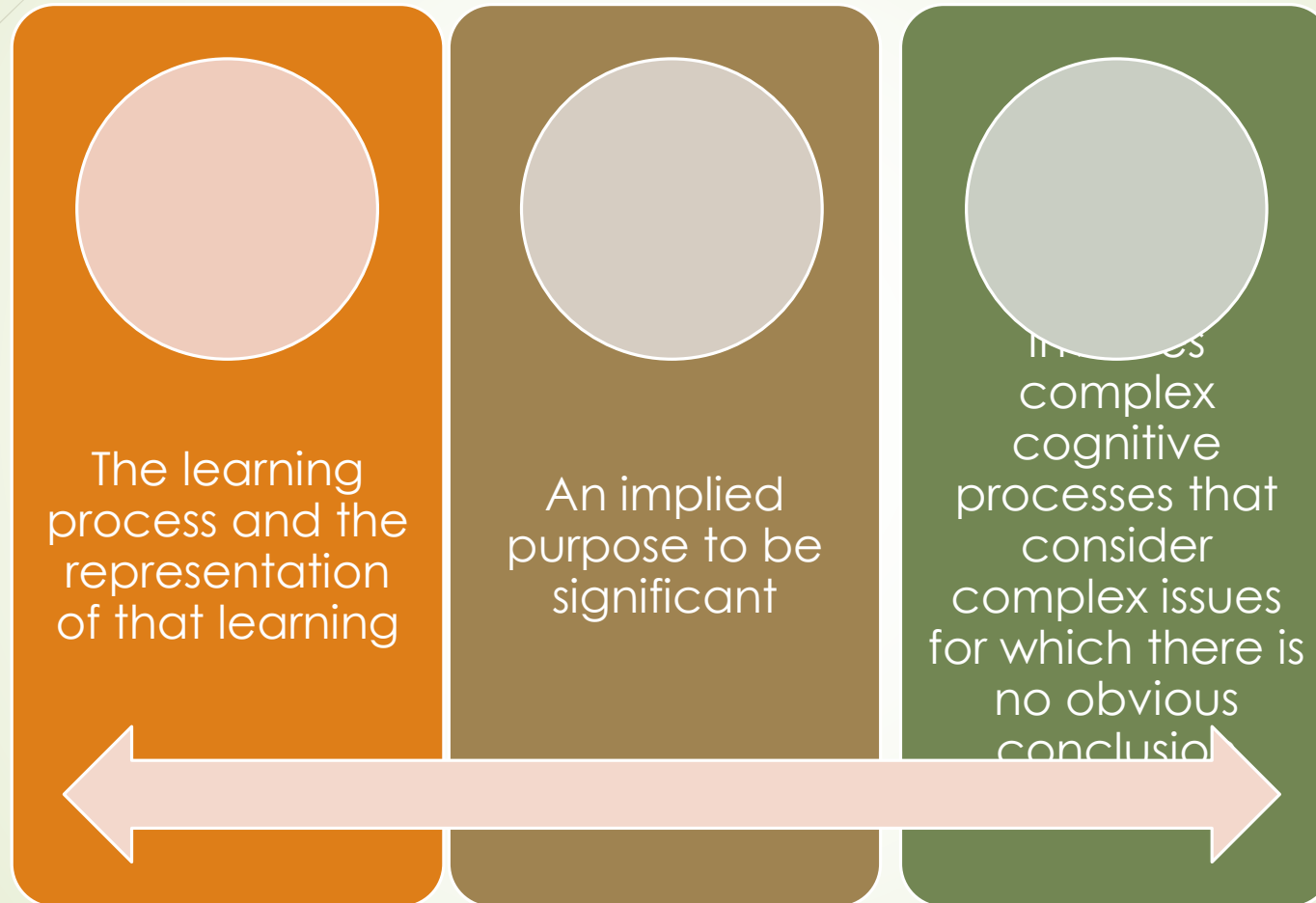




**Reflective components in online  
distance learning assessments to  
improve student pass rates and  
cognitive learning**

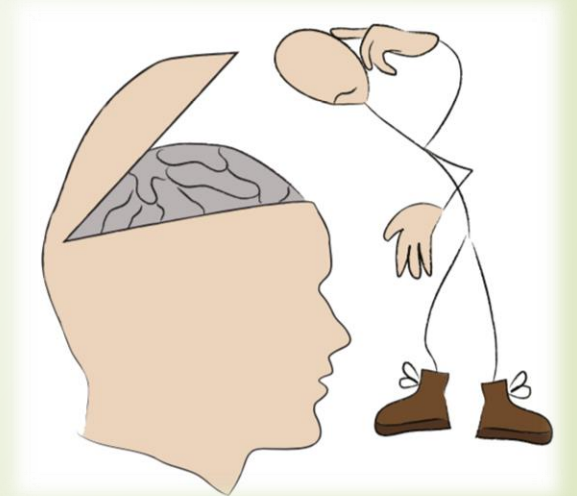
# What is Reflection



Moon (1999a)

# Critical reflection

- Critical reflection is problem solving or investigation brought about by a moment of doubt Dewey (1933).
- Critical reflection could be thought of as a process of 'thinking about the conditions for what one is doing and the affects' (Steier 1991).
- Critical reflection is perceived to be of value for surfacing the influences on, and effects of, thinking and behaviour (Birch and Miller 2000).
- Normative difference between critical thinking and critical reflection.



van Ameijde, Weller & Cross (2016)

# Forms and domains of critical reflection

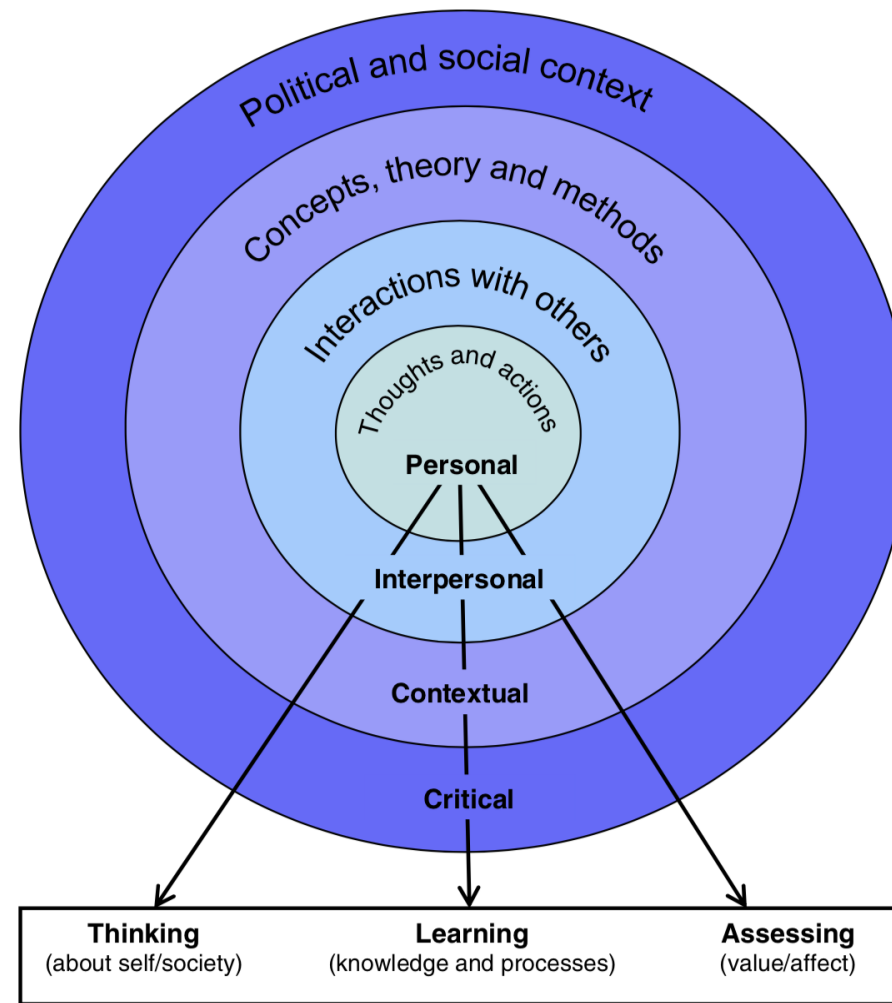
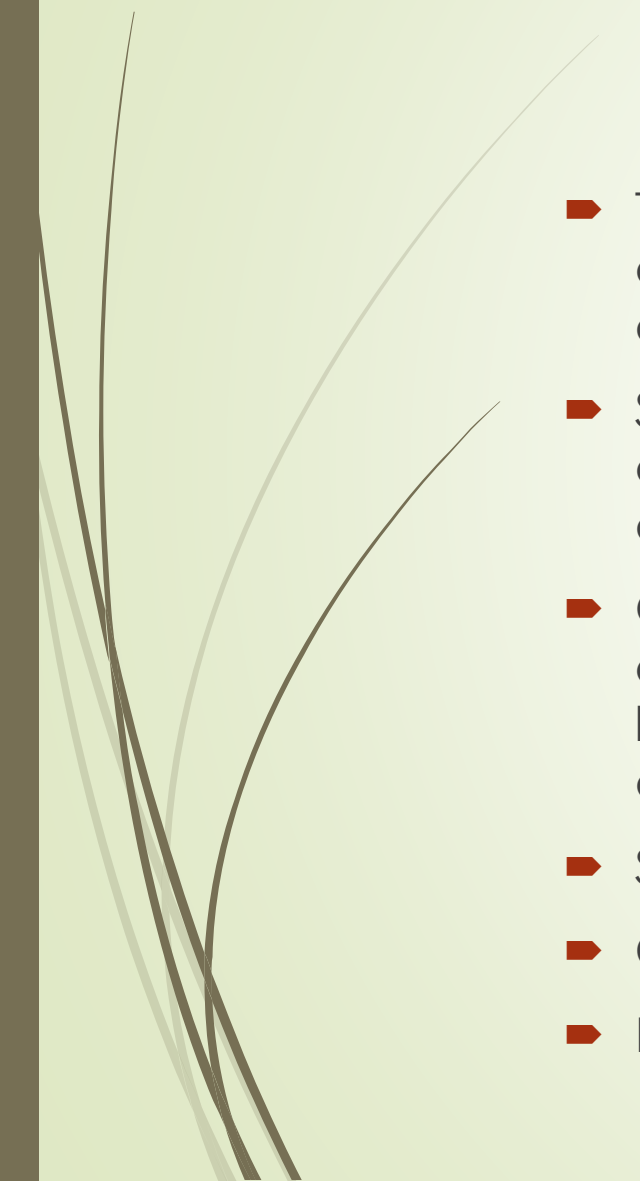


Figure 1. Forms and domains of critical reflection.





# Why include critical reflection exercises?

- ▶ Teaching critical reflection supports learning geared to both the assimilation of subject knowledge and the confidence to question and adapt that knowledge (Barnett 1994).
  - ▶ Simply teaching subject knowledge falls short of ensuring new practitioners are empowered to question, and potentially improve upon, what they are doing or why they are doing it (Clegg 1999).
  - ▶ Offers useful development opportunities for assessment practice, including exploring student perceptions of the importance and meaning of intended learning outcomes and stimulating self-directed learning rather than a dependence on formal feedback from teachers (Smith 2011).
  - ▶ Supports professional competency and professional development.
  - ▶ Contribute to student retention.
  - ▶ Boost student confidence
- 

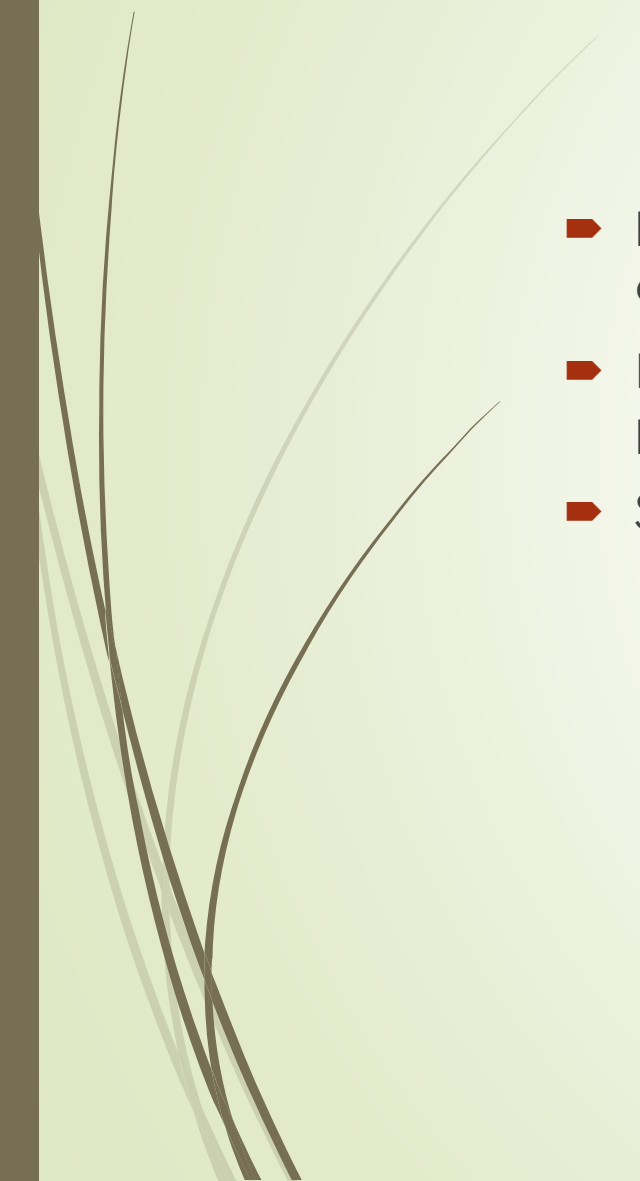


# Critical reflection and assessments in HE


- ▶ Focus on measured attainment means that the design and development of mechanisms to monitor and assess critical reflection have not been a priority (Hodkinson and Hodkinson 2004).
  - ▶ Assessment of critical reflection generally is complicated because of defining what it is and whether it has been understood or applied (Larivee 2008).
- 



# Critical reflection and assessments in HE

- ▶ Integration of formative and self-assessment opportunities into the curriculum.
  - ▶ Build in time and space for student reflection and self-directed learning, particularly, before assessment and transition points.
  - ▶ Self-assessment questions, formative quizzes, reflective journals.
- 





# Reflective journal- student comments

***“ ...it was the learning journal that I found most useful. It took a little bit of discipline getting into it but I’m finding it very useful to keep going back to, to reinforce what I’ve been doing so far. So that’s been a good discipline and that’s been very helpful.”***

*“One is the feedback that I’m getting throughout the course on the course materials, which is helpful; and the other is reflecting on what it is that I’m learning and it’s helping me to view things in new and different ways.”*





# Reflection and skill development- student comments

*“I think self-reflection is an important part of learning to help you to improve and develop. It’s good to take the time out to look at how well you are doing, the current skills that you have and the areas in which you can improve. You can then plan how to utilise these skills and develop the ones that need improving.”*

*“It was useful to look at my study skills that need improving and to think about how to develop them. It helped me put together a plan of action and to be honest with myself about how well my studying is going.”*



# Some sample questions...

- ▶ *What did I actually achieve with this piece of work? Which were the most difficult parts, and why were they difficult for me? Which were the most straightforward parts, and why did I find these easy?*
- ▶ *How well do I think I achieved the intended learning outcomes for this task?*
- ▶ *Where could I have improved my achievement? Why didn't I improve it at the time?*
- ▶ *What have I got out of doing this assignment? How have I developed my knowledge and skills? How do I see the payoff from doing this assignment helping me in the longer term?*
- ▶ *What else have I got out of doing this assignment? Have I developed other skills and knowledge, which may be useful elsewhere at another time? If so, what are my own emergent learning outcomes from doing this assignment?*
- ▶ *What was the best thing I did? Why was this the best thing I did? How do I know that this was the best thing I did?*