

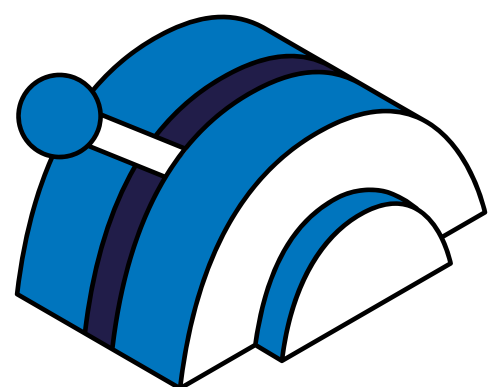
Developing Students Skills in Reflection

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Introduction

Adaptable and innovative individuals are imperative in the rapidly changing world hence reflective practice has gained prominence in higher education institutions. Reflection is an intellectual and effective practice that involves ruminating on experiences which then provides a framework for future actions. Not only is it an essential aspect of life but also an integral skill for students and a key graduate outcome that contributes to future success.



Aims & Objectives

The objective of this research is to identify barriers that students face when engaging in reflective practice. The ultimate aim is to develop support and scaffolding which will allow greater student engagement with reflection.

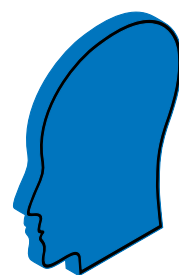
Research Methodology

Data for this research will be conducted through comprehensive literature analysis. Student opinions on the matter will also be sought through a survey. Data analysis and dissemination of findings from this will enable the development of strategies that will improve student engagement.

Results

After comprehensive data analysis, the main barriers that prevent students from engaging with reflective practice are:

1. Students view reflective tasks as a burden
2. Students have difficulties in understanding the purpose of reflection
3. Reflection is viewed as a 'touchy feely' subject that requires vulnerability



Should reflection be taught & assessed in university?



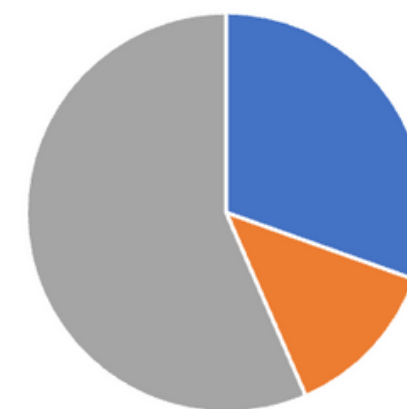
■ Taught only but not assessed ■ Taught and assessed ■ Optional/not taught at all

How should reflective tasks be structured?



■ Student driven ■ Structured assessments ■ One on one discussion with tutors

How often should students engage in reflection?



■ At the start/end of year ■ Monthly ■ Throughout the semester

53% of students prefer reflection to be taught but not assessed
31% prefer reflection to be taught and assessed as well while 16% would prefer if reflection was made optional

46% of students prefer reflective tasks to be student driven and be curated to suit personal preferences, 21% prefer structured assessments and 33% would rather have 1 on 1 discussions with their tutors

30% of students would prefer to engage in reflection at the start/ end of the academic year, 13% prefer to engage in reflection monthly and 57% of the students prefer to engage in reflection throughout the semester

Conclusion



By understanding the barriers that hinder students from engaging with reflective practice as well as data obtained from survey, the information can be used to critically review and adjust reflective teaching elements in the school and tailor them to the needs of students. The impact of this can be measured by student engagement with new resources and with follow up questionnaires.