

Developing the Reflective Practitioner

The Context

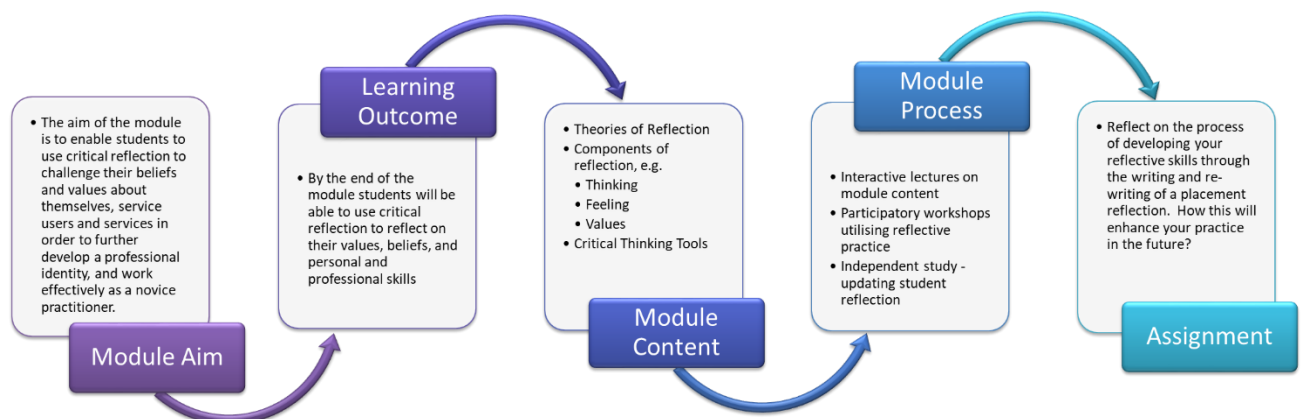
Developing the Reflective Practitioner is a third year occupational therapy module. Reflective practice is a professional requirement for all qualified allied health professionals. Students are prepared for this through being taught models of reflection and undertaking a variety of reflective activities in university and particularly while on practice placement.

The Issue

Despite being taught reflective models and given many opportunities to reflect, students' reflective abilities remained generally poor and certainly inconsistent through any given cohort. Most students complained about having to do 'so much reflection' and that they can't see the point of it other than meeting a placement requirement. However, research suggests that critical reflection is an important tool for improving practice and maintaining standards.

The Solution

Biggs (1999) theory of Constructive Alignment was used to design the module. This required consistency between the different elements of the module in terms of both content and mode of delivery. The module content was clearly related to the module aims which was in turn recognisable as the main content of the assignment. The learning and teaching strategy included activities which helped the student to put theory into practice and then utilise it subsequently. Throughout the course students constantly updated a placement reflection post-session. The assignment required students to reflect on what they had learned about critical professional reflection through the process of updating their placement reflection.



Biggs J (1999): *Teaching for Quality Learning at University*. Buckingham: SRHE and Open University Press,

For a poster explaining the process in full and including student evaluation feedback click on thumbnail

**Improving the student learning experience through
‘Constructive Alignment’**
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Abstract

Constructive alignment is a teaching approach that focuses on aligning learning objectives, teaching methods, and assessment methods. This approach aims to create a more student-centered learning environment where students are actively engaged in their learning. This paper discusses the implementation of constructive alignment in a nursing module and its impact on student learning experiences.

Keywords: Constructive Alignment, Student Learning Experience, Reflective Practitioner, Module Design, Constructive Alignment.

Developing the Reflective Practitioner - Module Design Utilising ‘Constructive Alignment’

The flowchart illustrates the process of developing a reflective practitioner module using constructive alignment. It starts with 'Module Design' leading to 'Learning Objectives', 'Teaching Methods', and 'Assessment Methods'. These three components are interconnected, indicating that they are designed in a mutually reinforcing way. The process then leads to 'Implementation' and finally 'Evaluation'.

Student Comments

The diagram shows student comments leading to 'Module Content' and 'Learning Strategy'. 'Module Content' leads to 'Implementation', which then leads to 'Assessment'. 'Assessment' leads to 'Feedback', which then leads back to 'Module Content' and 'Learning Strategy', creating a continuous feedback loop for improvement.



Constructive Alignment (DRP) po: