

APS Interest Group on Psychology Education

Resource Material Submission. SUMMARY ONLY

Title of Material	Experiential Learning and Reflective Practice: Leveraging Conation and Deep Learning to Develop the Future Practitioner
Author(s)	Andrea Quinn and Michael Mills
Description/Aim	This resource provides a framework for the learning and assessment process. Students are provided with, or directed to seek out, one or more experiential learning tasks that are accurate analogues of professional practice activities. Students are then required to reflect and report on their experience using highly structured written or oral tasks for assessment purposes. The same framework is also embedded in assessment criteria, and ensures that students must engage with learning styles in addition to those they usually prefer. As the learning literature indicates, experiential learning and reflective practice each enable deep learning; a combination approach enhances the depth of learning, allowing the affective and cognitive elements of experience to be assimilated and transformed into intentional behaviour. The outcome for students is increased metacognition regarding their strengths and limitations as emerging practitioners, and an increased capacity for self-regulation.
Benefits of Resource	Applied model of experiential learning and reflective practice that can be used in a range of delivery formats.
Issues for Consideration	Instructor needs to have sufficient skills to manage debriefing with students, in order to support the internal conflicts that may be generated for students during the learning and assessment process (should be viewed as another facet of the learning experience, versus an 'intervention').
Approximate Duration	Designed to be applied for lecture/workshop design and embedded in assessment criteria for written or verbal reflective work.

Primary Content/ Process Topic	Learning process design. Assessment criteria design.
Other Categories	Metacognition, self-regulation, self-efficacy, insight.
Intended student level	Undergraduate, postgraduate, external, on-line, and on-campus. The approach can be adapted for all levels of study and has already been utilised for all delivery modes.
Type of Material	Full course or workshop design model which can be applied to a wide variety of topics; example course structures are available for various delivery modes. Includes an assessment strategy with marking criteria based on the same approach (a critical component as it deepens and expands learning outcomes for students following an experience based analogue of professional practice activities, e.g., counselling, facilitating training, etc.).
Format of Material	Word and Powerpoint files, with articles of the full model available after review and publication.
Further Information Contact	quinna@usq.edu.au mmills@usq.edu.au
Review Requested	Yes. Any feedback from other educators would assist our evaluation of the model in other settings.
Evaluative Data Included	Several years of qualitative data has been collated, as well as some quantitative data in an empirically based pilot study. Further data is expected as the evaluation is expanded over 2012-2013. A summary of the pilot study is available in Powerpoint format, and is under review for publication at the time of writing.