

Case Study Eight

Reflective Journal on Work Placement Experience

Task Description: Reflection on an industry placement

Weighting: 40%

Level: Mid-Year Undergraduate

Outline and Instructions:

Ongoing reflection is an important part of professional practice. To help you further develop your reflective practice this task requires you to complete a reflective learning journal over the duration of your six week industry placement. Maintaining such a journal gives you opportunity to:

- see how aspects of your placement experience align with your own values and beliefs;
- give you a clearer perspective on events;
- allow you to consider potential responses and action pathways; and
- help you articulate clearly your thoughts, opinions and feelings.

For this task you need to choose one of the reflective frameworks provided in the course, such as Gibbs' (1988) Reflective Cycle (Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan) to structure all your weekly reflections. All reflections must include links to theoretical concepts already discussed in tutorials.

Your entries need to include a brief explanation of the work-related situation or event; what was your thoughts and feelings at the time; an evaluation of the positive and negative parts of the experience; whether you could have done anything else in the situation; and your strategy if this situation or event occurred again in the future.

Each week you are required to write TWO reflections of key events in your placement; each being a minimum of 150 words.

Marking Criteria:

- Ability to translate theoretical concepts to practice
- Demonstrated personal learning and development
- Quality of the structure of each reflection according to chosen reflective framework.

Submission: Electronically to your teacher at the end of the placement.

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Workshop Rebuild

Workshop Participants:

Dawn Gleeson (Melbourne), Sheila Vance (Monash), Cecilia Yeboah (ACU)

Identified Problem Areas:

- Weighting of 40% on a single item makes it high stakes and more likely to be purchased.
- It is easy to use a student's previous year's work, buy this work, or write the reflection in collaboration with another student.
- Students can get around plagiarism checking sites by altering the work they obtain from others.

Redesign of the Assessment Task:

- For the first four weeks of the placement, ask students to produce the same reflection described in the original *task* (a weekly entry of approximately 150 words that includes a brief explanation of the work-related situation or event and the student's thoughts and feelings at the time).
- In week 5 the student chooses one of the reflections and evaluates the positive and negative parts of the experience; whether they could have done anything else in the situation; and their strategy for dealing with this situation or event if it ever occurred again in the future.
- Students will be assigned **one** of the reflective frameworks provided in the course, such as Gibbs' (1988) Reflective Cycle (Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan) to structure their final reflection.
- All reflections must include links to theoretical concepts discussed in tutorials and to the feedback provided on their 4 weekly submissions.
- Marking criteria will include: (i) ability to translate theoretical concepts to practice; (ii) demonstrated personal learning and development; and (iii) quality of the structure of each reflection according to chosen reflective framework.
- Use electronic submission rather than paper submission.