

Wednesday 3 June

4:20pm - 5:00pm

Room: Block Y, Room Y301

Presentation Title: Reflection assessed: Supporting a process or modeling a product?

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Theme:	Assessment in self-directed learning
Presentation Type:	Paper presentation

Abstract

It is often taken for granted that developing a reflective awareness is an integral part of fostering the development of students' independent learning skills. In this paper we will consider how reflection may be incorporated into the curriculum. We begin by providing a reflective analysis of how this has been done in the context of the English Language Centre at City University of Hong Kong and compare this with how other institutions have approached the same problem. We go on to explore the extent to which teachers value the process of reflection and how they scaffold and structure reflection in their teaching, drawing on data from interviews and classroom observation. Finally we discuss the conflict inherent in requiring reflective reports as an assessed course component, with the concomitant need to clearly define assessment criteria and the demand from students for models of 'good reflections'. The danger is that this may lead to an undue focus on the product rather than the process, and thus fail to achieve the original aim of developing reflective awareness. The attitude of the teacher and the kind of scaffolding they provide is a key element in maintaining the focus on the process.