

Workshop Reflective Practice; Course Information

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Abstract

Industry master students work part-time in an engineering company. The Reflective Practice workshops are set-up to stimulate reflection, and to connect the educational environment with the working experience. The order and rationale behind the workshops is provided.

Distribution

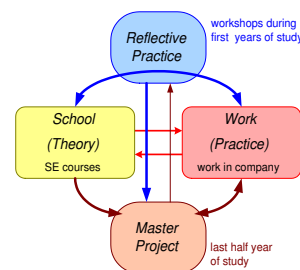
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draft

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Colophon

Merete Faanes from Buskerud University College created the educational flow *Reflective Practice*. Reflective Practice is a thread throughout the entire master Systems Engineering to stimulate students to relate *Education and Practice*.

These workshops are the result of the cooperation of Merete Faanes and Gerrit Muller

Objectives of the Course Reflective Practice

to help students to develop their reflective capabilities

to stimulate students to bring their practical experiences into the class room

to stimulate students to apply what they learn at their company

to stimulate students to wonder about state-of-practice

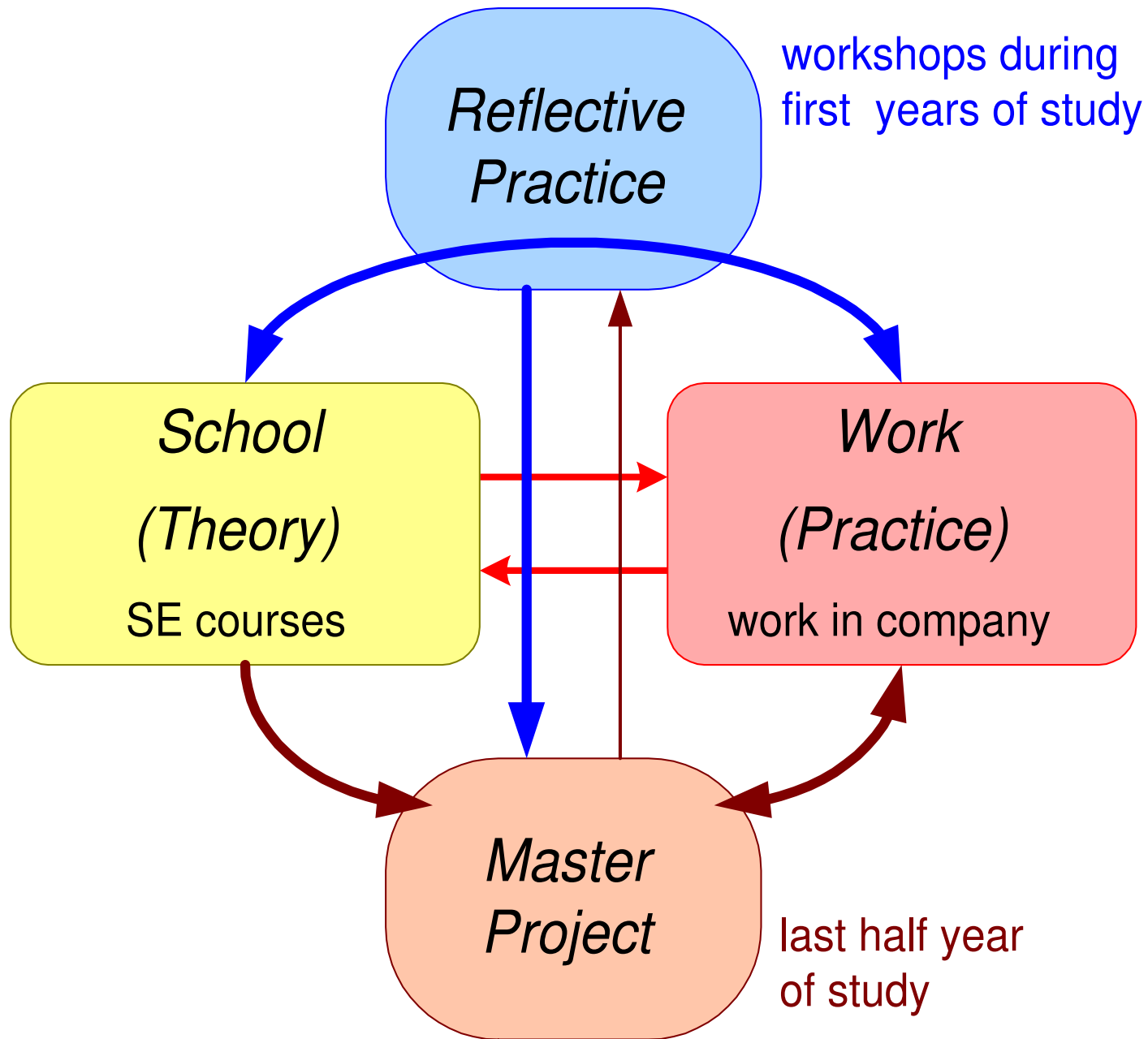
to stimulate students to be critical to:

the offered education

the way of working in their company

their own position and attitude

Connecting Theory and Practice, Education and Work



Workshops Reflective Practice

1st year

Reflection

My Role and Style

Critical Thinking

Domain knowledge

2nd year

How to apply SE in my daily work?

Cultural differences (international semester)

project (international semester)

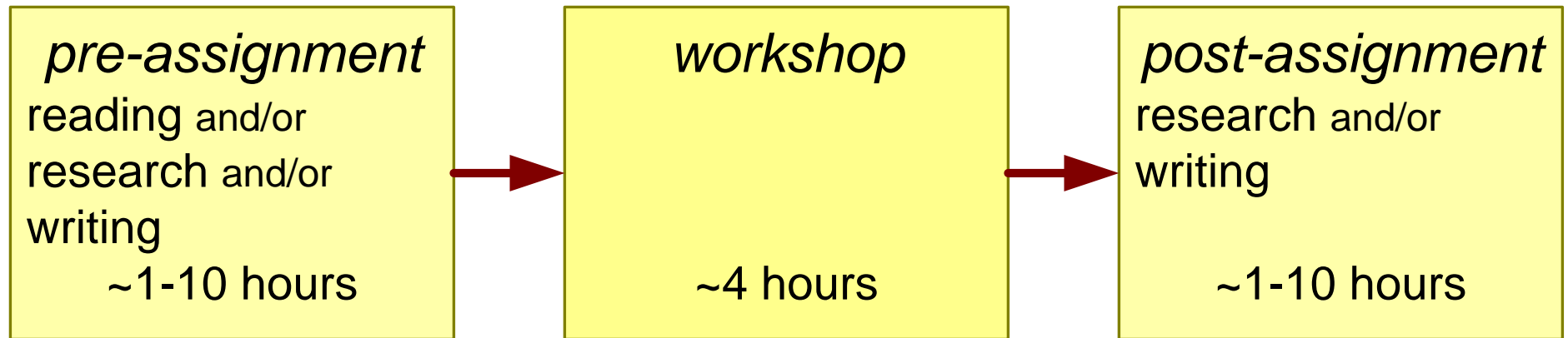
3rd year

Communication

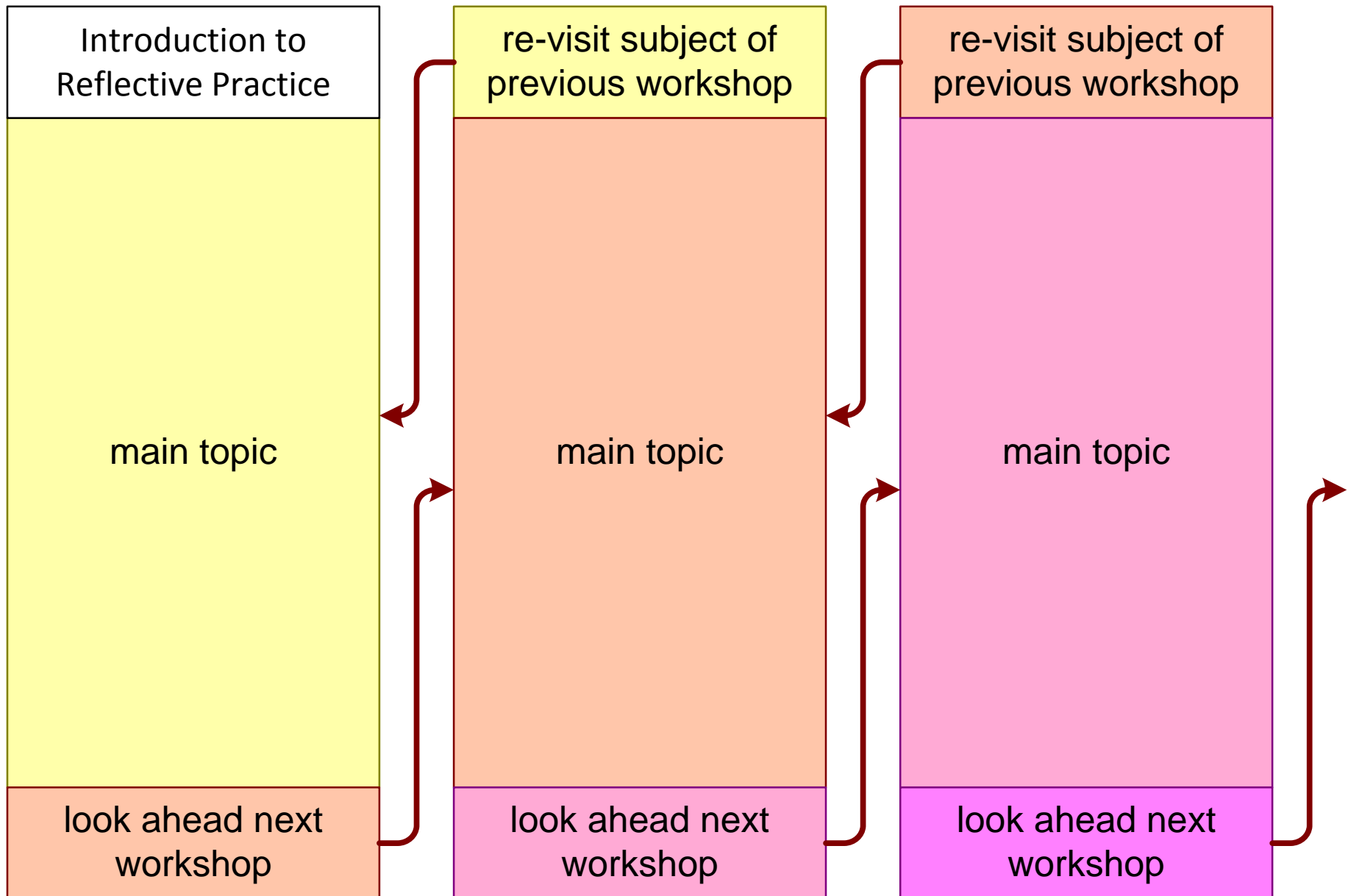
From Student to Systems Engineer

Academic Writing

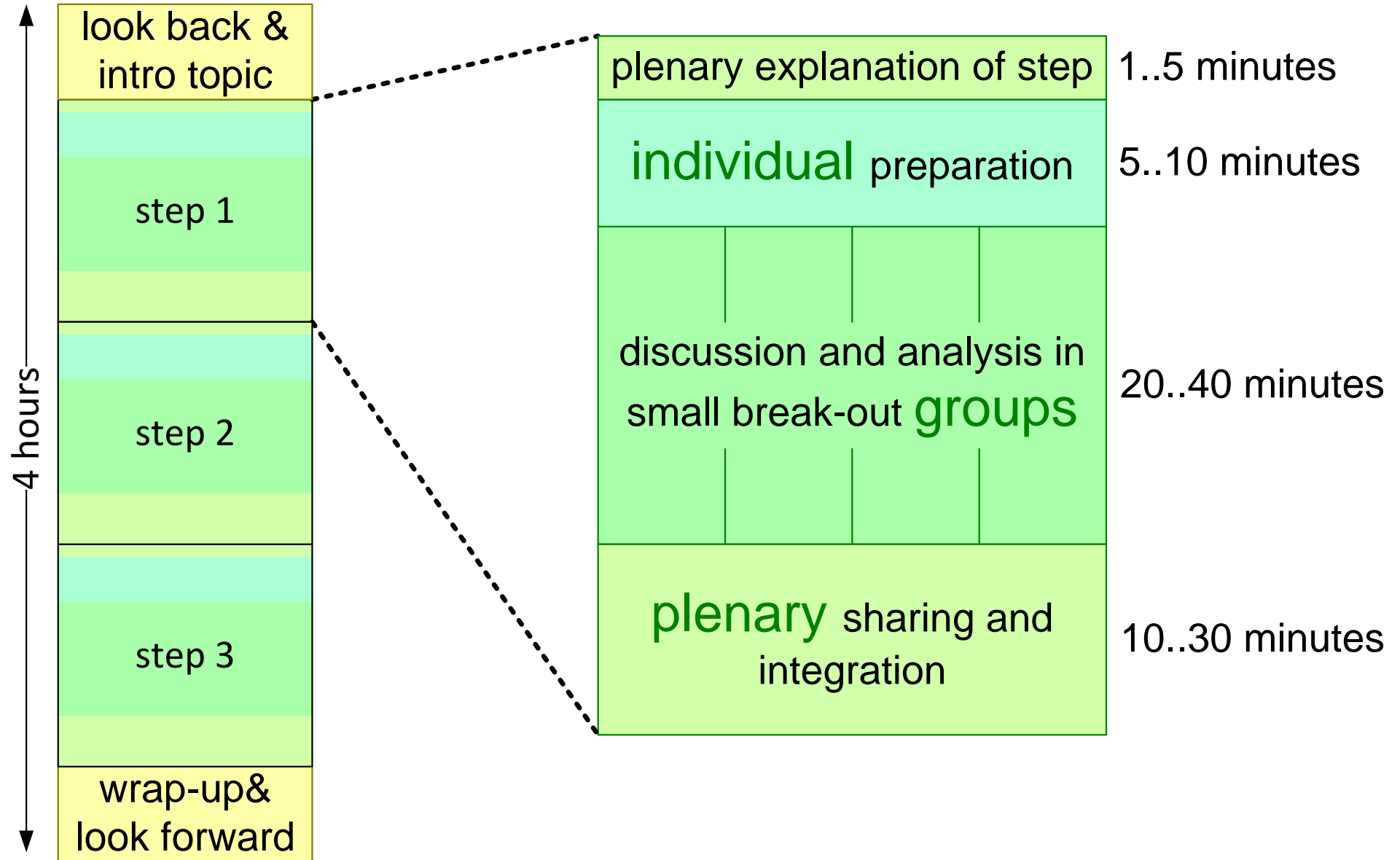
Pre Assignment, Workshop, Post Assignment



Linking Workshops



Typical Format of a Workshop



Mandatory Elements for Reflective Practice

Participation in workshops is mandatory

Submission of pre- and post-assignments is mandatory

Participation in international project is mandatory

Four larger assignments are Pass/Fail graded

(tentatively in semester 1, 2, 3 and 5)

Study Load

study load: 7.5 ECTS (starting September 2012)

e.g. nominal study load is 200 hours

workshop load (9 hours average per workshop): 80 hours

gradeable assignments (15 hours average per deliverable): 60 hours

international project load: 60 hours

subject or goal

description of your experiences

analysis

lessons learned

actions as follow-up

avoid broad generic statements

illustrate with specific examples

Assignments

Submission instructions

use for all deliverables the following conventions:

filename: RP <your name> <subject> <workshop>.<version>.<extension>

e.g. RP John Student preassignment My Role.2.doc

where subject = {pre|post| ...}

email to: <gerrit . muller@ gmail . com>

subject: RP <subject> <workshop>

"standard" file types preferred, e.g. pdf, jpg, doc, xls, ppt

submission deadline preassignment: 1 week before workshop

submission deadline postassignment: 2 weeks after workshop

Market Place: Feedback to others

- + 1 student, the host, stays with your flipover
- + The other students visit the other groups.
- + Read and discuss the results of the group you visit with the host
- > Provide feedback on yellow note stickers:
 - Positive (I like ..., because ...)
 - Negative (formulate as question, e.g. How to...)
- > minimal 4 feedback notes per person
- + After some time take over the host role and visit next groups
- > Be **curious**, how do others think?

Market Place: "Steal" good ideas

Read the flips of other groups.

Steal good ideas from other groups, add them with a sticker to your own flip

> minimal 2 ideas per person

> Be **curious**, how do others think?

Market Place: Add Example from Personal Experience

Read the flips of other groups.

Add your own example from personal experience

> minimal 2 examples per person

Write the example on a yellow note sticker

attach the sticker to the flip that triggered this example

Market Place: Formulate Question

Read the flips of other groups.

What would you like to discuss more?

Capture what you want to discuss in a question

> minimal 1 question per person

Write the question on a yellow note sticker

> when the teacher gives the sign attach the sticker to the flip with questions

Market Place: Formulate Guideline

Read the flips of other groups.

Transform the insight from others and yourself into a guideline that you can use in the future

> 1 guideline per person

Write the guideline on a yellow note sticker

> when the teacher gives the sign attach the sticker to the flip with guidelines

Market Place: Analyze in Teams

Read the flips of other groups.

The teacher forms new teams, for example by distributing all team members over new teams.

In the redistributed teams discuss the most relevant findings; explain why these findings are most relevant.

Make a summary on a new flip

Market Place: Make Scatter Plot

Read the flips of other groups.

Select two figures of merit (f.i. project cost and project duration) and make a scatter plot of all teams for these two figures.

Can you explain the result?

