Progress Reflection

Radmila R / radmila.radojevic@hu.nl
<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>What you should know /understand/be able to do. Broad, general statements, learning directions.</th>
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</thead>
<tbody>
<tr>
<td>Learning Objectives</td>
<td>They define how the goals will be achieved, what specific things you have to do. They are concrete, measurable, and tied to specific assignments, knowledge, skills, and behaviours you need to demonstrate in the assignments.</td>
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<tr>
<td>Assignments</td>
<td>How we know you met the goals/objectives (evidence)</td>
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<td>Assessment</td>
<td>How your learning will be measured</td>
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<td>Formative Assignments</td>
<td>They are not graded, but are designed to scaffold summative assignment. Their purpose is to monitor your progress and give you feedback so that you can improve learning. They indicate to your tutor where you are struggling and what you need the help with. Use them in your monthly progress discussions. Your formative assignments = Reflective Journal entries.</td>
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<tr>
<td>Summative Assignments</td>
<td>They are obligatory and graded.</td>
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Tasks you are required to do for this section are:

● **PROGRESS REFLECTION**
  (summative, graded): slides 13-26

● **REFLECTIVE JOURNAL ENTRIES**
  (formative assignment, not graded): refer back to the reflective journal guidelines
Learning Goals > Progress
Reflection

For this part your goals are to:

● Develop critical thinking and reflection skills (SKILLS)
● Develop self-awareness by conducting self-evaluation and identifying learning gaps (KNOWLEDGE)

● ICM Competencies: Analysing, Evaluating, Professional Behaviour
• Apply critical thinking to evaluate work placement learning.

ICM Competencies: Analysing, Evaluating, Professional Behaviour
→ Describe, analyse, and evaluate learning progress in relation to achieving work placement learning goals, and give examples from Progress Portfolio Presentation (C1b, C7b, C9c)

→ Drawing from the reflection, identify learning gaps and propose action plan (C7b, C9c).
Learning Objectives > Progress Reflection

*C+= ICM Competency #; c= the level of independence/you perform the assignment with some guidance (b) or independently (c).

Action verbs: analyze, describe, draw from, evaluate progress, give examples, identify, propose
Bloom: analyzing, evaluating
<table>
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<tr>
<th>CRITERIA</th>
<th>%</th>
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<tbody>
<tr>
<td>You evaluate your learning with regards to achievement of learning</td>
<td>40%</td>
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<tr>
<td>goals set at the beginning of your placement.</td>
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<td>Analysis (analyse, draw relations)</td>
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<td>● You move beyond descriptive writing and are able to connect learning</td>
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<td>experience to a ‘broader picture’, with personal and professional</td>
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<td>development. You can draw connections between competencies development</td>
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<td>and workplace assignments, ICM curriculum and workplace, yours and</td>
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<td>perspective of others etc.</td>
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Assessment Criteria > Progress Reflection

Assessment (evaluate, assess, identify gaps)

- You explain how learning occurred, starting and ending points of the learning experience, and how new knowledge had built on and changed the previous, existing knowledge.

- You compare and contrast, relate, and appraise to make sense of learning experience and to identify learning gaps and devise a plan of action.

45%
You illustrate your reflections with examples from Portfolio (by hyperlinking or referencing). It is easy to move/navigate between examples and relevant parts in the reflection.

Reflection is insufficient when there is no connection to learning goals and objectives, no attempt at self-assessment and (self) criticism, and when it does not move beyond describing of the work place experience/events.
Preparation: Readings + Videos

- Read: What Is Reflection? post
- Watch videos from ICM YouTube ‘Reflection’ playlist
Task Description: Progress Reflection

- Evaluate your learning experience and progress so far by following the reflection cycle: **describe, analyse, evaluate, draw conclusions, and propose a course of action**. Graph in the next slide demonstrates how is the reflexive cycle adapted for our course. Consider your progress in all four learning areas.
- Write around 1000-1500 words
We offer here a few ‘reflection prompts’ (questions that initiate and encourage reflection), but you should be able to add your own questions, specific to your own learning experience. Draw from your reflective journal.
Task Description: Progress Reflection

- What did your work placement involve?
- What were your key activities?
- What were your key responsibilities?
Task Description: Progress Reflection

- What sense can you make out of your learning experience?
- **Draw relations (compare, contrast, appraise)** between different elements of your learning experience to be able to form new insights and learn from them.
E.g. draw connections between theory and practice, between your assignments and overall organisation goals, between your previous and current level of knowledge, skills, and attitude etc.
In your opinion, did you meet the learning goals set in your POA? What demonstrates it?

What professional skills and knowledge have you acquired? Explain your learning curve. Where were you at the beginning of the placement and where are you right now? (Reference relevant projects from Progress Portfolio Presentation)
Task Description: Progress Reflection

- What personal skills goals you set for yourself?
- Reflect on what did you learn about yourself.
- How do you find these skills important for your career choice and why?
- What have been your greatest achievements and challenges so far, in this learning area?
It is important that you also consider opinion of others (e.g. evaluations from your tutor and supervisor), or any other ‘external’ criteria of your achievements.
Task Description: Progress Reflection

- What challenged you?
- What did you do well and what not?
- What went well and what could have gone better?
Task Description: Progress Reflection

- What would you do differently next time?
- What will you bring from this experience to your future practice?
What learning gaps have you identified?
List the improvement areas and make the action plan, set new learning goals for the remainder of the placement and update your POA.

Again, ensure your goals are measurable

Make an Action Plan
E.g. maybe you want to use your strengths more, or participate in a particular assignment to learn a specific skill or gain specific experience.
Take the progress assessment forms and evaluate yourself so that you can compare with tutor’s and supervisor’s assessment. This will help you, your tutor, and supervisor to understand your learning gaps better. Use it during feedback conversations and especially during the mid-placement visit.