

Developing Reflexivity in Teaching and Learning: A Community of Practice

Ready to Teach Week #R2TWeek | Semester 2 2022

Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.



Welcome and introductions

Dr Amy Hickman

Lecturer Health Promotion SPH

Health Communication, Rhetorics of
Health and Medicine, Reflexivity in
Teaching and Learning, Qualitative and
Participatory research methods.



Dr Karen Shelley

- Learning designer in SPH
- PHD in Critical Health Education Pedagogy (including reflection)
- 30+ years of teaching experience in high school and higher education as tutor, lecturer, course coordinator



Elspeth Hickey

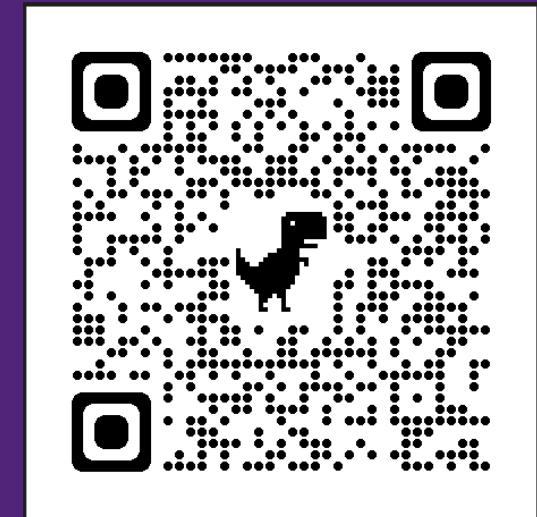
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Practice at SPH

Recent Graduate from MPH program



Getting to know you
Click the following link to Padlet and
answer a few questions for us
please:

[https://padlet.com
kshelley10/7f5rmw7gufauus09](https://padlet.com/kshelley10/7f5rmw7gufauus09)



Outline of Today's Session

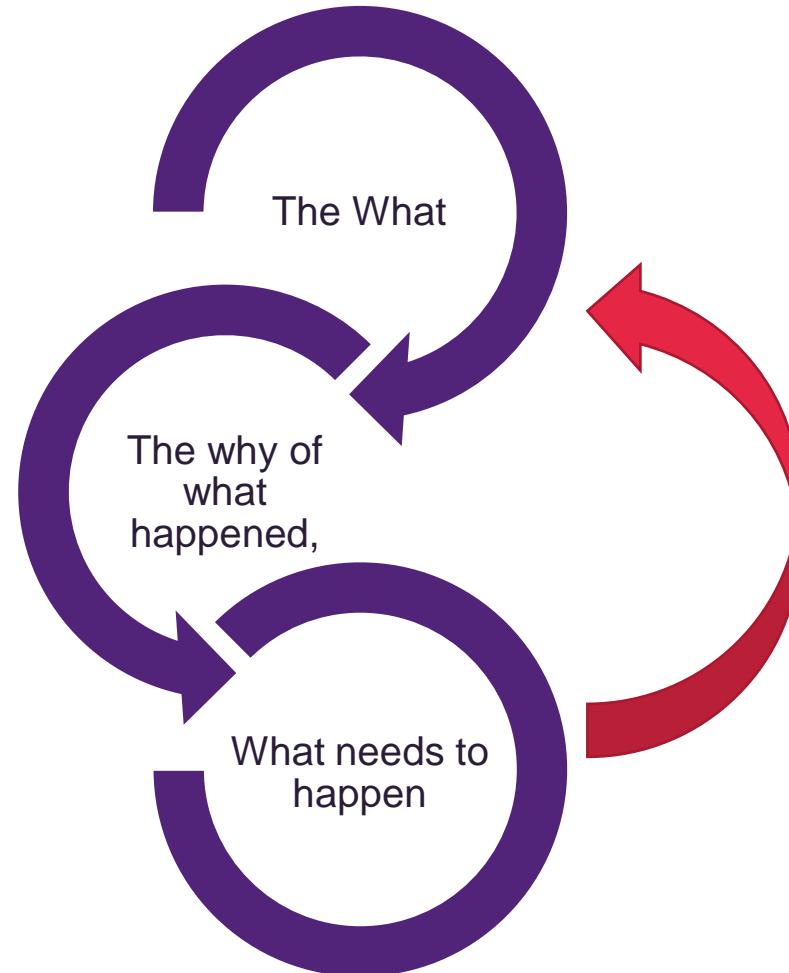
1. Definitions
2. Why Reflexivity?
3. What we already know from the scholarship
4. Challenges and tensions
5. How we do this work?



1. Definitions



The Goal of Reflexivity is change.



Reflection

Reflecting on experience:
“...human activity in which people recapture their experience, think about it, mull it over and evaluate it.”

(Boud et al., 2013, p. 19)

Critical Reflection

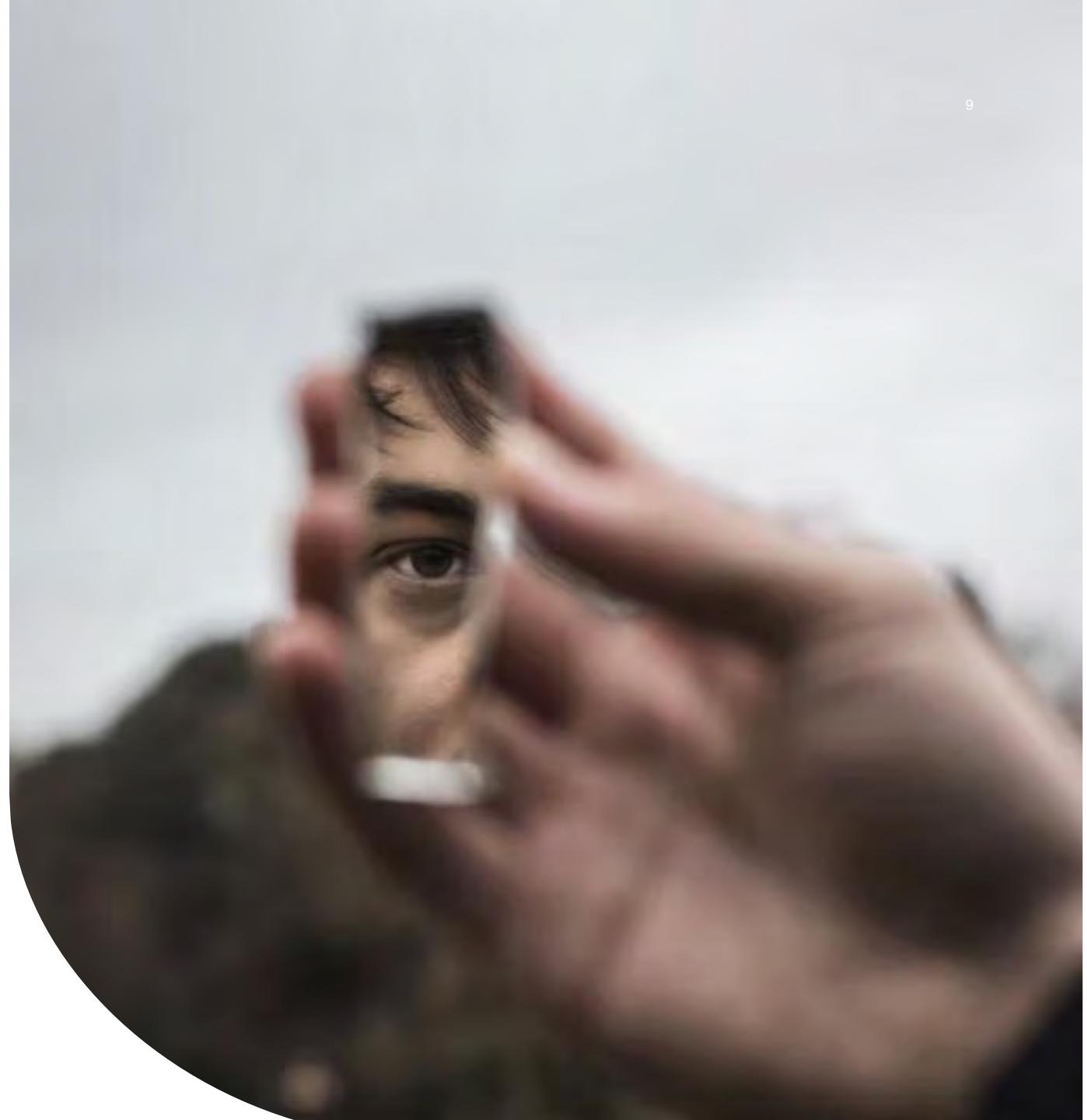
“begins with self awareness and examination of personal values, beliefs and assumptions that may have been unconsciously embedded within a personal worldview” (Bass et al. 2017 p. 229)

Reflexivity

...continuous self-reflection whilst also critically reflecting on the wider social and political context. . . a form of meta-reflection where the mirror is turned on all the internal and external influences as part of reflective practice.

Looking at reflexivity from two perspectives

- 1. Developing reflexive practice in your students**
- 2. Becoming a reflexive teaching practitioner yourself – reflecting on your own practice**



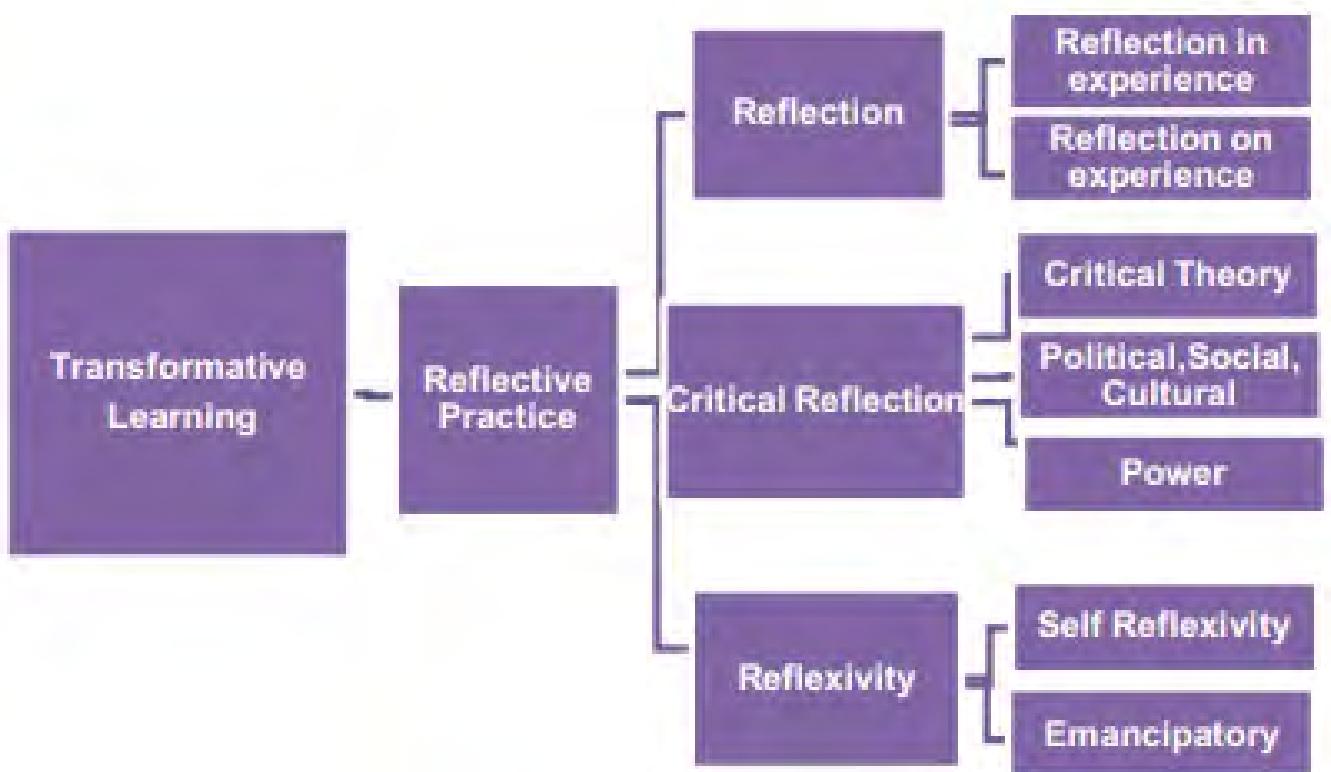
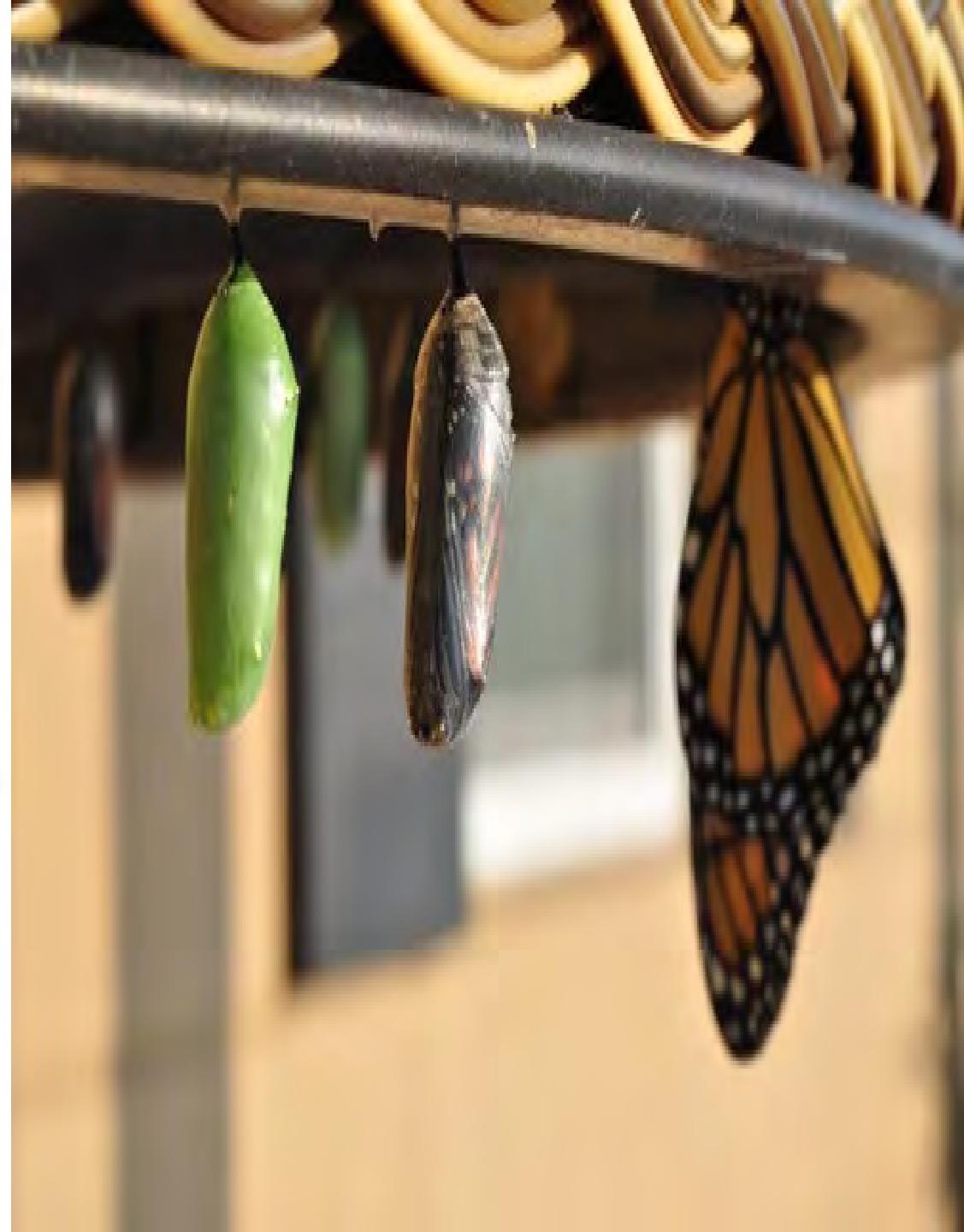


Fig. 1. Conceptual framework underpinning the Holistic Reflection Model.



And Ryan (2013)

Transformative reflection or reflexivity is context dependent...and is characterised by mental and self-referential 'bending back' upon oneself of some idea or thought (p. 146)



2. Why Reflexivity?

University of Queensland:

Reflexivity is a UQ graduate attribute and central to work integrated learning. When students graduate with grounding in reflexive practice, they can effectively bring change in the world.

Public Health Tertiary Education

Critical to equity and cultural safety in classroom contexts professional development in teaching to effective and transformative teaching practice.

Council of Academic Public Health Institutions Australia

Reflexivity as a core competency for MPH graduates in relation to Indigenous health.

5.2 Demonstrate a reflexive public health practice for cross-cultural contexts

5.3 Demonstrate a reflexive public health practice for Aboriginal and Torres Strait Islander health contexts

Social and moral imperative

Learners come to higher education with a plethora of life experiences,... which provide both a rich backdrop as well as a barrier to the possibility of alternative viewpoints. Therefore, all experiences do not yield practices that promote social justice and social change.... Educators must provide an academic experience that challenges personal experience for the purpose of considering alternative viewpoints, taking into consideration social, historical, and political contexts (Lay & McGuire, 2010).

Equity and inclusion in the classroom begins with reflexivity in teaching and learning



3. What we already know from the scholarship



Reflection is not an intuitive skill and needs to be explicitly taught

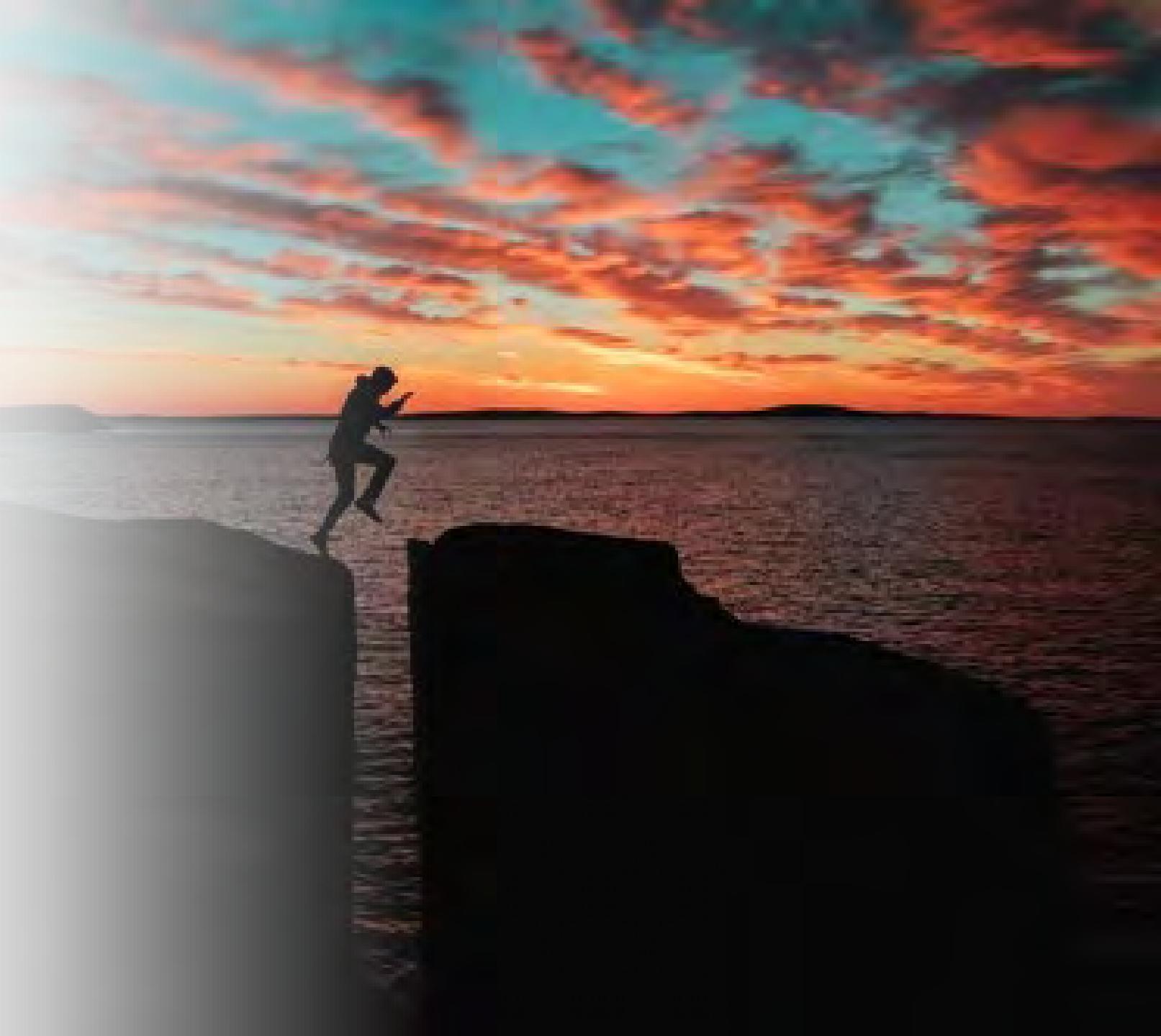
Critical reflection is **not an intuitive skill**, and competence in different levels of reflection and reporting/responding; relating; reasoning and reconstructing and cannot be taken for granted

(Ryan,2013, p. 154)



Can result in superficial and descriptive accounts

- “...a challenging method of teaching and learning for both students and educators and the reflective accounts produced are often superficial descriptions of events rather than evidence of ‘reflection in action’. (Eaton, 2016)



When attached to marks, students can resort to telling us what they think we want to hear

Hytten (2001) warns that in undertaking this work, we need to be mindful not to press students too quickly as this may result in students simply “telling us what they think we want to hear” (p. 442).



The written part was actually surprisingly easy because it's all just your own life. You write about it and then you just reference it. You've got your researching skills, you've got your referencing skills, so it's all about just finding articles to back up what you write and then comparing it to your own life.

When students are expected to produce reflective assessment tasks in higher education, it is essential that pedagogies attend to the **explicit scaffolding** required for a well-communicated, rigorous demonstration of discipline knowledge and professional practice... (Ryan, 2013; Wigginton, 2019)

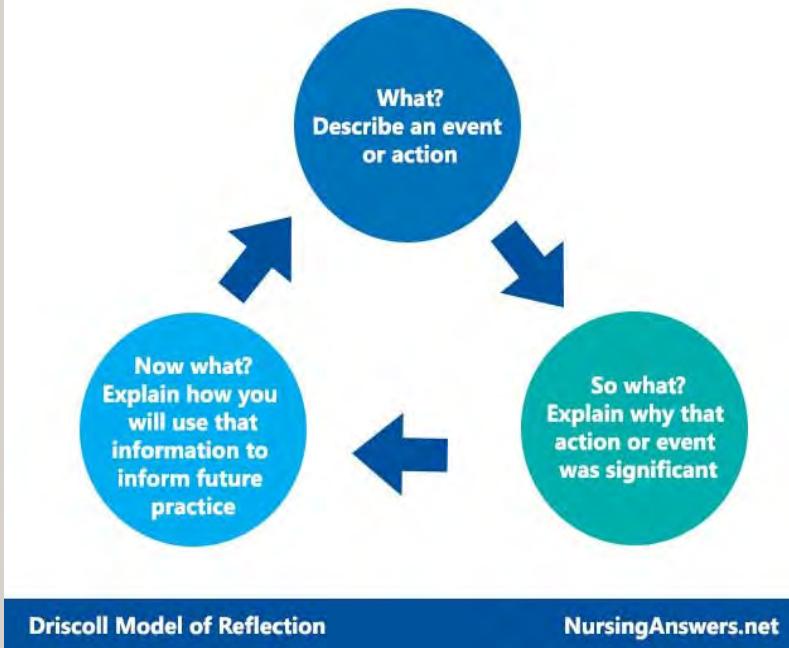


Ryan (2013)

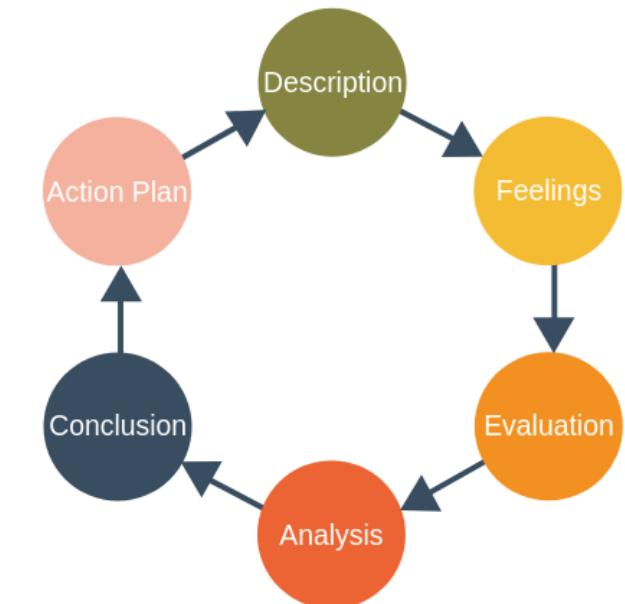
- argues that students can and should be taught how to reflect in deep, critical and transformative ways to engender sustainable learning practices.



Some frameworks for reflection



Gibbs' Reflective Cycle



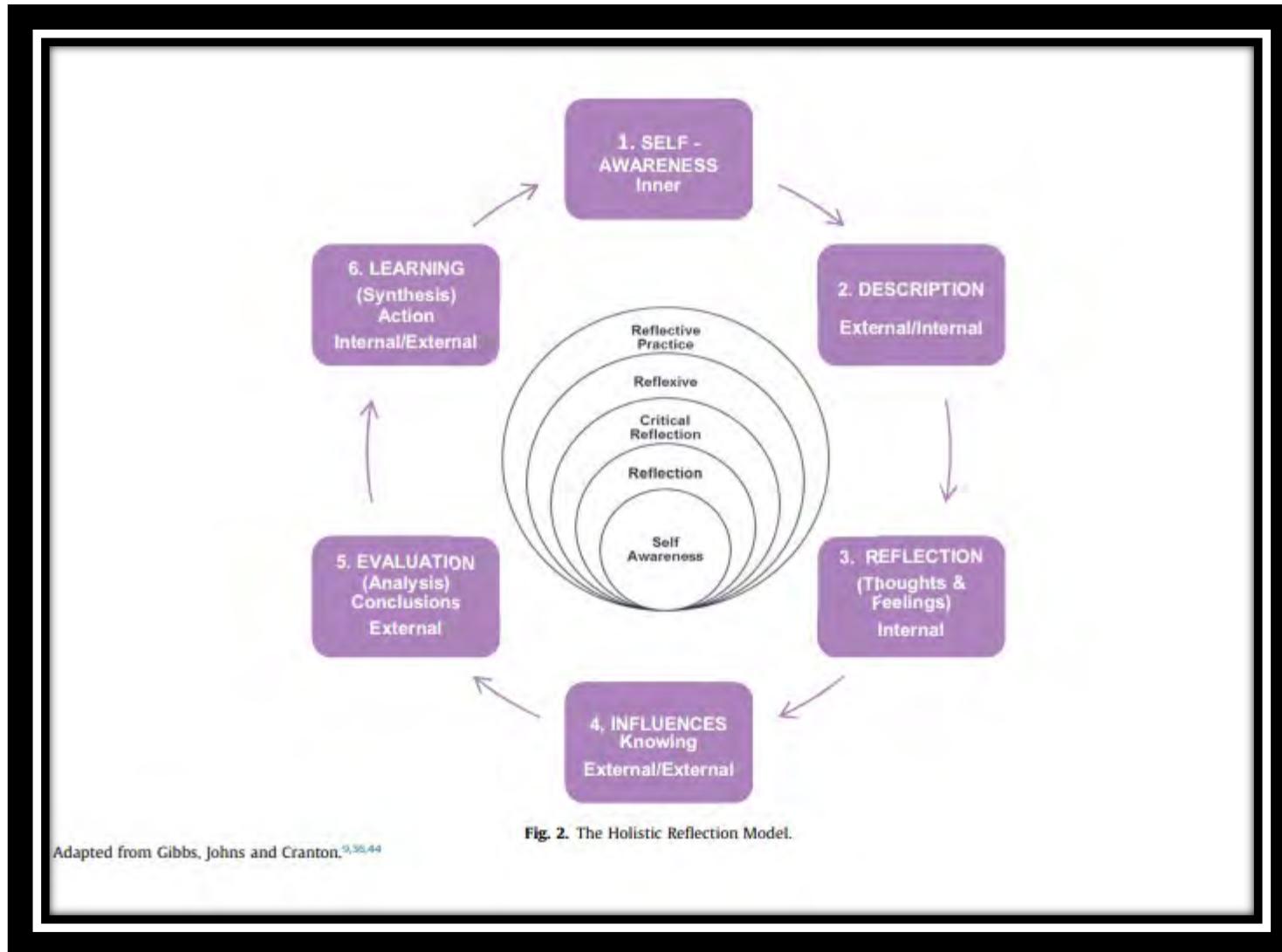
The 4Rs Model of Reflective Thinking



Holistic Reflection Model (adapted from Gibbs)

#R2TWeek

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Bass et al.2017

The DARE framework (Dr Peter Ellerton)

Question prompts

D

Describe

What happened?
Who did it happen with?
How did it happen?
What did you learn?

A

Analyse

Why does it matter?
Who does it matter to?
Why is it relevant?
What was most significant?
Why was it significant?

R

Reflect

What did you find interesting and why?
How were you challenged or extended?
How has your thinking changed?

E

Extend

What is now possible?
How can this be improved?
What are the implications?
What should you do next?

4. Challenges and tensions



Challenges

- Attaching reflexivity to marks or grades in Higher Education
- Marking “personal” accounts
- Providing scaffolding but which one?
- Providing scaffolding without being overly prescriptive



The fear factor

I don't know how to do this?

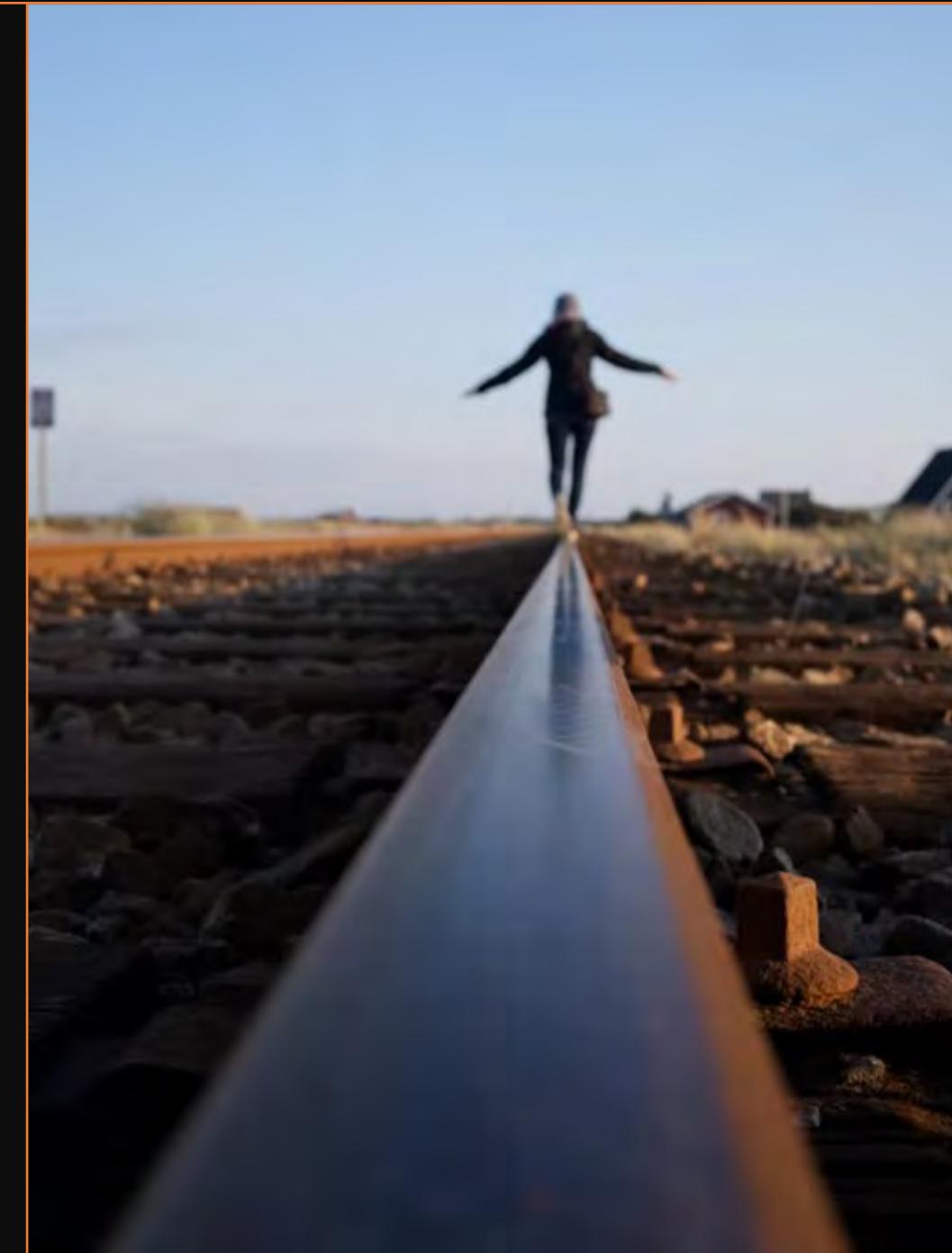
Oversharing

Vulnerability

Rubbish/dismissal disavow the work



...becomes a
pedagogical
balancing act!



5. How we do this work





Apply reflexivity in action

Apply reflexivity to build communication skills in advocacy

Apply critical reflexivity to evaluate health promotion action in Planetary Health

Develop insight about self in practice

Develop self-awareness

A Framework for Teaching Reflexivity in the classroom (Bolam, B., & Chamberlain K. (2003) and Tremblay et al. 2013

<https://public-health.uq.edu.au/health-communication-essentials/reflexivity-health-communication?p=0#0>



Light Reflexivity:

Above the surface we reflect on our skills, how we see the world (our values, and worldview), and our personal characteristics. We reflect in order to understand how these ways of seeing and being in the world shape our professional practice. **This is self reflection**. We reflect with the aim of **IMPROVING** our practice.

- What *qualities* am I trying to cultivate as a teacher, researcher/practitioner or clinician?
- How can I improve my listening *skills* when working with students?
- How can I better appreciate (and integrate) my clients' lived experiences in our classroom to help deepen learning and create safe teaching environment?

Dark Reflexivity

Below the surface, and when we engage in critical reflexivity, we acknowledge that none of us can separate from the broader systems and power structures that are alive in our culture (i.e., the water). **Critical reflexivity is a tool for allowing us to see these connections**, and to see how we are shaped by them and can in turn shape and transform ourselves and the cultures we are part of.

- What is the relationship between the profession/industry I work in and existing power structures/dynamics in our culture?
- How (if at all) am I working towards system level change, or a social justice agenda?
- What are the assumptions that drive the profession I have been trained in?
- Who benefits from the work that you do? Who misses out?
- What ethical issues are left unacknowledged (or which cannot possibly be reconciled) in my practice?

Developing your own reflexive practice

POSITIONALITY

Journal, voice memo or chat with 'critical' friends to:

- Acknowledge how elements such as gender, race, social class, culture, and economic status, have influenced your status, privilege and perspective.
- Notice how these factors influence your professional approach to research or teaching.

EMBRACE DISCOMFORT

- Understand the framework and theories that support your discipline and embrace that these are but one way of knowing among many ways of knowing.
- Practice being ok with discomfort and "not knowing" and ask questions to understand different perspectives from your own.

PRACTICE VULNERABILITY.

- Share your position and listen to others respectfully. The more vulnerability you practice, the more others can also engage in this practice.
- Notice when other perspectives being heard that deepen discussions and retention of knowledge.

Reflexive Strategies for Classroom teaching

ASSESSMENT

- Embed learning objectives around reflexivity from the outset.
- Scaffold reflexivity to create an adaptable framework for student use. Emphasise the difference between reflection and reflexivity.
- Progressive/ Nested Assessments
 - A1: begin with P/NP
 - A2: demonstrate reflexivity skills,
 - A3: apply these skills.

TRANSPARENCY

- Share your reasoning for your choices in class. Be transparent about your decision-making process, how feedback has been implemented, and if it is not, explain why.
- Draw on your personal and professional tools for reflexivity. Debrief, document, assess, seek advice, to develop teacher/learner identity

FEEDBACK:

- Student feedback is an invaluable tool for the betterment of the classroom, and the student/educator relationship. Feedback may be collected informally or formally, via conversation email, discussion board, exit notes, padlet etc.
- Collect feedback after assessments, mid term and at the end of the course.

How we do this work

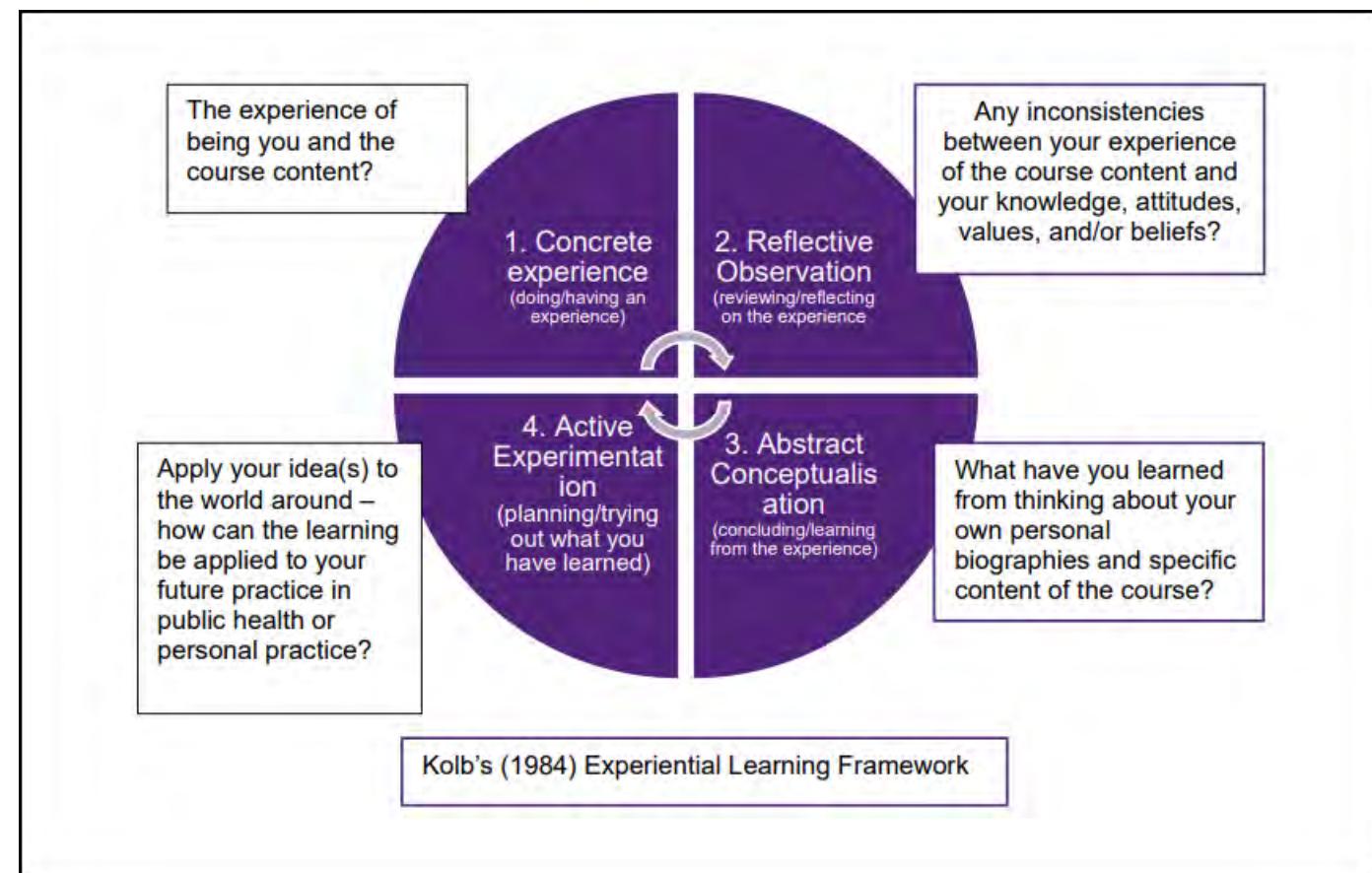
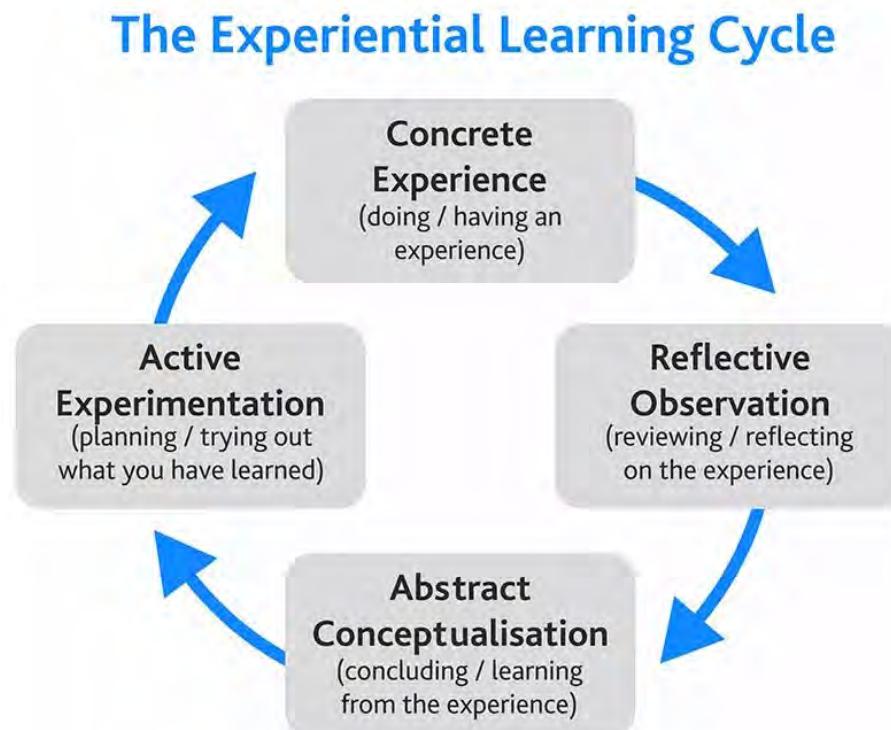
Kolb (1984) Experiential Learning Framework with regular Vlog reflections and a written meta reflection



Kolb (1984) Experiential Learning Framework

The context: 1st Year Medical Course 'Health, Society and Research 1'

The assessment: Vlog reflections and written meta-reflection

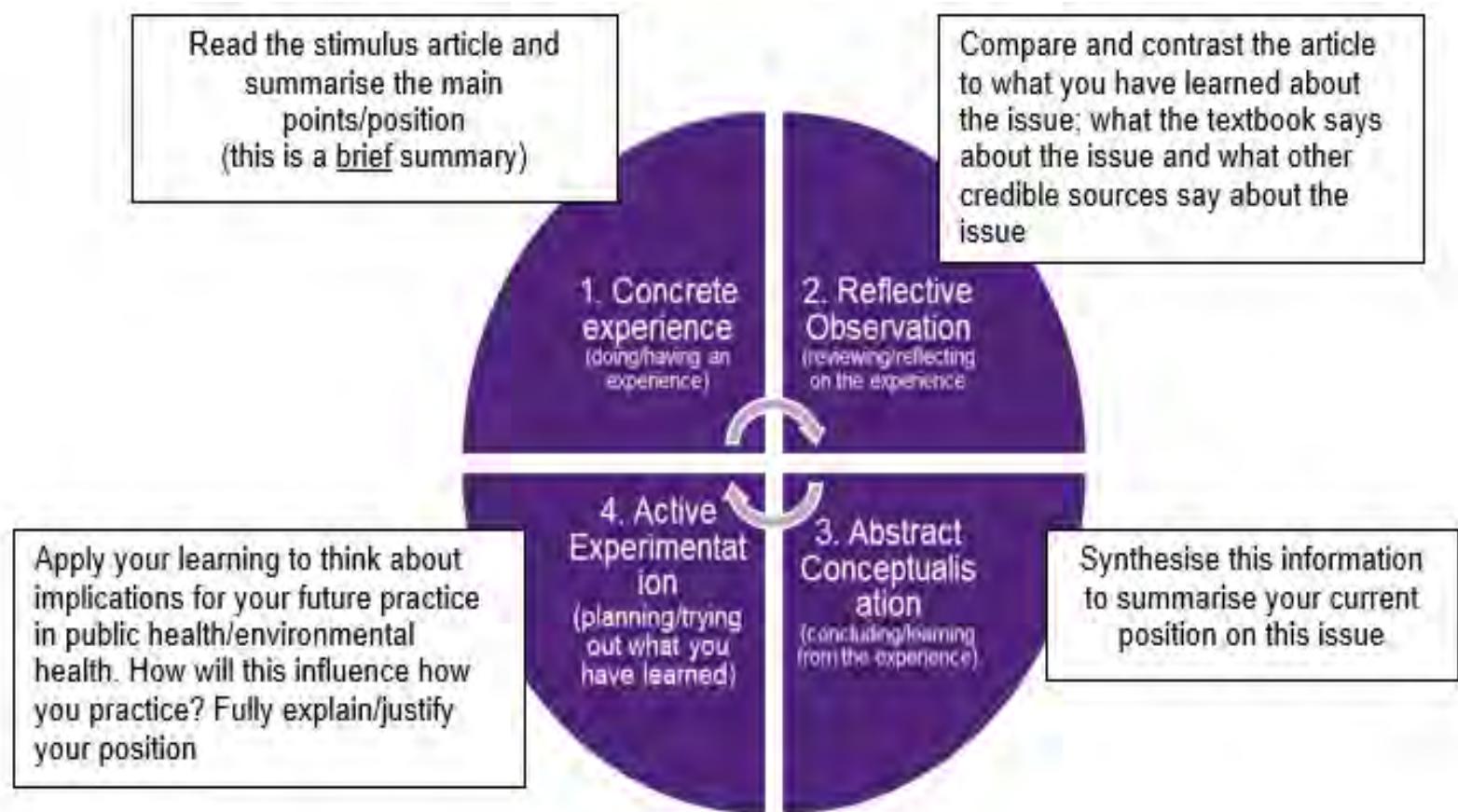


Modified framework

We have worked with Kolb (1984) in a number of courses in SPH

Emphasis here on engaging with literature

Always an emphasis on how this links to future practice



Student feedback on reflexivity in teaching and Learning

From SECaT Surveys

“learning about the difference between light and dark reflexivity also helped me to improve my reflexivity skills”
(Student feedback, 2021).

“ The progressive assessment design of the reflexivity reflexivity blogs was an, “...opportunity to receive feedback and be able to respond to comments in following assessment. The reflexivity tasks in particular were helpful for my learning” (Student feedback, 2021).”

What students thought of our pedagogical endeavours...The Vlogs

There was a range of opinion about the Vlog reflections that went from “very enjoyable but extremely easy” to “having a lot of (unrealised) potential” and “a major hassle”, but overall student participants were satisfied with them as an assessment task and could see the relevance to their future practice as MDs. A sentiment summarised by Susan: “giving you that opportunity to verbally articulate what you've learned, I feel like it's much more applicable to our role as a clinical practitioner”.

The main issues students reported with this assessment task revolved around the length of the Vlogs (some students wanting more than 2 minutes), having technical and editing issues with the recording and uploading of the Vlogs, more formative feedback on the quality of the Vlogs and greater consistency between requirements on the task sheet and what students were told about the Vlogs by their tutors or in the formative feedback they received.

Student voice....



I'm happy to reflect, just get me to do a 250 or 500 word. I think the reflection bit is good, I just hate the format. Sitting in front of something and videoing, some people just don't like being videoed...

I thought the vlogs were great. The reason that I liked the vlogs as an assessment task is because giving you that opportunity to verbally articulate what you've learned, I feel like it's much more applicable to our role as a clinical practitioner.

Now your turn



Choosing a framework to play with in small group

Conversation

10-15 minutes Have a play

In group: what are the positives/challenges of the framework in your own context

What are some solutions/mitigation or adaptation of the framework

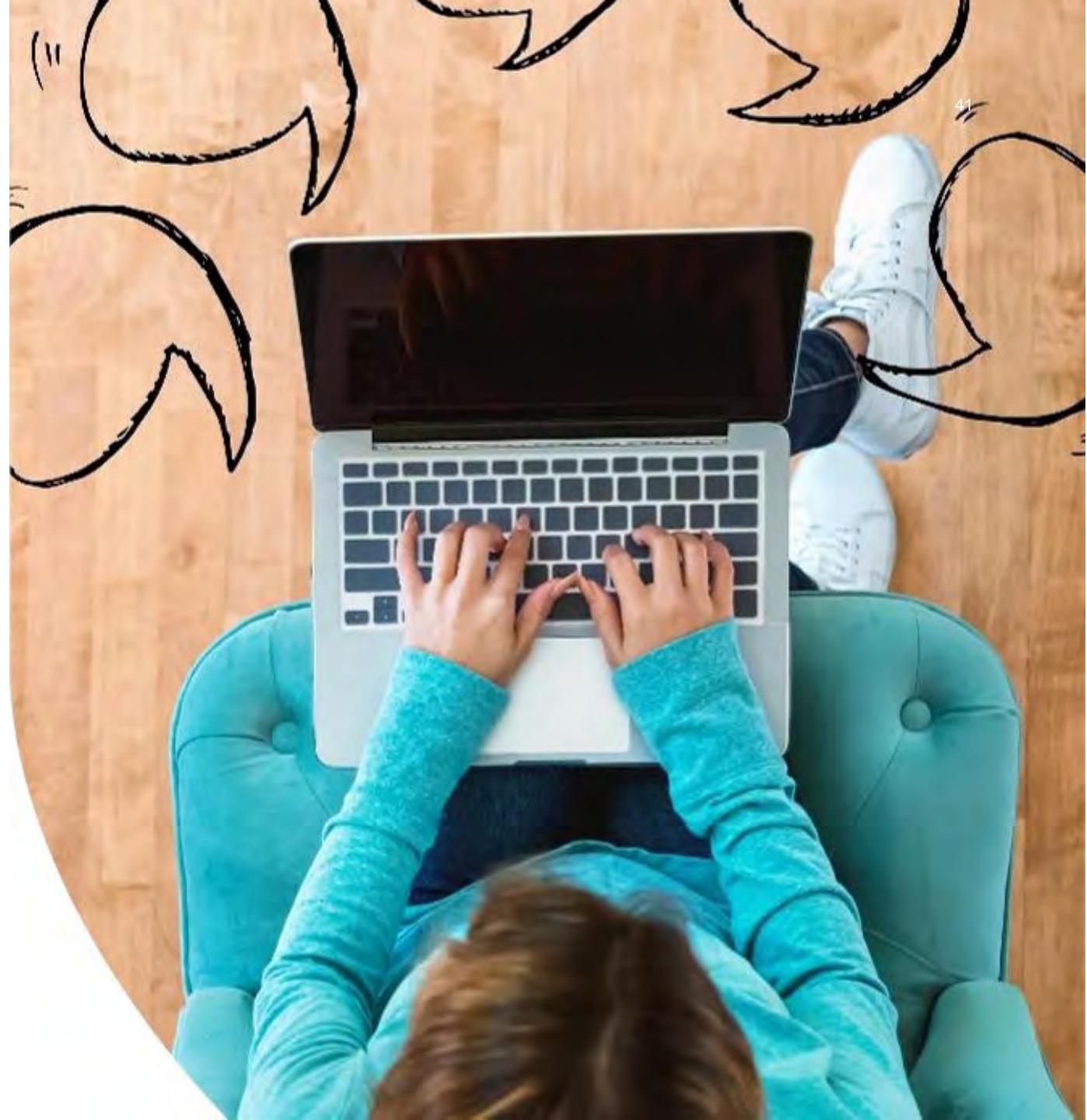
Whole group share.

Challenges and solutions

Ellie

Resources and feedback

- Session recordings/resources will be available on the ITaLI website upon conclusion of Ready to Teach Week.
- All attendees will receive an email with the link to these resources and a request to complete a short survey on their Ready to Teach Week experience.



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Thank you

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