

Feedback for Reflection and Personal Development

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“The main goal of written feedback on students’ reflective writing is to stimulate and improve students’ reflection skills in order to enhance their professional development”

(Dekker et al. 2013 p.5)

Learning Outcomes

- To identify and consider perceived barriers and facilitating factors to support student engagement with reflection.
- To identify and discuss the benefits and challenges of providing feedback on student reflection.
- To consider the development of a structured supportive framework to guide feedback on reflection.

Barriers and Facilitators

What are the barriers and facilitators to providing feedback on reflection in its written form?

How do we feedback?

Consider some examples of feedback provided on reflection...

Would a supportive framework help?

- Would this impact on the reflective process?
- What would need to be included in a framework?
- Could this be transferable across the faculty?

References

Dekker, Hanke et al. (2013). Which characteristics of written feedback are perceived as stimulating students' reflective competence: an exploratory study. *BMC Medical Education*, 13(1), p.94. [online]. Available from: <http://search.proquest.com/docview/1424258102/>.