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Peer feedback using reflective journaling: a case study of reflection-on-action

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Overview:

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    graph TD
      A[Peer Feedback] --> B[The lecturing academic]
      A --> C[The academic developer]
      B --> D[Effective student learning]
      C --> E[Scholarship of teaching]
      D --> F[Reflective Journaling]
      E --> F
      F --> B
      F --> C
  
```

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Reflective Journaling:

- a mutual commitment for a set term
- an approach to academic development
- a useful strategy for grounding the dialogue
- a reflection strategy for sharing offering mutual benefits for support and outputs
- used as a sounding board, for testing an innovation/ new practice
- provides evidence and reflection in teaching portfolios
- opportunities for engagement and scholarship: (reflection and professional development)
- gain insights to inform change or take action

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Reflection-on-action: class demography

| Class Attendance Category | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Female | Yellow | Green | Red | Yellow | Green | Red | Yellow | Green | Red | Yellow | Green | Red | Yellow | Green | Red | Yellow | Green | Red | Yellow | Green |
| Male | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue |
| With Asian surnames | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow |
| Pre 2004 enrol | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red |
| Master P/G | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |

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Reflection-on-action:

content stat.

assignment mark

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What did I learn from reflection-on-action

| | Birth Dates | Attribute | Like | Dislike |
|---|-------------|-------------|----------------|---------------|
| Matures | 1900-1946 | Control | Authority | Waste |
| Teacher orientated (information transfer) | | | | |
| Baby Boomers | 1946-1964 | Workaholic | Responsibility | Laziness |
| Learner orientated (problem based) | | | | |
| Generation X | 1964-1982 | Independent | Freedom | Bureaucracy |
| Learner orientated (scenario based) | | | | |
| Generation Y | 1982-2000 | Determined | Networking | Anything slow |
| Peer orientated (experiential based) | | | | |

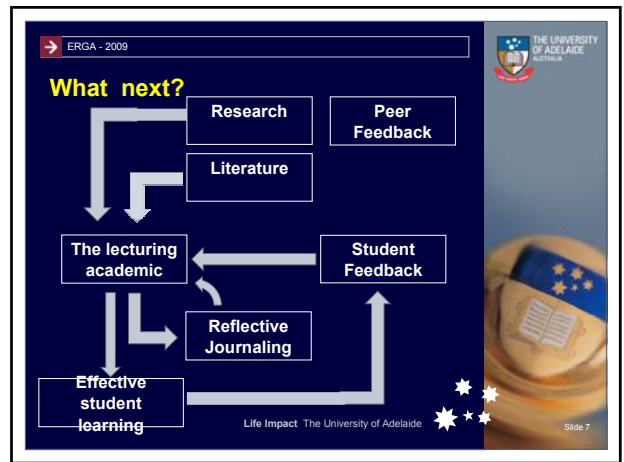
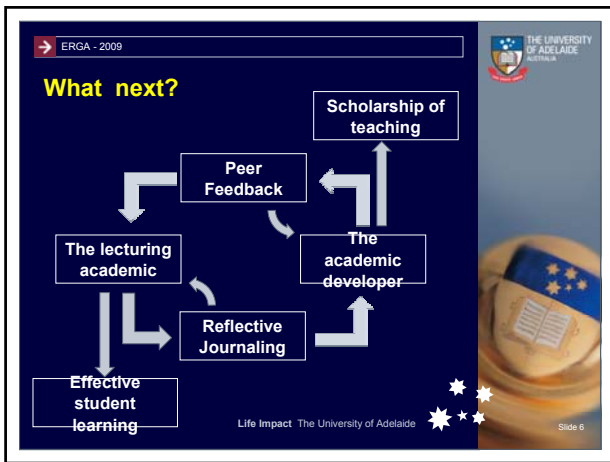
Extracted from "Is it Age or IT: First Steps Toward Understanding the Net Generation" by Diana Oblinger

Student → **Learning**

Early intervention → **Learning**

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- Structure of Consultancy:**
- Initial meeting: Introductions, setting objectives
 - Second meeting: Agreement/confirmation of objectives, ground rules, e-mail/meetings, agreed outputs
 - Journaling: 12-20 Weeks (teacher and academic developer)
 - Meeting to debrief: Revisit objectives and reflections on consultancy
 - Commitment: Plan to reflect, review, plan and implement, Follow up
 - Scholarly output: seminar, conference paper, teaching portfolio, etc.
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- Previous applications:**
- Biological Sciences (Harris, Gleeson, Peat, Taylor & Garnett 2007)
 - Engineering (Palmer, Holt & Bray 2008)
 - Occupational Therapy (Zimmerman, Hanson, Stube, Jedlicka & Fox 2007)
 - Computer Science (George 2001)
 - Political Science (Xie, Ke & Sharma 2008)
 - Pre-service clinical teachers (Shin, Wilkins & Ainsworth 2009)
 - Faculty self-development (Wlodaesky & Walters 2007)
 - Teachers community (Yang 2009)
- Present paper – academic development in higher education**
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**Thank you
for your attention**

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