

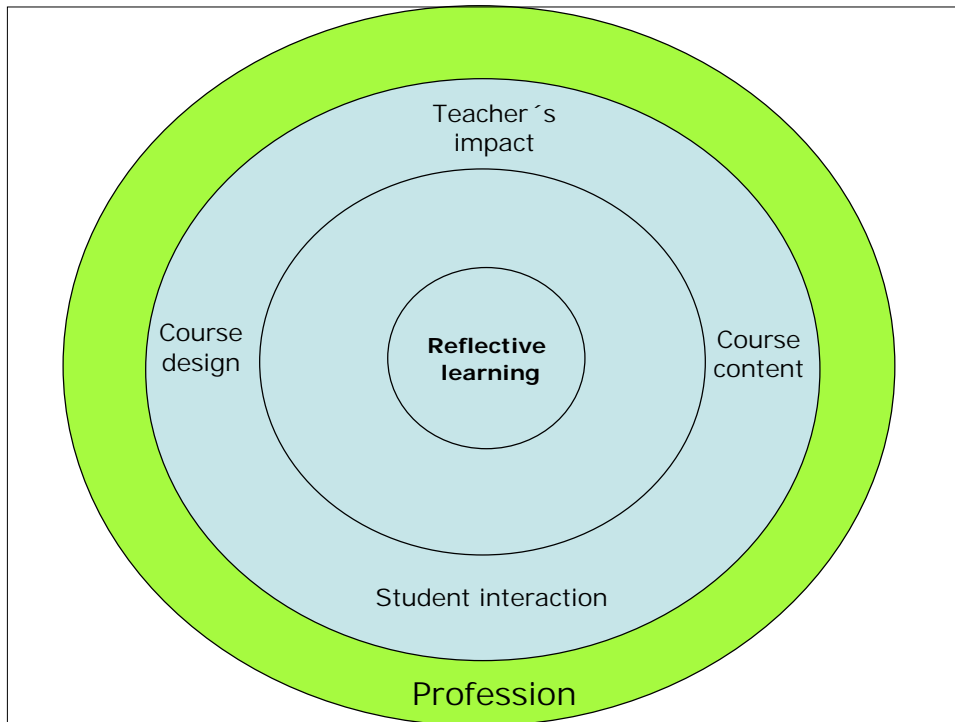


Reflective Learning during an online course

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Do we need reflective and critical
thinking in health and
rehabilitation professions ?

Do our teaching strategies
faciliate critical thinking in
graduate programs and courses?



Goals Research Methods Course

- Assess and apply results from research and development work
- Interpret and apply descriptive statistics
- Correctly write a research ethical patient information
- Plan and fulfil a project plan for a diploma project

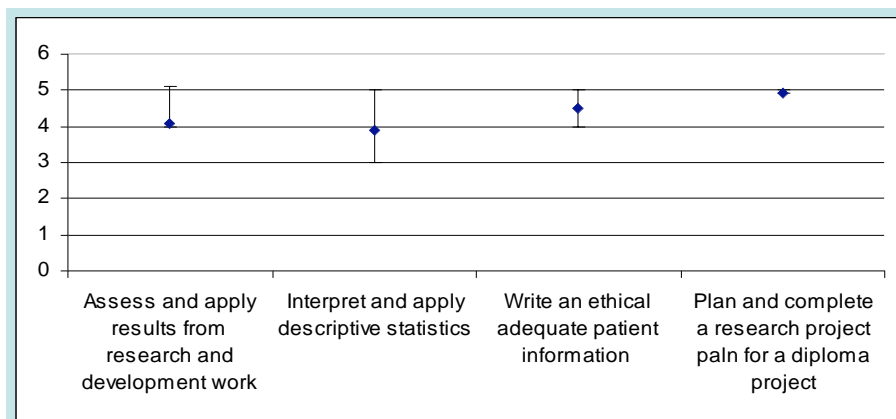
Course Evaluation

To what extent do you feel that the goals of the course are reached?

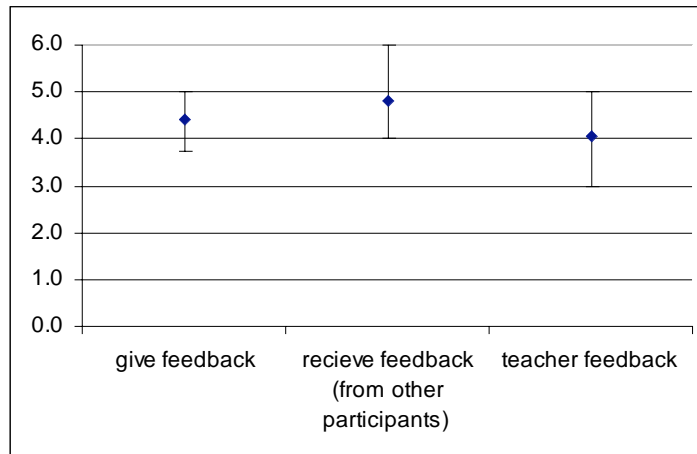
1= Not at all

6= The goals are completely reached.

Competence Goals evaluated on a 6-point scale, n=32



The experience of giving and receiving feedback evaluated on a 6-point scale, n=32



Purpose

To study the use of self-reflection during an online course.

Our intention was
to focus on feedback as
communication between
students,
aiming at developing
knowledge and learning

Participants

32 students

27 women and 5 men

mean 26 years old (range 20-43 years)

During their 5 weeks online course in
Research Methods, semester 4 (of 6)

The students were told **to write self-reflection** in relation to **each** assignment

Some key words were given as hints;

- what they thought about the assignment,
- their way of solving it,
- their fulfilment of the course goals and other things

Design

Thematic, manifest and summative
content analysis

Data analysis

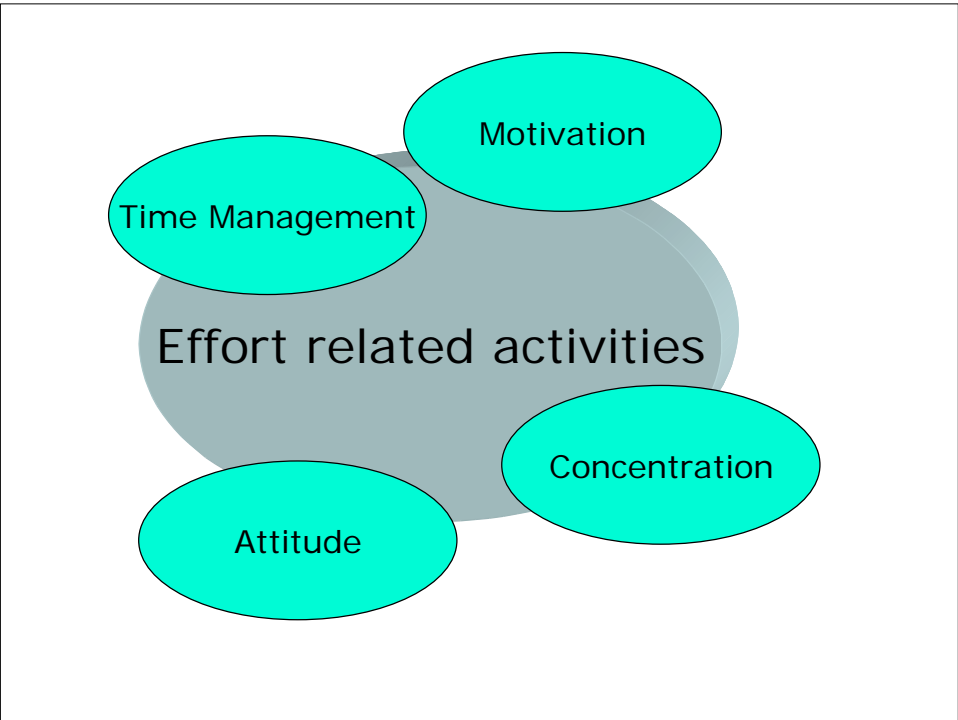
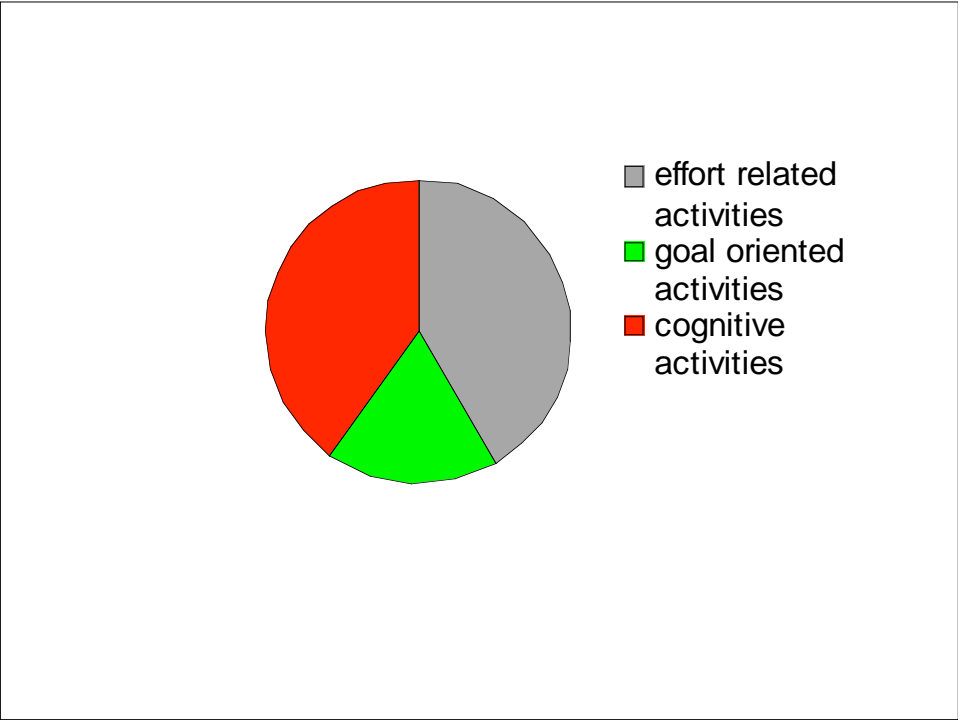
The information were categorized into categories based on “Learning and Study Strategies Inventory (LASSI)

[Ref. Weinstein 1987]

Learning and Study Strategies Inventory (LASSI)

An instrument to measure the students’ study and learning strategies and techniques

- Ten scales, each one measures different components
- **Three major categories**
 - Effort related activities
 - Goal orientation
 - Cognitive activities



"We can feel that it was a little stressful at the end and we should have started earlier to work effectively with the assignment"

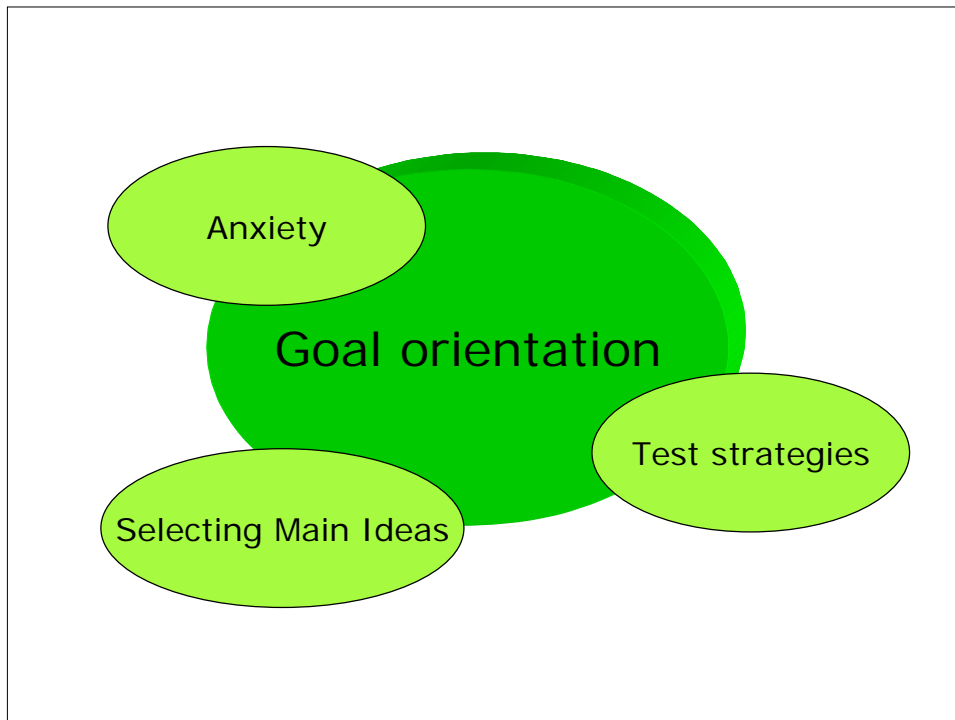
Time Management –

the extent to which the student creates and uses schedules to manage effectively his or her responsibilities

"Considering our future diploma project we think this was a very useful task for us to do"

Motivation –

the degree to which the student accepts the responsibility for performing those tasks by utilizing self-discipline and hard work



"I still feel a little uncertain about having interpreted the article in a right way"

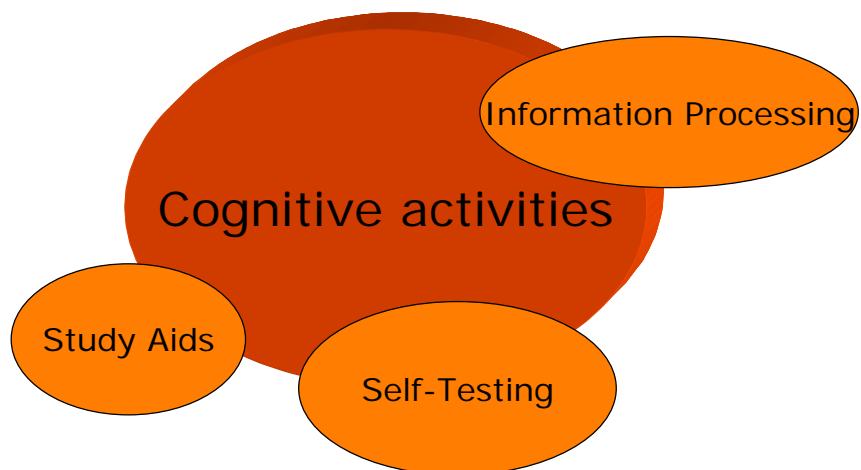
Anxiety –

the degree of anxiety the student feels when approaching academic tasks

" We found a lot of information but we thought it was difficult to know what was useful"

Selecting Main Ideas –

the magnitude of the student's ability to ferret out the important information in a learning situation

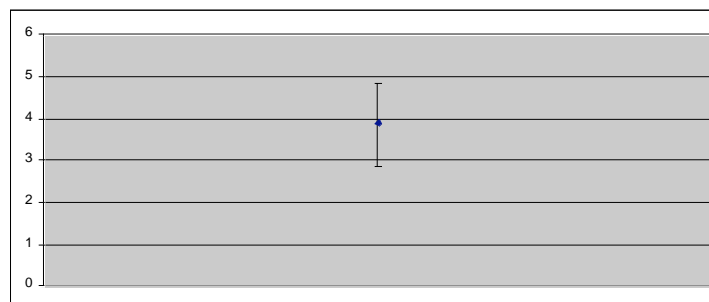


"We thought that it was a well done article but after four weeks of reviewing we have become more critical when reading and interpreting articles"

Information Processing –

the ability to process ideas by mentally elaborating on them and organizing them in meaningful ways

**For every assignment you were asked to write a self-reflection. What is your opinion about that?
(1=not at all meaningful 6=very meaningful)**



Student comments

"Mostly it was ridiculous"

"It is good to reflect. I think we reflect with or without a written self-reflection"

"It is good to think about what you have done and what you really have learned"

"I have been able to follow my own development"

Is self-reflection a valuable possibility to add an important dimension to the learning and evaluation process for students as well as teachers?

- Do you have any experience of this or other such instruments?
- Are you currently doing work on reflective learning or any other educational research?

If you are inspired to discuss evaluation and/or self reflection we, from Division of Physiotherapy, Faculty of Medicine at Lund university, would be happy to get in touch with you .

You are welcome to contact us:

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