

Critical Reflection

Do I see what I should be seeing?
(And how does this help me develop?)

Self reflection is the basis for effective professionalism. (Schon, 1983)

I need **to engage** with feedback to be able to critically reflect.

Audio files have been shown to improve engagement and open a dialogue between learner and tutor. (Lunt & Curran, 2010)

The National Students Survey (NSS) indicates that feedback is a significant source of dissatisfaction for students. They find it difficult to understand and use constructively for future learning. Academic staff are concerned that students appear not to engage with, learn from or utilise the feedback they receive.

Innovative options are continually being developed to encourage student ownership of the information they receive. These methods include self assessment, peer assessment, audio-visual and computer based feedback.

I **reflect** in order to learn something, or I learn as a result of reflecting. (Moon, 1999)

Self- and peer-assessment help me develop critical thinking skills. (Higgins et al, 2002)

Will what I receive allow **me** to fill the gap between what I know and what I need to understand?

Critical reflection facilitates students to perceive their performance and use the knowledge obtained to feed-forward to improve academically.

It is vital in the assimilation of knowledge and learning from mistakes. It promotes the constructive evaluation of what has been accomplished to appropriately inform future actions and learning. It is the cognitive negotiation of new realities and adaption to change in a transformative learning environment.

I need time and space to **assess and nurture my understanding.**

I can use feedback as a constructive development tool that provides **'feed-forward'** to future learning and assessment. (Duncan, 2007)

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