

Master Workshop: Reflective practice in 3 Domains

J Kaya Prpic

The University of Melbourne

Corresponding Author Email: jprpic@unimelb.edu.au

BACKGROUND

Reflective practice is a skill vital to professional engineers engaged with both complex problem solving and professional practice. As such, reflective practice is an important skill to teach engineering students. Increasingly, students are expected to keep a reflective journal as part of their assessable work and ongoing development. However, this often proves difficult in terms of both the structure of reflective journals and the assessment of student writing.

The purpose of this Master Workshop is to introduce participants to a successful framework for reflective practice that has been developed over five years, with very positive evaluation by students. This framework allows students to reflect on their learning experience within the affective, cognitive and conative learning domains, all of which are important for deep reflection. The workshop will also introduce an iPad app that has been developed recently to assist with assessment of student reflective writing.

TARGET AUDIENCE

If you require students to write reflective journals and learn about reflective practice you will benefit from attending this session.

METHOD

In this Master Workshop, participants will have the opportunity to:

- share their experience of developing student reflective practice within their subjects;
- use the reflective practice framework to reflect on a personal learning experience;
- experiment with the iPad app to assess their reflective writing.

INTENDED LEARNING OUTCOMES

A brief summary of what participants will be able to demonstrate or know at the end of the session. The outcomes of this Master Class will include:

- a greater understanding of reflective practice within the three domains of learning;
- practical experience with a successful framework for reflective practice;
- an opportunity to develop questions that can guide the reflective process;
- clarity about the elements of student reflective writing that can be assessed.

PRESENTERS

Juliana Kaya Prpic is a teacher and researcher at the University of Melbourne. She has a lifelong passion for teaching and understanding the processes by which students learn most effectively in the tertiary environment. Her areas of speciality include innovation in pedagogical methods, the cultural dimensions of learning and teaching, indigenous ways of knowing, reflective practice and the use of e-Portfolio and social media in tertiary teaching. As part of her fundamental belief in the importance of Transformative Learning, she is also currently undertaking studies at the CG Jung Institute in Zurich, Switzerland.
