

# Workshop Reflective Practice; Course Information

by *Gerrit Muller* USN-SE

e-mail: gaudisite@gmail.com

www.gaudisite.nl

## 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.

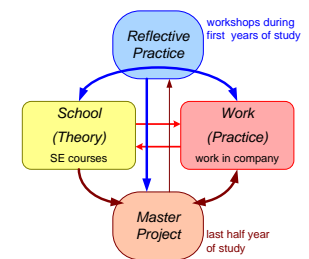
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August 9, 2024

status: preliminary  
draft

version: 0.12



## *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

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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

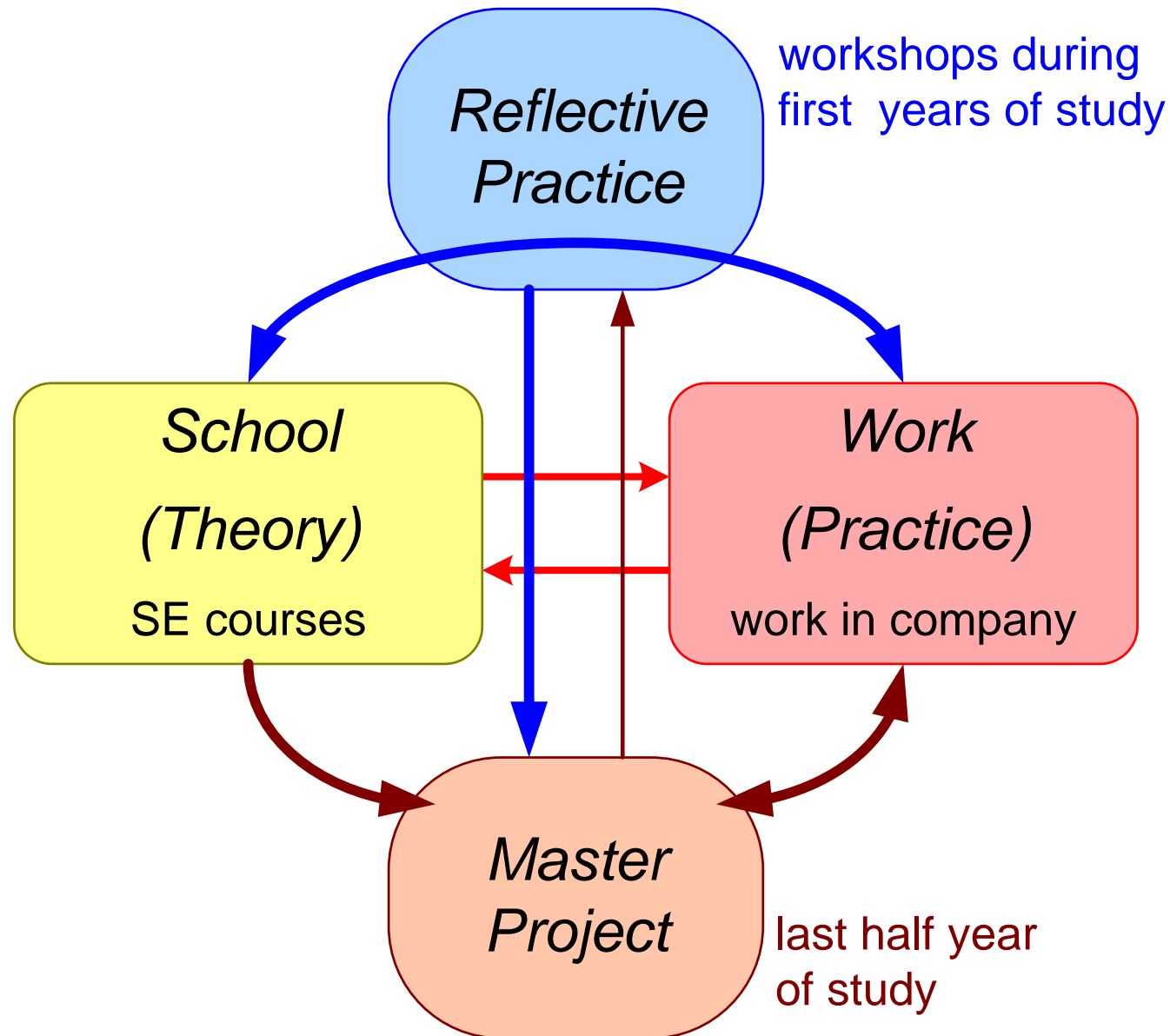
to stimulate students to be critical to:

the offered education

the way of working in their company

their own position and attitude

# Connecting Theory and Practice, Education and Work



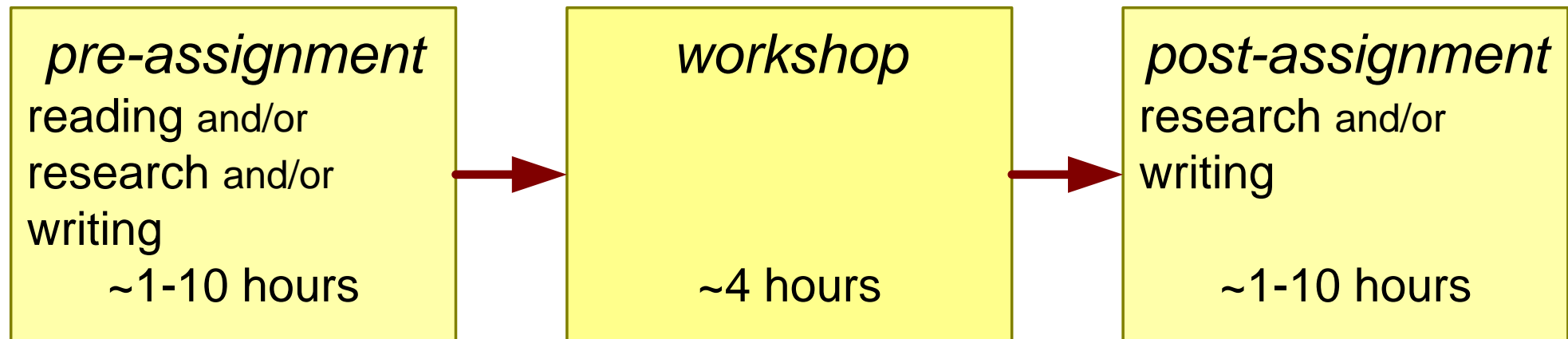
# Workshops Reflective Practice

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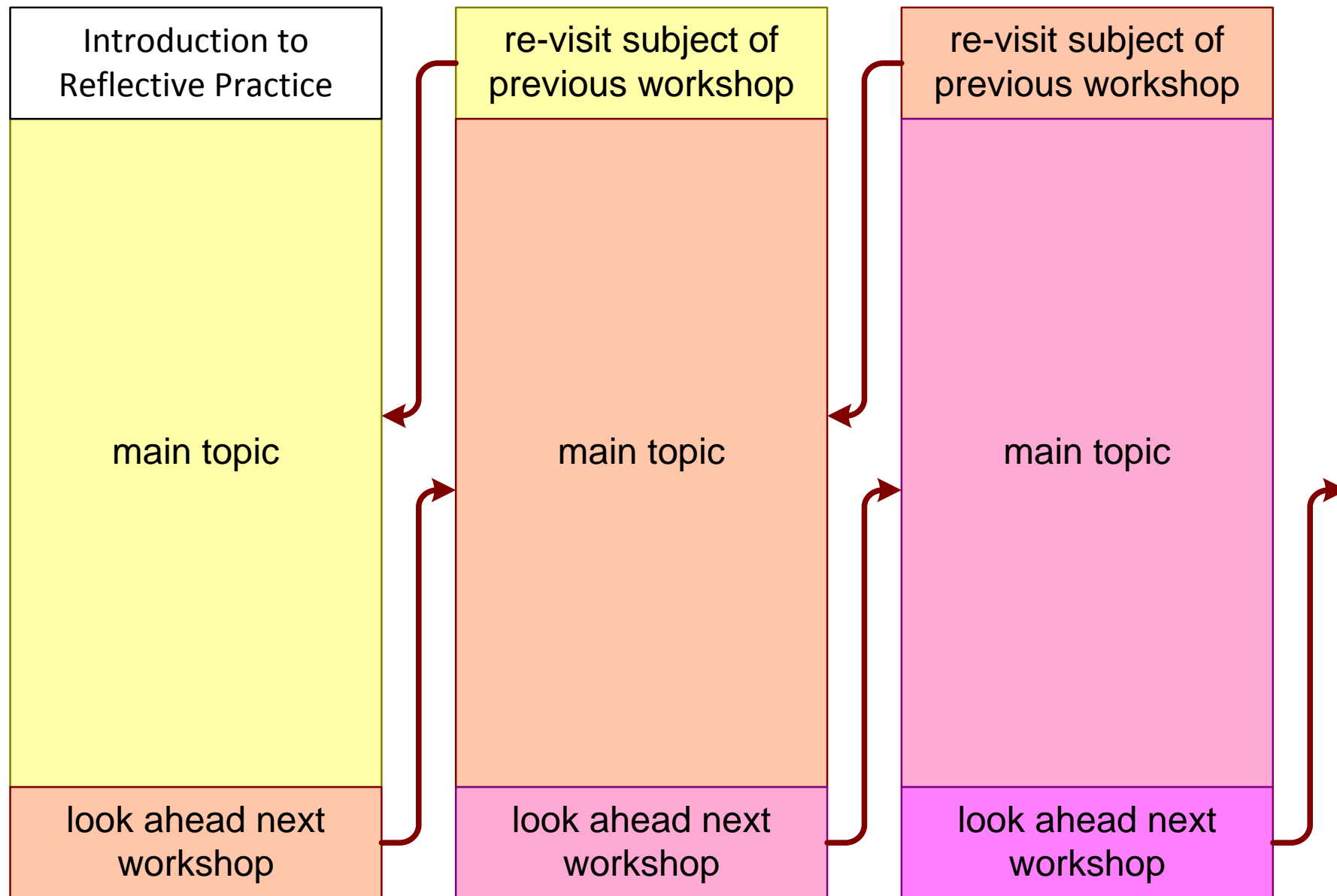
1 <sup>st</sup> year	Reflection My Role and Style Critical Thinking Domain knowledge
2 <sup>nd</sup> year	How to apply SE in my daily work? Cultural differences (international semester) project (international semester)
3 <sup>rd</sup> year	Communication From Student to Systems Engineer Academic Writing

# Pre Assignment, Workshop, Post Assignment

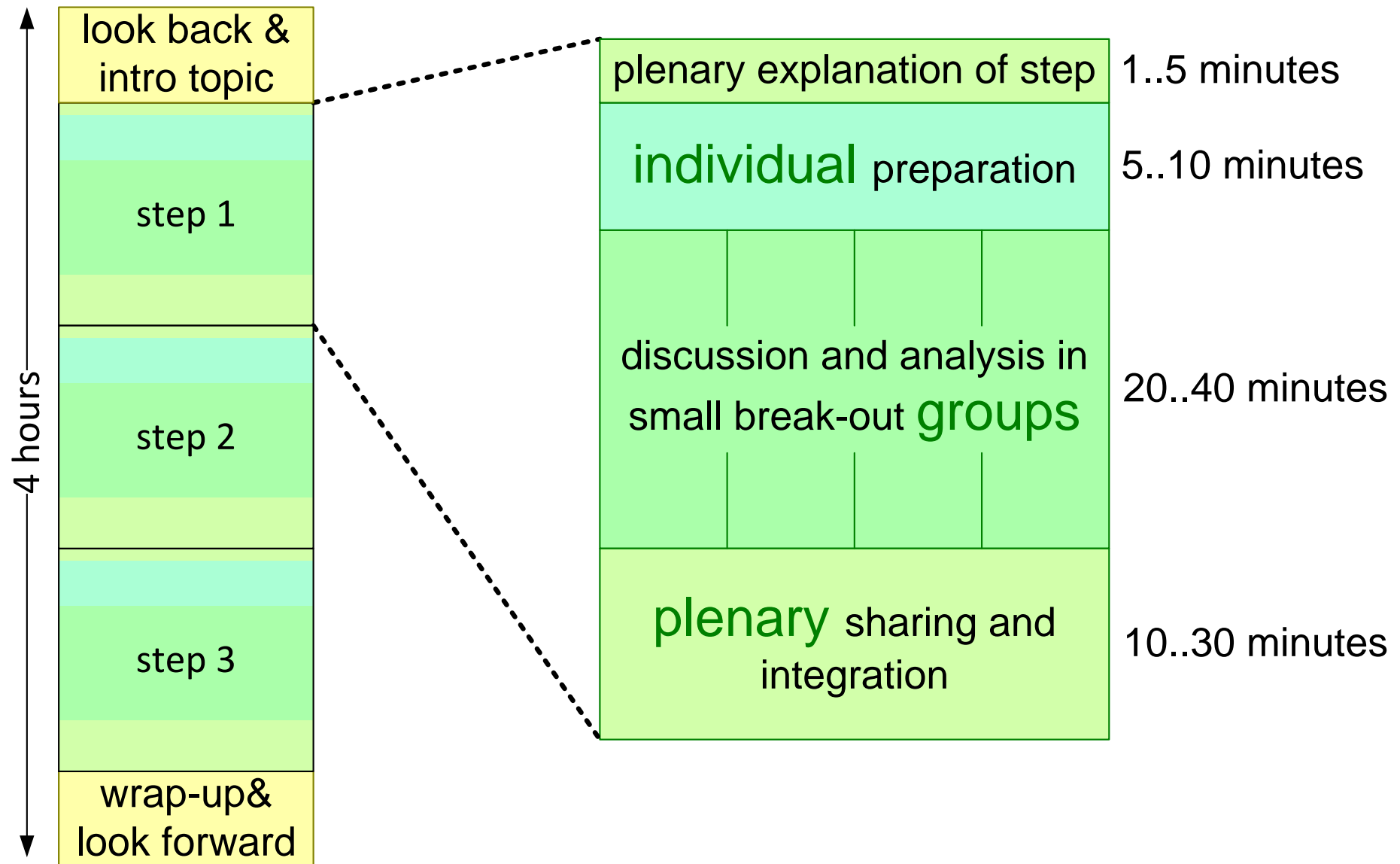
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# Linking Workshops



# Typical Format of a Workshop





# Mandatory Elements for Reflective Practice

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Participation in workshops is mandatory

Submission of pre- and post-assignments is mandatory

Participation in cultural differences study is mandatory

Four larger assignments are Pass/Fail graded

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

# Study Load

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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

cultural differences 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

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## *Submission instructions*

use for all deliverables the following conventions:

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

e.g. RP John Student preassignment Reflection And Learning.1.doc

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

Submit via Canvas

questions: <gerrit . muller@ gmail . com>

"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

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- + 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: "Borrow" good ideas

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Read the flips of other groups.

Copy 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

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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

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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

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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

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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?

