



# REFLECTION

## Why Reflection?

Reflection has a rich history in education, striving for greater depth of learning through analysis of events, activities or learning experiences. Benefits of reflective practice include greater student ownership of subject knowledge, improved metacognition, and more thorough comprehension of complex subject content. While “deep” reflection is often the goal, this is unlikely to be achieved without guidance and direction to the students. Similarly, assessing student reflection can be difficult: How do I judge that you have reflected effectively, when reflection is an inherently personal activity? The following resources are intended to provide some help in designing and assessing reflective tasks in the ePortfolio tool.

## Models of Reflection: What does effective Reflection look like?

While reflecting on activities and experience may seem like an automatic response, this is unlikely to be “deep” reflection that leads to effective learning. Fortunately, effective reflective practice is a skill that can be taught like any other. The following models (while not exhaustive) provide a few means of teaching and assessing reflection to promote effective reflective practices for student progress.

## 5 Rs of Reflective Practice

Developed by Bain et al (2002), the 5 Rs of Reflection provide a tiered hierarchy of student reflection. If you are interested in using the 5Rs of Reflection as Model of Reflection, consider using *2a2 Reflection Rubric* for assessing reflective practices and *2a1 Reflection Tutorial Resource* for a 10-15 minute tutorial activity sequence for teaching reflective practice.

### Reporting

- Students factually report the events or activities
- Students should describe in detail the events or activities as they occurred

### Responding

- Students respond to the events or activities
- Students should form an opinion or emotional response

### Relating

- Students relate the events or activities to their studies and prior knowledge
- Students may start to plan for future engagements, identifying resources, contacts and strategies

### Reasoning

- Students use reasoning to engage with broader issues beyond the specific events
- Students may situate their experience within current debates or areas of exploration in the literature

### Reconstructing

- Students should reconstruct their thinking and practice
- Students may identify future best practice, show new ways of exploring the issues, or identify new questions that have arisen from their experiences

For further reading on designing and assessing learning experiences in tertiary education, please see this helpful working paper (*2b Moon 2001*) and this article (*2c Ryan 2012*).



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## SEAL Process of Self-Reflection

As a component of the UQ Advantage Employability Award, students are required to reflect upon their community engagement experiences. Consequently, UQ Advantage have constructed a framework for teaching and assessing reflection with an employability focus. For more information about the SEAL Process of Self-Reflection, please see *3a SEAL Process of self-reflection*. If you are interested in teaching the SEAL Process of Self-Reflection, you may find *3b SEAL Reflection tutorial* helpful as a resource.

### Situation

- What happened during the event, incident, activity, or task?

### Effect

- What were the new experiences you had to deal with or the challenges you faced, and what impact did they have on you?

### Action

- What action did you take or strategies did you employ to deal with the challenge/s?
- Why did you take the actions you took?

### Learning

- What did you learn from it – what can you now do as a result and what do you need to do to handle a similar situation again in the future?
- How has the experience added to the ones you have already had in terms of your development?
- Can you identify particular skills or personal attributes that you drew on in this situation?



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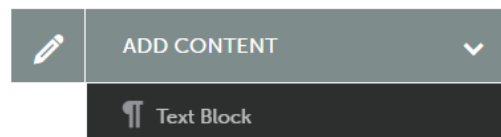
## Reflection in ePortfolio

Reflection in the ePortfolio can take many forms. While there is scope for standard Journal or Blog entries, there are also effective tools for uploading and assessing audio and video reflections.

## Written Journals

### Pages

The most common form of response is likely to be a written response on an ePortfolio page. To create this entry, students click on **ADD CONTENT**->**Text Block**. After they click **Insert Content Here**, this will insert a text box on their ePortfolio page in which they can write their reflection.



They should ensure to click **Save** and **Close** when they are finished. If the reflection is to be assessed, they should click Submit and follow the standard ePortfolio submission procedures.

### Forms

An alternative for creating written reflections is to use an ePortfolio Form. This provides a more guided reflection, and can be used for establishing base information (date, location, activity duration, etc.) prior to the more in-depth reflection for effective learning.



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REQUIRED

Day 2 details

		Details
1	Date of placement	<input type="text" value="d"/>
2	Start time	<input type="text" value="d"/>
3	End time	<input type="text" value="d"/>

REQUIRED

Reflection

Description plus reflection

d

As Forms must be constructed before students are able to complete them, this requires some planning prior to implementation. For further information on using Forms for reflection please contact the [Learning Designer: ePortfolio](#) or Faculty eLearning support.

## Video/Audio Reflection

Video and audio modes of reflection allow for a different reflective experience. These may be used for simple video diaries, for reflective audio commentary of skills as they are demonstrated in video, or for recordings of reflective discussions between student and mentor, for example.

ADD CONTENT

▼

Text Block

Add File

To upload an audio or video file, students click on **ADD CONTENT->Add File**. After they click **Insert Content Here**, this will open an upload box. Students may drag files, or browse their computer, Dropbox or OneDrive for the previously created audio or video files. Students then click **Start** to begin uploading the files.

Add File **MAX 300 MB** **FILES ALLOWED?**

Close

Please note that all files should be kept under 300MB; this is to ensure a positive web browsing experience as large file sizes may significantly slow page load times.

Add File File from Library

Drag Files Here to Add

or

Add Files...

or

Choose from Dropbox

or

Choose from OneDrive

Once the upload and file conversion is complete, the video or audio file will display as a playable object in the ePortfolio page. For more information

specific to the ePortfolio, please see this [webinar](#) focusing on best practice use of ePortfolio audio and video.