

Reflective Practice: SKAP – Skills, Knowledge, Attitudes, Practice

In *Using Reflection and Metacognition to Improve Student Learning* (ed. Kaplan, Silver, Lavaque-Manty & Meizlish, 2013), **reflection** is defined as “conscious exploration of one’s own experiences.” **Reflective practice** involves reflecting and debriefing on an experience as part of the learning experience. Instruction or experience alone may not lead to true learning; reflective practice is an essential ingredient to deep understanding and increases the probability of application and transfer of learning.

What is “SKAP”?

- **S – Skills** – may include a set of procedures to perform specific tasks, life skills, social skills, study and organizational skills
- **K – Knowledge** – content knowledge, comprehension/understanding of new information/concepts
- **A – Attitudes/Beliefs** – a way of thinking or feeling – more difficult to measure or observe
- **P – Practice/Professional Dispositions** – observable behaviors, set of valued behaviors aligned to specific profession/discipline

Why use Reflective Practice?

- Links theory to practice
- Makes learning authentic, meaningful and relevant
- Personalizes learning
- Engages and empowers students in their own learning

Here are some basic “Reflective Practice” prompts:

- How has this assignment/activity/article/video/class/course
 - Impacted your skills
 - Impacted your knowledge
 - Impacted your attitudes/beliefs
 - Impacted your practice/professional dispositions
- Give an example of how this assignment/article/video/class/course activity has
 - Impacted your skills
 - Impacted your knowledge
 - Impacted your attitudes/beliefs
 - Impacted your practice/professional dispositions
- After experiencing this assignment/activity/article/video/class/course, how has it changed your
 - Skills
 - Knowledge
 - Attitudes/beliefs

- Practice/professional dispositions

How and when you can apply “reflective practice” in your courses:

- **One Minute papers** – at the end of a class or a unit, have the students write a “one-minute reflective paper” and turn it in as they leave class
- **Journaling** – have students keep a journal throughout the semester with their reflections using the prompts
- **Forums/Discussion Boards** – have students engage in online discussion boards, addressing and responding to others
- **Reflection section in assignments/essays/projects** – at the end of assignments/essays/projects (with grading criteria included), have students reflect on the experience
- **End of Semester Class Forums** – discussion group during last session
- **Mid-semester and Final Course Evaluation** – include open-ended questions
- **Exit Interviews** – at the end of the program, have students respond
- **Program Portfolios** – include a reflective component

Resources

Kaplan, Silver, Lavaque-Manty & Meizlish, (editors). (2013) *Using Reflection and Metacognition to Improve Student Learning*. Sterling Virginia: Stylus

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