

DOWNLOAD PDF FACILITATING REFLECTIVE LEARNING IN HIGHER EDUCATION

Chapter 1 : Facilitating Reflective Learning in Higher Education | Learning Change

is on facilitating learning and reflective practice. Individual chapters discuss academic practice and learning; developing reflective practice and the teacher's use of reflective dialogue; student use of reflective dialogue; the facilitator's role in enabling reflective learning; basic skills of facilitation; and further skills of facilitation.

Recently, attempts have been made to use Weblog and other personal webpublishing technologies to support individual and social reflection in higher education. In this phenomenological study nine participants, who maintained Weblogs in a graduate course, were interviewed. Initial data analysis indicates that participants found Weblogs helpful for learning, reflecting, and building a sense of community. However, participants expressed concerns over the lack of structure for Weblog usage and the public nature of the reflective process. Show Context Citation Context Weblog usage and the public nature of the reflective process. Reflective thinking was originally defined by Dewey as purposeful thinking oriented toward a goal. Reflection in learning involves a process of recording experience and then revisiting the d Many research students go through periods where their research seems to stall, their motivation drops, and they seem unable to make any progress. Drawing on cognitive strategies, this article explores Each of the problem identification and solving phases is acknowledged by and situated within research on postgraduate supervision and supported by analyzing transcripts from a study on postgraduate supervision. Since the s, university and governmental concerns about the declining rates of timely completions among research higher degree students especially doctoral students have generated many studies into the factors predicting successful and timely completions. They linked these domains to supervisory functions, suggesting that supervisors have three significant roles: This analysis incorporates much of the recent literature on postgraduate supervision that seeks to move beyond a focus on the conative domain. Supporting student reflection is one of the goals of inspectable student models ISMs. Several researchers have studied student reflection using a variety of strategies to support interaction with the student model. We explore student reflection using a general educational computer game environment We explore student reflection using a general educational computer game environment called The Learning Game. The Learning Game by Michael J. Lawson, Helen Askell-williams, Rosalind Murray-harvey , " Knowledge about class discussions

Chapter 2 : Publications: Mentoring/Coaching - Brockbank McGill Associates Ltd

When we compiled our first edition for publication in , reflective learning was just being adopted in higher education, albeit at the margins.

Chapter 3 : Facilitating Reflective Learning ()

Anne Brockbank and Ian McGill combine their passion for learning with their experience of working in higher education in teaching, research, and developmental roles. They contribute to innovative programmes at City University, London, which incorporate reflective learning through facilitation.

Chapter 4 : McGraw-Hill Education

Those of us who enter higher education teaching from professional practice are fortunate to have encountered the skills and support of reflective practice in our professional learning.

Chapter 5 : CiteSeerX " Citation Query Facilitating reflective learning in higher education

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Reflection is an active and aware process that can occur anytime and anywhere. It functions to help us, or our students, to recapture, relive, make sense of, think about, contextualize and.

Chapter 6 : Facilitating Reflective Learning in Higher Education by Anne Brockbank

Studies in Higher Education This significantly revised edition includes the most current thinking on reflective learning as well as stories from academics and students that bring to life the practical impact of reflection in action.