



## DOES REFLECTIVE PRACTICE AND PERSONALISED FEEDBACK FOSTER LEARNING?

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## Research Highlights

Reflective practice is proven as an evidence-based approach in education science. It guides learners to actively engage in critical evaluation of their thoughts, actions, and experience to construct a meaningful framework of understanding. Implementation of reflective practice in learning nurtures students' self-directed learning to be accountable for their learning journey (Knowles, Gilbourne, Borrie, & Nevill, 2001). Eventually, they can experience deep learning (Parry, Walsh, Larsen, & Hogan, 2012), with the activation of active thinking (Louis & Sutton, 1991) and working memory. The growth of reflective practice requires a high level of attentional control, and metacognition to produce a large spectrum of content knowledge with various mental languages (emotive, volitive, and cognitive). However, the contents of reflective practice have to be guided with personalised feedbacks by the instructors to foster the quality of reflective practice. The instructor has to be catered with the structured rubric of evaluation to provide professional feedback to the student's reflective writing. Therefore, in this study, each reflective writing produced by the student was evaluated based on five categories of the reflective style produced by Bruno & Gilardi (2014).

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## Research Objectives

The main objective of this study is to explore the impact of reflective practice implementation in teaching and learning of undergraduate psychology students. Previous research highlighted that reflective practice is common in the field of counselling, teacher education, sciences, medicine and health sciences (Neville, 2018). Being psychology students, they need to understand how to apply the knowledge they have learned to the real world. This approach helps to develop and foster a critical style of thinking and learning. Therefore, the specific goal of this research is to investigate the various levels of reflective practices produced by students, and whether with personalised feedback and assistance from instructors will eventually enhance and foster learning. The significance of this study is to promote the use of reflective practices in student's teaching and learning. Findings from this research can add evidence that self-directed reflective practice empowers student's cognitive processing and provide an opportunity for them to improve continuously.

