**Reflective Practice in 3 Domains**

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Background or Context

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 is terms of both the structure of reflective journals and the assessment of student writing.

Purpose or Goal

The purpose of this 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.

Approach

In this 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.

Discussion

The discussion of this Workshop will allow:
- 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.

Recommendations/Implications/Conclusion

This Workshop offers participants the opportunity to explore how they might:
- better facilitate reflective practice in their own context;
- develop a structured framework to assist student reflection;
- develop a set of questions to guide and assess student writing.