



Education Research Group of Adelaide

2011 Workshop and Seminar Series

Dr Mary Ryan

Faculty of Education

Queensland University of Technology

**‘Theorising and Implementing
a Model for Teaching and
Assessing Reflective Learning
in Higher Education.’**

Thursday, 27 October 2011, 10.30am—12noon

Napier 209

Napier Building

North Terrace Campus, Adelaide University

A map of the North Terrace campus is available [link](#)

*To register for this seminar please contact Andrew Craig
at a.craig@adelaide.edu.au, before
close of business on Tuesday, 26 October.*

The importance of reflection in higher education, and across disciplinary fields is widely recognised; it is generally included in university graduate attributes, professional standards and program objectives. Furthermore, reflection is commonly embedded into assessment and e-Portfolio requirements in higher education subjects, often without necessary pedagogic scaffolding or clear expectations for students. Despite the rhetoric around the importance of reflection for ongoing learning, there is scant literature on any *systematic*, developmental approach to teaching reflective learning across higher education programs/courses. This presentation theorises a new, transferable and customisable model for teaching and assessing reflective learning in higher education, which foregrounds and explains the pedagogic field of higher education as a multi-dimensional space. I argue that explicit and strategic pedagogic intervention across programs, supported by dynamic resources, is necessary for successful, broad-scale approaches to reflection in higher education. The presentation highlights the pedagogical balancing act of attending to different levels of reflection as a way to stimulate focused, thoughtful and reasoned reflections that show evidence of new ways of thinking and doing. It uses data from a current project to illustrate the effects of focusing on particular levels of reflection in the pedagogical strategies used, and argues that while the goal of academic or professional reflection is generally to move students to the highest level of reflection to transform their learning/practice, unless higher education teachers attend to *every* level of reflection, there are specific, observable gaps in the reflections that students produce.

Dr Mary Ryan is a senior lecturer and research fellow in the Faculty of Education at the Queensland University of Technology in Brisbane. Her main interests lie in the areas of reflective writing and multimodal reflection in higher education, literacy pedagogy in schools and universities, disciplinary literacies, socio-spatial and social-semiotic theories, discourse analysis and critical pedagogy. She is currently leading an Australian Learning and Teaching Council Priority Program Grant (2010/2011) across the Faculties of Law, Health, Education, Business, Creative Industries, and Built Environment and Engineering at QUT. This project is focused on developing a research-based approach to teaching and assessing reflection in higher education. She is the author of three scholarly book chapters, 17 refereed journal articles, and a number of professional publications, and regularly conducts professional workshops across higher education faculties around reflective practice and assessment.

ERGA is a cross-disciplinary community of educators promoting high-quality University learning through evidence-based, practical approaches to teaching.

For more information about ERGA, please contact Edward Palmer (Convener) at edward.palmer@adelaide.edu.au.

ERGA Executive Committee: Edward Palmer, Katrina Falkner, David Walker, Brad Alexander, Said Al-Sarawi, James Botten, Michelle Coulson, Peter Devitt, Joy McEntee, Lynn Rogers, Nishani Singh, Linda Westphalen, Craig Willis.