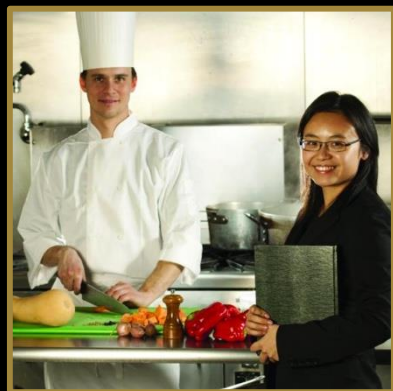


# REFLECTIVE PRACTITIONERS

## THE-ICE International Panel of Experts 2017

Associate Professor Pierre Benckendorff

UQ Business School | The University of Queensland



# REFLECTIVE PRACTITIONERS

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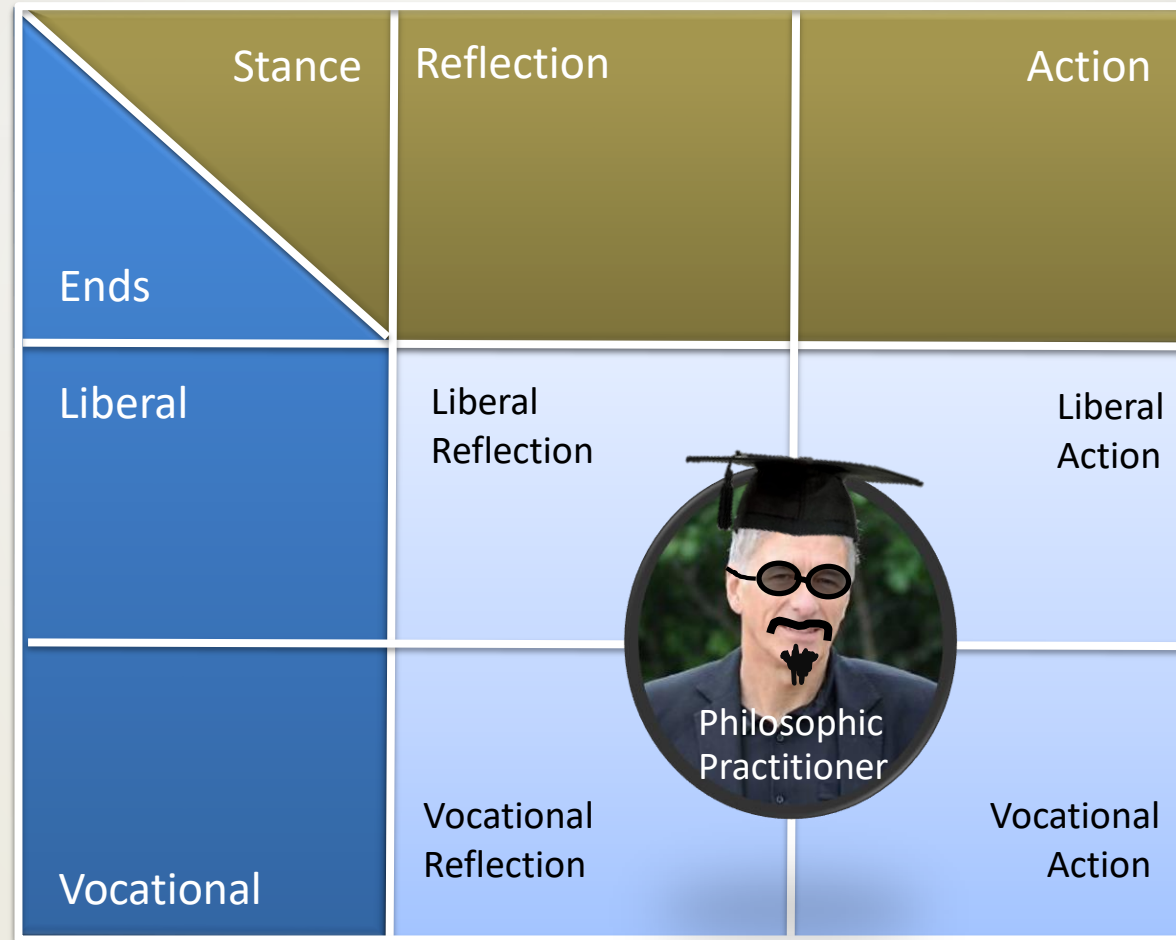
Reflective practice is the habit of inquiring and investigating a problem situation in order to understand how to frame a solution (Schon, 1983)

- **Reflective:** Characterised by deep careful thought...reflection is what allows us to learn from our experiences: it is an assessment of where we have been and where we want to go next (Kenneth Wolf)
- **Practitioner:** somebody who practices a particular profession
- **Reflective Practitioner:** a professional who uses deep, careful thought to improve themselves

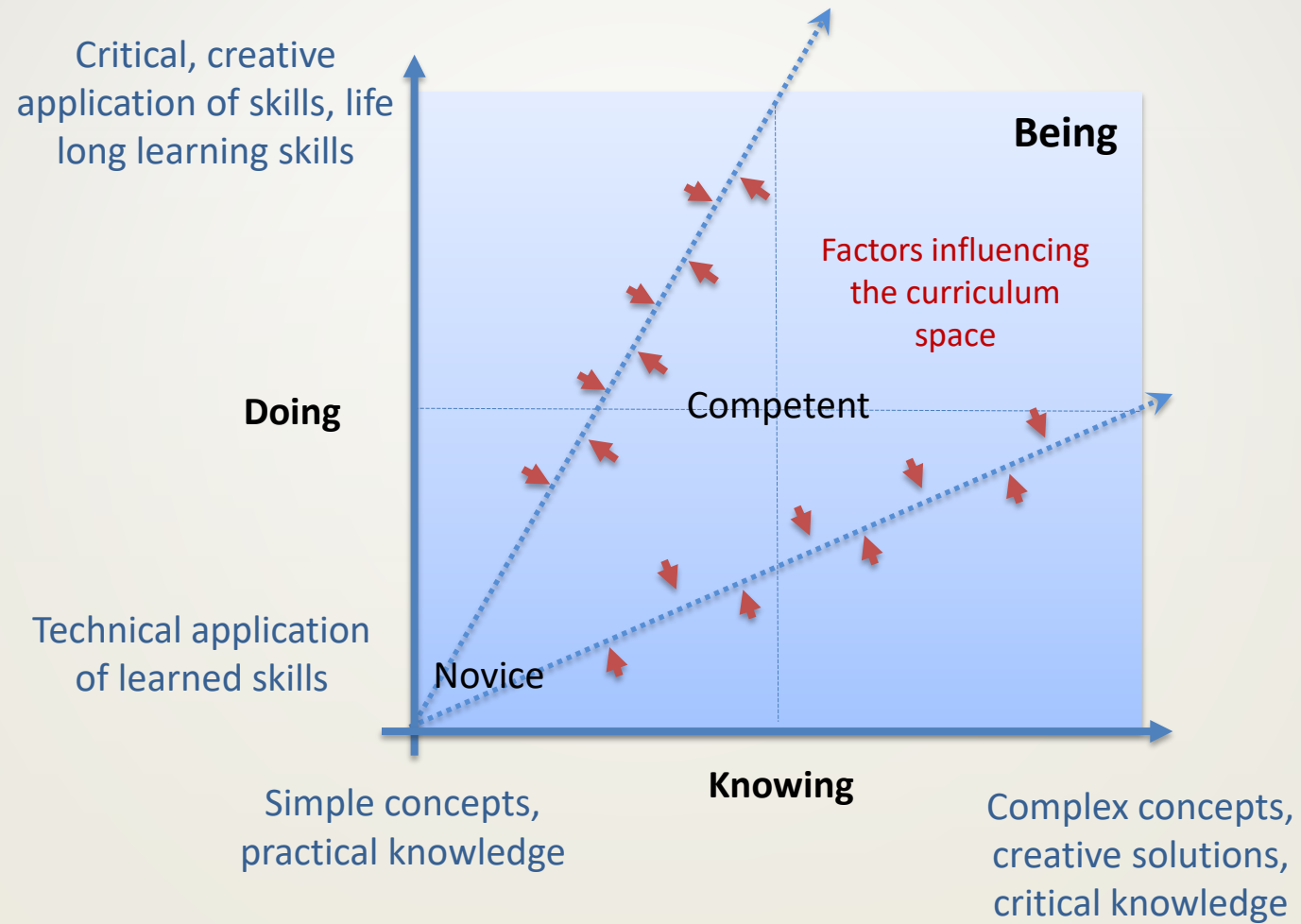
Embedded in the national LTAS for tourism hospitality and events:

- **Professional Responsibility:** Graduates will be able to **reflect on their conduct** and the **performance of others** to improve their own interpersonal and hospitality operational skills and knowledge.

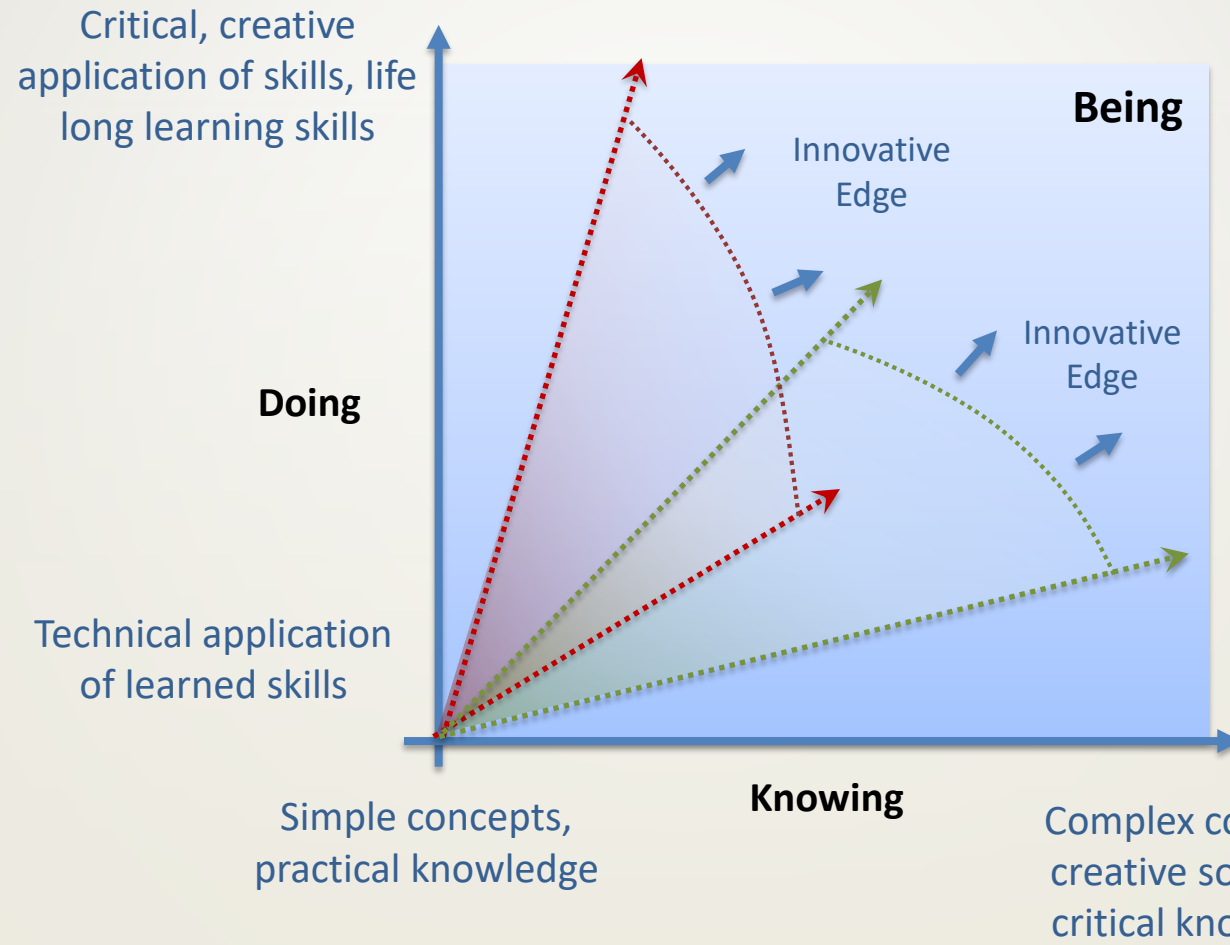
# THE PHILOSOPHIC PRACTITIONER



# THE TH&E CURRICULUM SPACE



# THE TH&E CURRICULUM SPACE



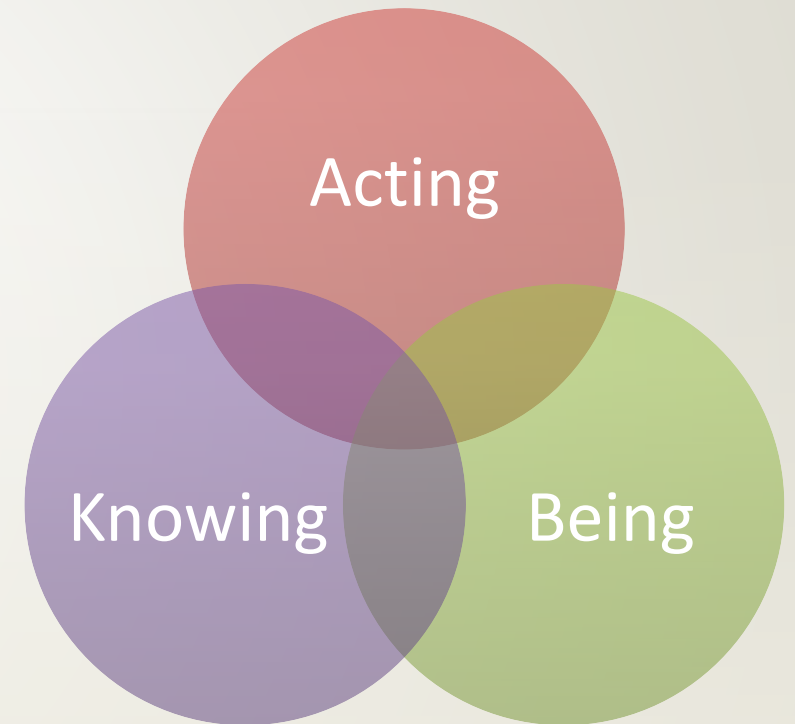
It is not enough just to **do**, and neither is it enough to **know**.

Learning from reflection requires links between the doing and the knowing ... to understand and develop the **being**



# DOMAINS OF LEARNING

- A genuine higher education puts students **on the spot**. It does not let them evade themselves. It not merely encourages the student to **develop her own point of view**, but requires the student to state her **reasons** for her point of view. The student is pressed relentlessly and, ultimately, the pressing is **done by the student herself**. She **internalizes** the **interrogative voices**. And in the process takes on her own voice. (Barnett, 2007)



# WHY REFLECT?

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Reflection helps learners to:

- understand what they already know (individual)
- identify what they need to know in order to advance understanding of the subject (contextual)
- make sense of new information and feedback in the context of their own experience (relational)
- guide choices for further learning (developmental)

# REFLECTIVE COMPETENCIES

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- Willing to learn from experience and change things
- Able to make time for reflection
- Being open and honest
- Willing to share and discuss your experiences
- Being motivated to replay / describe / analyse experiences
- Able to make an action plan



# SOURCES OF REFLECTION

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## Broadly...

- Everyday events
- Positive experiences
- Negative experiences
- Eventful incidents
- Unusual incidents
- Routine activities
- Important events
- Meaningful events

## In a learning context...

- Content
- Learning activities
- Assessment tasks / mistakes
- Interactions with educators
- Interactions with others
- Work Integrated Learning (WIL)
- Field visits or site tours
- Guest speakers

# REFLECTIVE ASSESSMENT



# 4R REFLECTION FRAMEWORK



4Rs	Deeper reflection
<b>Reporting/ Responding</b>	Report what happened or what the issue or incident involved. Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion, or asking questions.
<b>Relating</b>	Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge. Have I seen this before? Were the conditions the same or different? Do I have the skills and knowledge to deal with this?
<b>Reasoning</b>	Highlight in detail significant factors underlying the incident or issue. Explain and show why they are important to an understanding of the incident or issue. Refer to relevant theory and literature to support your reasoning. Consider different perspectives. How would a knowledgeable person perceive/handle this? What are the ethics involved?
<b>Reconstructing</b>	Reframe or reconstruct future practice or professional understanding. How would I deal with this next time? What might work and why? Are there different options? What might happen if...? Are my ideas supported by theory? Can I make changes to benefit others?

# CHALLENGES FOR DISCUSSION

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1. Reflection does not come naturally to everyone. How do you develop and nurture reflective practice in learners and educators?
2. How can we design reflective assessment tasks that are feasible and productive while still allowing the potential for deep, robust thinking and understanding?
3. How can reflective practice foster lifelong and lifewide learning?





Reflective  
Practice...being a  
life-long learner and  
reflecting on  
everything you do.