

REFLECTIVE PRACTICE APPLICATIONS: "GUIDED WEEKLY REFLECTION PAPERS" EXTENDED FROM ALCALÁ UNIVERSITY (SPAIN) TO DE MONTFORT UNIVERSITY (UK)

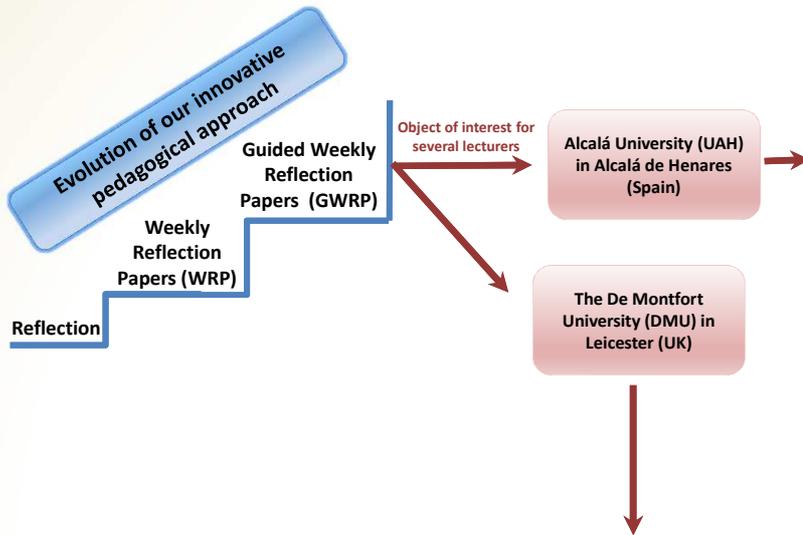


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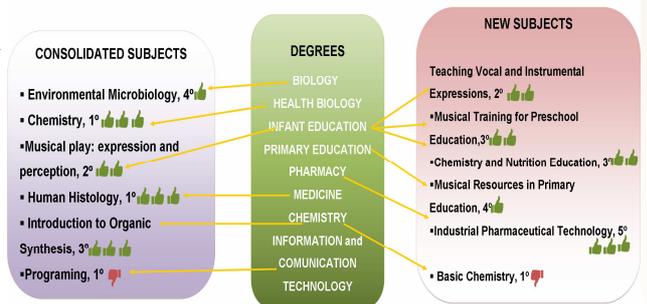
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Our teaching innovation group has developed a reflective pedagogical approach, called **Weekly Reflection Papers (WRP)** for improving the learning environment as a contribution to the integral formation and meaningful education of the students. Evolution of the starting methodology led us to create a more valuable and precious teaching strategy named "**Guided Weekly Reflection Papers**" (**GWRP**). This adaptation encourages the students to solve some questions or problems proposed by the lecturers, to find solutions to situations of the real life. Recently, new items have been incorporated to help students develop abilities and competencies in the framework of information literacy.



GWRP at the Alcalá University, Course 2014-2015

The development of the GWRP tool at the University of Alcalá has implied the adaptation of the strategy to the characteristics and expectations of the students belonging to different degrees, subjects and levels.

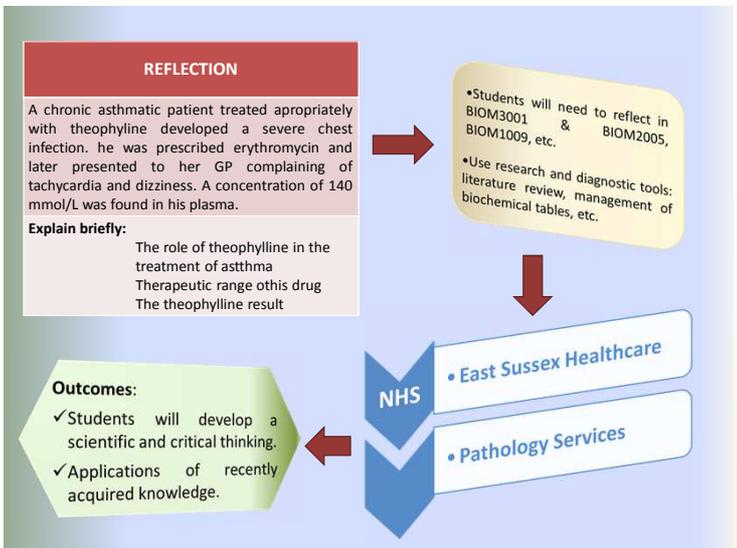


The engagement and response of the students vary with the type and level of studies, and even within the same subject change from year to year.

We can affirm that the large majority of our students start developing skills to be able to identify, situate, evaluate, and successfully use the information literacy for completing the GWRP.

GWRP at the De Montfort University (DMU), Course 2014-2015

- The **reflective pedagogical approach** has been implemented in the teaching of a Clinical Biochemistry module (Biomedical Science and Medical Science).
- Specialised clinical case studies** were developed a period of 6 months with reflective exercises.
- The **case studies or Problem-Based Learning (PBL)** pedagogic approaches were chosen as they can facilitate the acquisition of professional skills, as well as, provide a method of enabling students to acquire rapidly changing medical knowledge.
- The student needed to perform a small literature review using appropriate **scientific literature databases** such as PubMed and check normal ranges and concentrations of different biochemical analysis, biomarkers and tests.
- Participation in this project was entirely **voluntary**.
- Ethical approval was granted by the **Research Ethics Committee at De Montfort University**. Students that wanted to collaborate signed a consent form and appropriate information was made accessible through Blackboard, lectures and by information sheets.
- Participation was strongly recommended on account of the value of reflective practices in the learning process and encouraged through providing an improvement on their final overall **module mark** (up to 5 marks).
- Main criteria for the analyse of the reached objectives:**
 - Ability to extract all the fundamental concepts
 - Ability to synthesise information and clarity of expression
 - Ability to reflect and comment
- A suitable **questionnaire** was also developed to analyse the objectives of this innovative teaching project, final results of this questionnaire will be obtained at the end of this academic course and used to develop this teaching strategy in future years.



Clinical case specifically designed and created for this teaching project.

Opinion of the participant students

"Thank you very much for the feedback! I'm glad I've done it to be honest! I will do the rest soon"

I am currently doing Dr Mark Evans' question for Monday and have a lot of other work that needs to be in for next week too and am finding it really hard

Thank you very much for the clear information and description on my paper. I have read through and made some amendments as commented, would you like me to re-send you the answer again?"

Be aware of the usefulness of the knowledge acquired in the real life and in their professional future

CONCLUSIONS

- The reflective exercises would help students to work on clinical skills and transversal competences such as writing appropriate scientific reports, communication of data, clinical case-problem solving and clinical diagnostics (DMU).
- This teaching pedagogy may help students be more self-aware of their learning strengths and weaknesses, which in turn could impact on their final learning performance and marks (UAH).
- The creation and introduction of reflective exercises requires a considerable amount of dedication and time for the academic team.
- The results obtained are quite different for each subject.
- The teacher engagement and commitment in this innovative pedagogical approach is a key factor to improve the teaching-learning process and indicates that teachers with high levels of dedication show more desire to obtain greatest successes in achieving the teaching-learning goals.

Quintanilla MG, Copa-Patiño JL, Guerrero A, González-Santander M, Hernández N, Arias MS, Peña MA, Montero G. *Implementación crítica de la reflexión en el proceso de enseñanza-aprendizaje*. Revista Ibero-Americana de Estudios em Educação, 8 (2), 394-402, 2013. (Brasil). ISBN: 1982-5587.

Quintanilla MG, Copa-Patiño JL, Guerrero A, González-Santander M, Hernández N, Arias MS, Domínguez Aroca MI, Peña MA, *An information literacy approach within the "guided weekly reflection papers"* INTED 2015. Proceedings CD 9th International Technology, Education and Development Conference, 2015.