*. The results also showed that normal class cannot initiate motive atmosphere, but cross learning session functioning as stimulation has been successful to promote students to think more analytically resulted from more active learning environment leading to sustainable independent learners.