



## Integrating Reflective Practice and Personalised Feedback in Students' Learning Experience

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### Highlights

The innovative idea started from the scholarship of teaching and learning grant investigating the growth of reflective practice in psychology undergraduate students. Reflective practice increases the active engagement of students and personal ownership of self-development, through the use of personalised feedback as a tool for improving instructional practice. The process of reflective practice and personalised feedback require continuous effort and attempt to scaffold students' learning experience. This study examines the quality of reflective practice writing which was done via the course's E-learning page by providing personalised feedback based on five levels of reflective practice criteria.

**Key words:** *reflective practice, personalised feedback, learning experience*

### Introduction

Reflective practice is an evidence-based approach in education science and become an essential component of teaching and learning in higher education. It allows students to experience deep learning (Parry, Walsh, Larsen, & Hogan, 2012), increases students' active engagement and personal ownership of own self-development (Threlfall, 2014). Reflective practice trains the students to view what they already know, what they are learning in terms of theories and applications, be highly conscious of what they are doing, how they do it and why they do it. On top of that, the reflective practice writing requires instructors' engagement in providing personalised feedback for each student based on the written reflection. In general, the aim of this study is to explore the growth of reflective practice among undergraduate psychology students. The specific objective is to evaluate the quality of reflective practice writing by providing personalised feedback based on five levels of reflective practice criteria.

### Content

The study involved 25 first year psychology students who enrolled in Personality and Individual Differences course. The course lasted for 14 weeks (one semester), and it only involved 10 weeks for this research purpose. Content analysis was applied to identify the mental languages (comprising cognitive, emotions, behaviors and volition) of students' reflective practice documents; while descriptive analysis was used to classify the levels of reflective practice style, and number of attempts. The materials in this study involved 138 reflective practice documents, submitted in the whole 10 weeks.

In this study, we used the five levels of reflective practice style (Bruno, & Gilardi, 2014) as a structured format to detect the mental words and classify the quality of reflective writing.

Category 0: is a non-reflective practice, when the writer reported an event or personal experience without referring to him and others.

Category 1: is declarative reflective practice. This category shows an individual's ability to state the awareness of a mind to the situation in the form of emotion and thoughts descriptively.

Category 2: is relational reflective practice. This category refers to an individual's ability to relate an event/context with their mental state and others, and also make comparisons with different types of mental states.

Category 3: is interpretative reflective practice: when a writer uses the mental states (thoughts, emotions, desires) to represent and evaluate his own/others' behaviors and decisions, in the form of interpretations.

Category 4: critical reflective practice: the writer demonstrates an ability to come out with new perspectives or insights, which derived from the inadequacy and limitations of the available findings.

During the first week of the course, students were invited to participate in this research by writing a reflective practice. One of the researchers was the instructor in the class, and he gave the briefing of the project including the schemes in performing different reflective practice styles (Category 0–Category 4). Students had the freedom to write down the reflection based on their levels of knowledge for the week. Students' responds are not compulsory in each's week topic, but students were always encouraged to respond weekly. The researcher also explained the benefits of reflective practice in enhancing students' growth of reflective practice.