

Reflection as Dialogue in Work-based Learning

How can students, staff and mentors use interactive reflection as feedback to enhance workplace learning?

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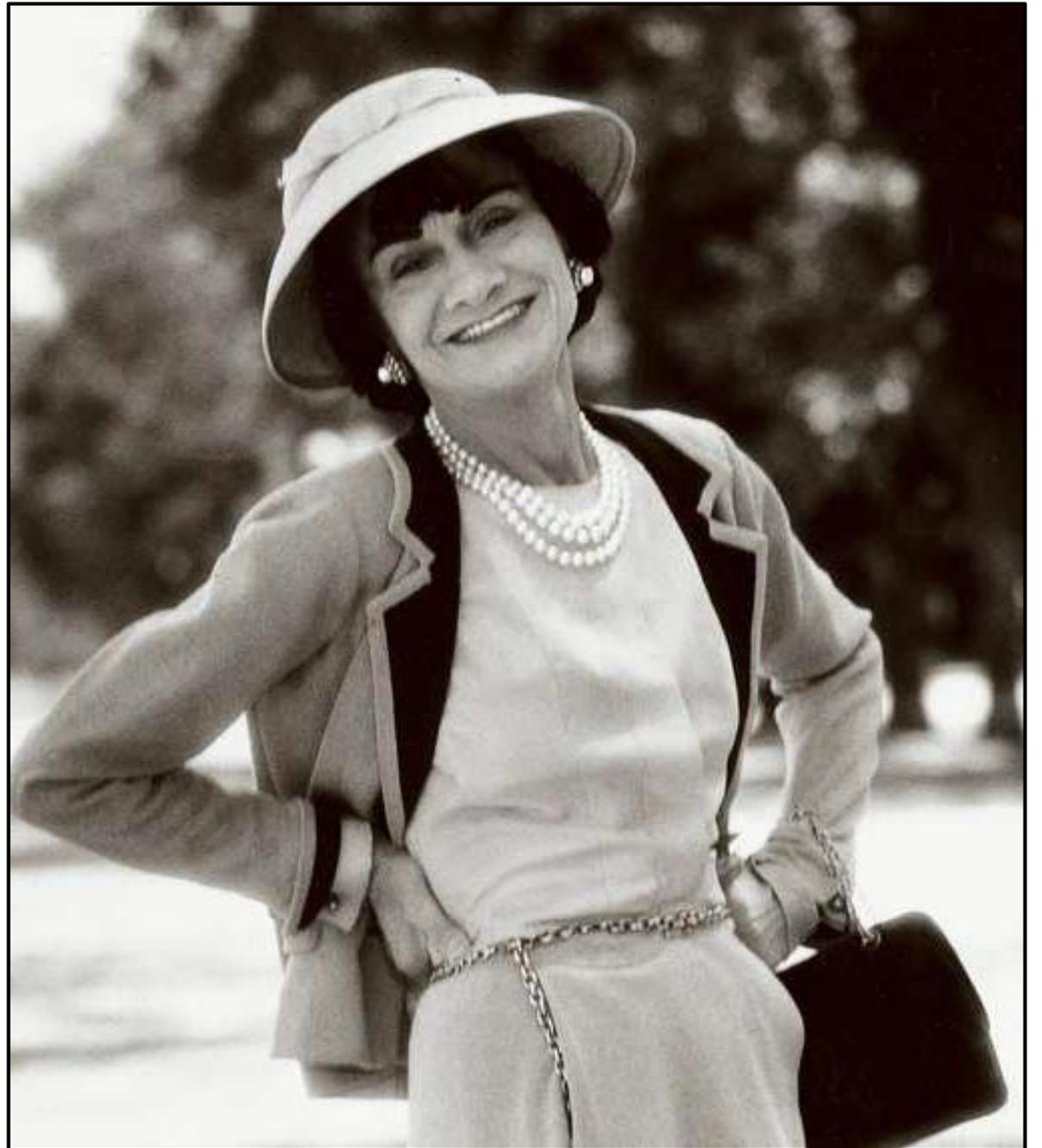
Jackie Smart, Educational Developer: Course Design and Development

The Workshop

- Context around reflection and work-based learning
- Demonstration of Individual Learning Plan
- Our key questions
- 2 Exercises

The most
courageous act
is still
to think
for yourself.
Aloud.

Coco Chanel



Reflection as Feedback

The development of reflective skills assists with the process of knowing how to learn and the acceptance of the individual's centrality to their own learning

Ruth Heyler, 2015

Quality Code Theme: Work-based Learning
Guiding principle 6

Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes



Apprenticeships: defining 'off-the-job training'

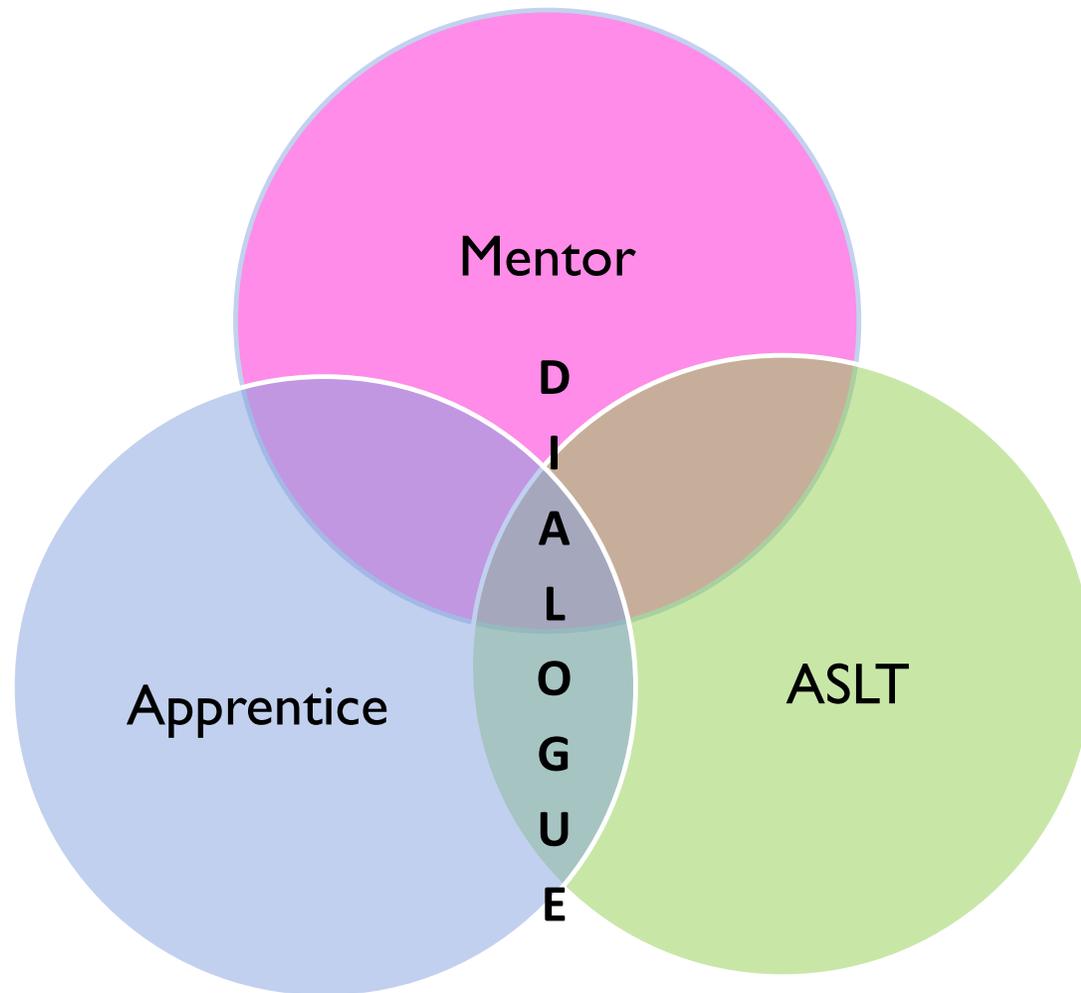
Can reflective learning and self-evaluation type activities be included?

Off-the-job training must be about gaining new skills. If the reflective learning and self-evaluation is imparting new knowledge, skills and behaviours, this would be relevant. However, if it is being used as a temperature or progress check then, no, this would not be off-the-job

Training

Dept for Education

REFLECTION AS KEY PART OF APPRENTICESHIP PROGRESS



The work that learners do over time embodies consistently demanding curriculum goals and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

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APPRENTICESHIP: Individual Learning Plan

Digital Portfolio on Campus Press

<https://campuspress.uwl.ac.uk/janetsilp>

My ILP

About me

Education

Employment information

Skills scan

Personal and professional reflections

Progress review targets and outcomes

Individual Learning Plan

My CV



Replace this text with your name

Individual Learning Plan

Replace the photo below with one of yourself (or simply remove it) if you wish



Replace this text with a description about yourself as this is an online portfolio about you and your work and studies:

Put the title of the apprenticeship you are studying here: xxxxxx

Put the start date of your apprenticeship here: DD/MM/YYYY

Reflection-in-dialogue

Without the medium of relationships, critical reflection can be impotent and hollow, lacking the genuine discourse necessary for thoughtful and in-depth reflection

Joseph A Raelin, 2008

Chat between colleagues...is an important transitional space and site for reflection...a way of making sense of one's experiences through describing one's experiences to others and gaining perspective on one's own through their stories.

David Boud, 2006

Key Questions

- Can we design reflective activities that assist learners to recognise and move progressively through the stages of their learning journey – what would this look like?
- Can we make reflection more interactive in different settings and with different people, to enhance the value of feedback – what would this look like?



Exercise 1: The reflective feedback journey

Level 4	Level 5	Level 6
<i>Evaluate your own skills against a set of values/criteria</i>	<i>Identify and discuss examples of where this set of values/criteria are relevant in the workplace</i>	<i>Reflect on the development of your skills against this set of values/criteria and construct a plan to meet your future learning needs.</i>

Exercise 2: Reflection as Dialogue

Thinking about the kinds of work-based learning students might do in your discipline,

What opportunities are there for them to reflect interactively with different people?

How might these interactive processes of reflection and feedback be captured?



What's in the Mirror?

- 1. See yourself in relation to the teacher**
- 2. See the sequence in relation to yourself**
- 3. See yourself through the eyes of others**
- 4. See the sequence reflected in another**



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