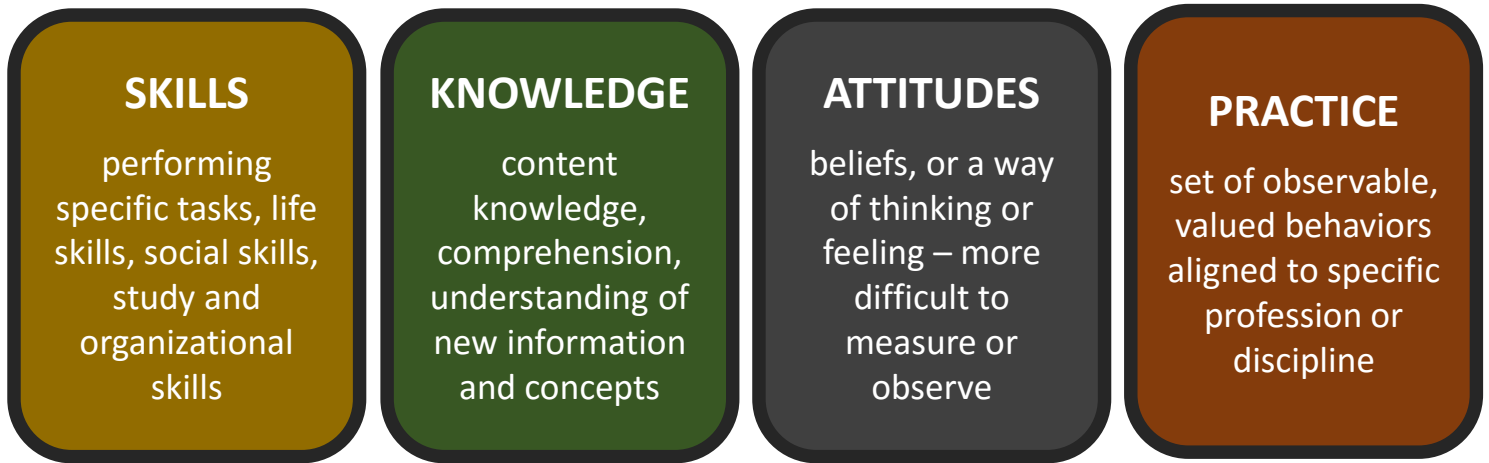


## Reflective Practice: SKAP

### 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.

**SKAP** is a framework for reflection, focusing on four areas of transfer related to learning



#### 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/activity/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

**Submitted by:**

Judith Ableser, Ph.D – Director (CETL)  
Center for Excellence in Teaching and Learning  
Oakland University  
Rochester, MI  
[ableser@oakland.edu](mailto:ableser@oakland.edu)