

REFLECTIVE PRACTICE, ACTIVE THINKING & ACADEMIC PERFORMANCE

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(SoTL/FSKPM/2018(1)/010)**

INTRODUCTION



REFLECTIVE PRACTICE

(RP) is a process:

- 1- to explore **MENTAL STATES** of oneself, and others (Bruno, Galuppo, & Gilardi, 2011),
- 2- allows students to experience, **DEEP LEARNING**
- 3- increase student **ACTIVE ENGAGEMENT**, and
- 4- **PERSONAL OWNERSHIP** of own self development (Threlfall, 2014)



OBJECTIVES

- **GENERAL:**
- *To explore the growth of reflective practice and active thinking among undergraduate psychology students*



- **SPECIFIC:**
- *To evaluate the levels of reflective practice and active thinking; number of reflective response and academic performance.*



METHOD

PARTICIPANTS

Participants: 25, 1st year psychology students (under KMY 1043: Personality & Individual Differences)

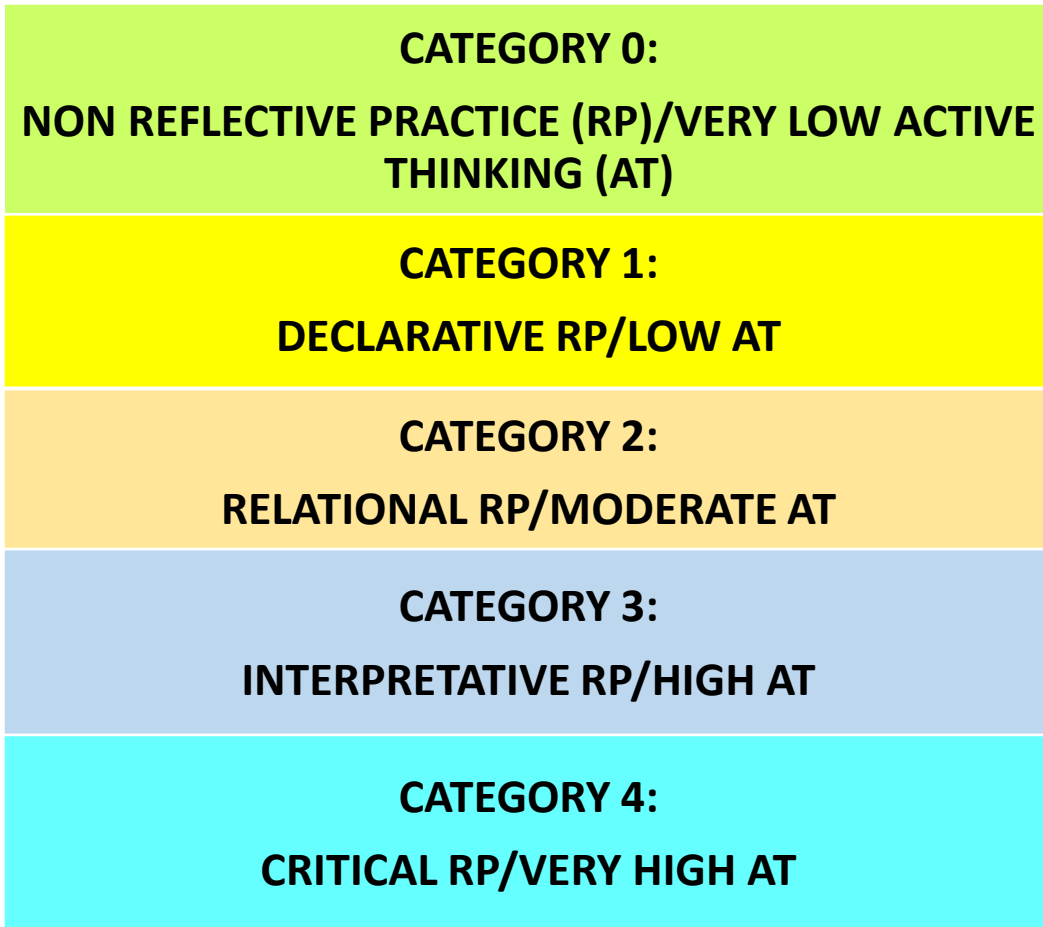
MATERIALS

138 reflective practice documents

PROCEDURES

- 1- the students wrote reflective journal related to learning topics for 10 weeks.**
- 2- uploaded on Eleap**
- 3- the instructor provided personalised feedback to each reflective practice- based on the FIVE levels of reflective practice coding scheme.**

FIVE (5) LEVELS OF REFLECTIVE PRACTICE



ANALYSIS

- **CONTENT ANALYSIS:**
 - *Detection of mental words, categorising into **one of FIVE levels***
- **DESCRIPTIVE ANALYSIS:**
 - *Cumulative classifications*
 - *Frequency of **FIVE levels** for **each week***
 - *Average of reflective practice response & academic performance*

FINDINGS

Figure 1: Overall classification of students' reflective practice styles

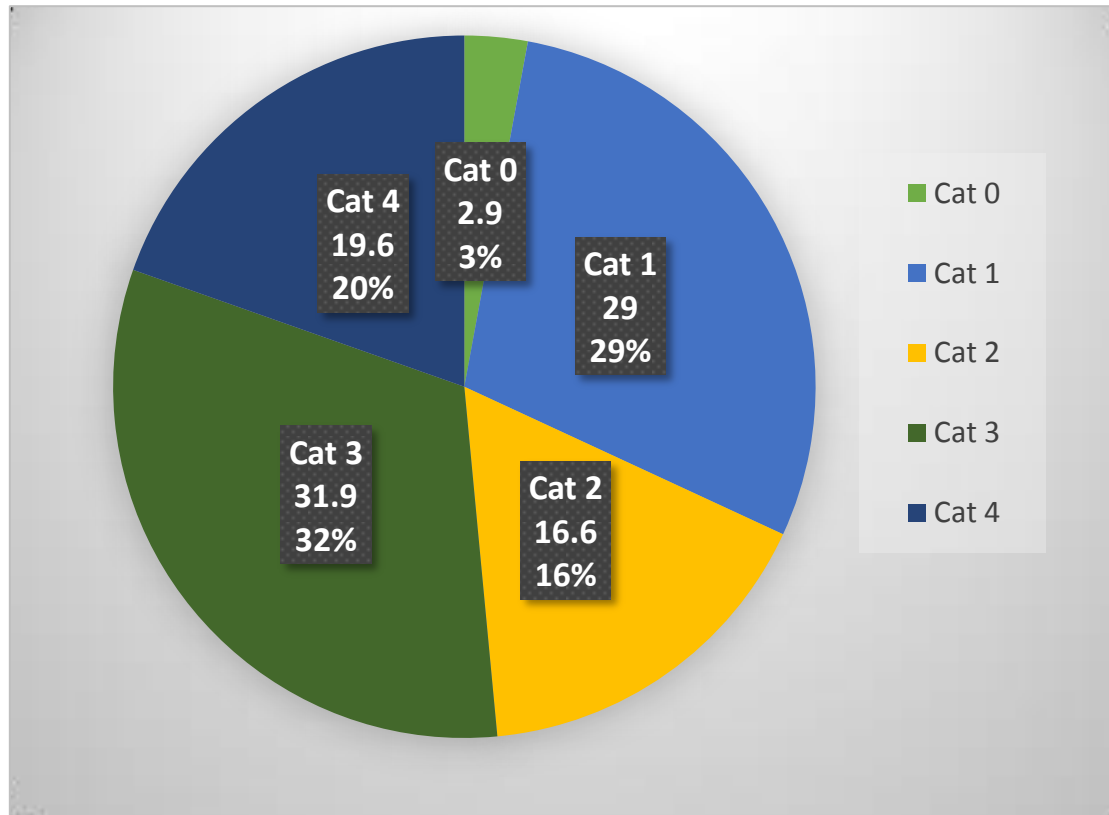


Figure 2: Frequency of reflective practice for each week

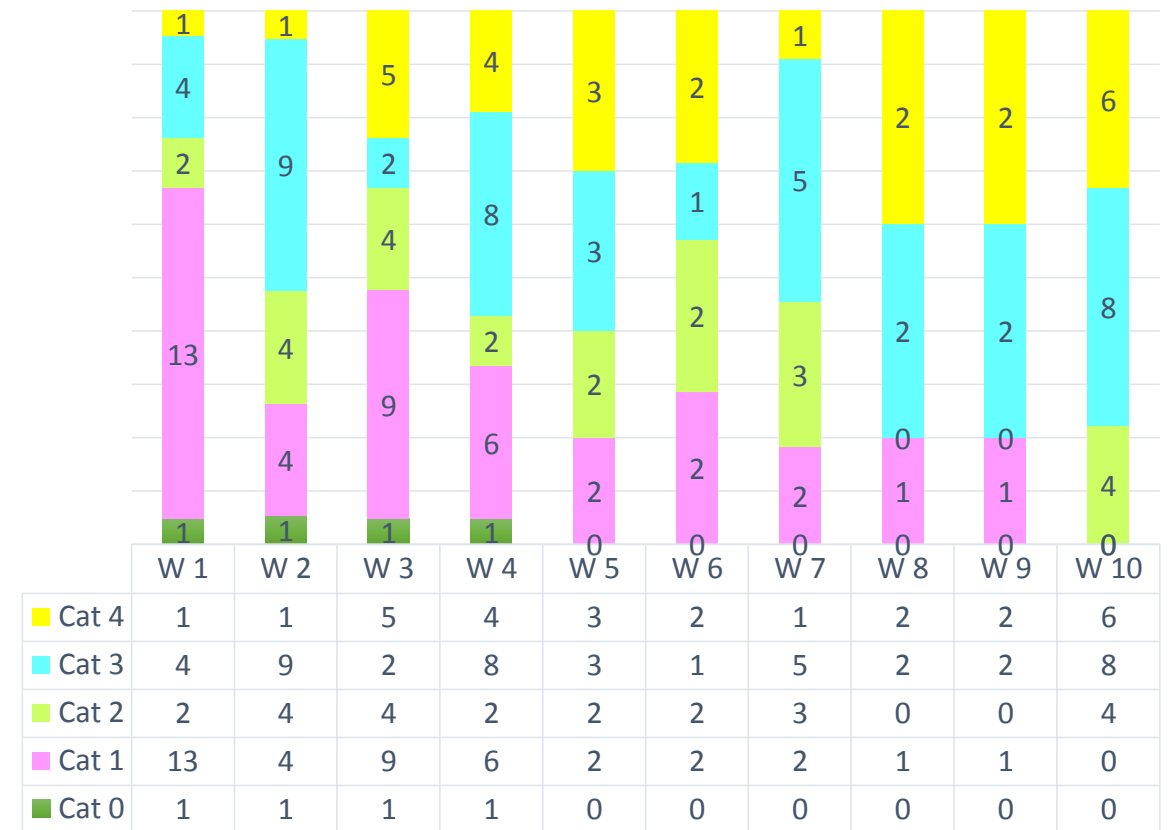
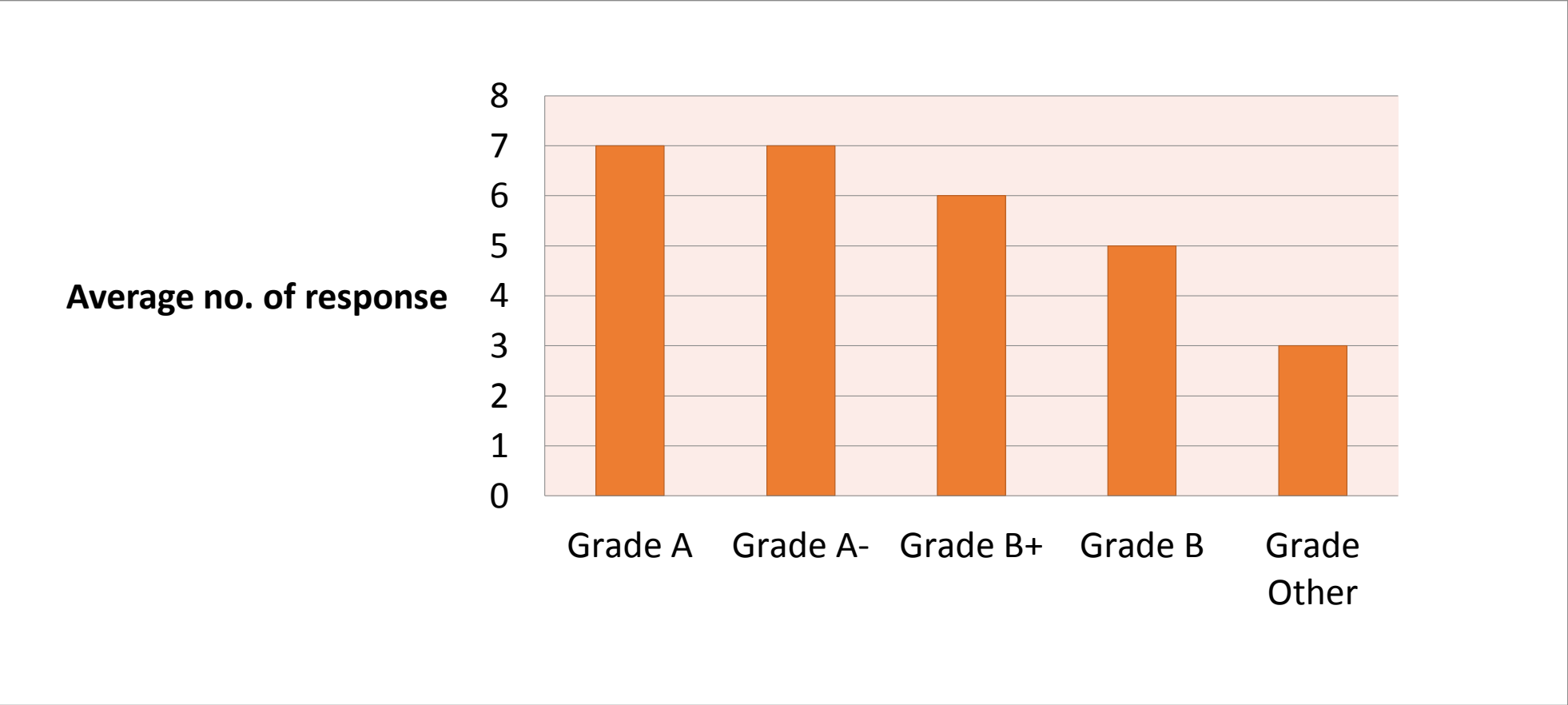


Figure 3: Average no.of response and academic performance



DISCUSSION & CONCLUSION

- 1- This study supported previous research on **positive contribution** of reflective practice.
- 2- Addressed the **efficacy of response frequency** to scaffold academic performance.
- 3- Improvement of reflective practice styles requires **high level of effort, active thinking & working memory**.

REFERENCES

Bruno, A., Galuppo, L., & Gilardi, S. (2011). Evaluating the reflexive practices in a learning experience. *European Journal of Psychology of Education, 26*, 527–543.

Threlfall, S. J. (2014). E-journals: Towards critical and independent reflective practice for students in higher education. *Reflective Practice, 15*, 317–332.