

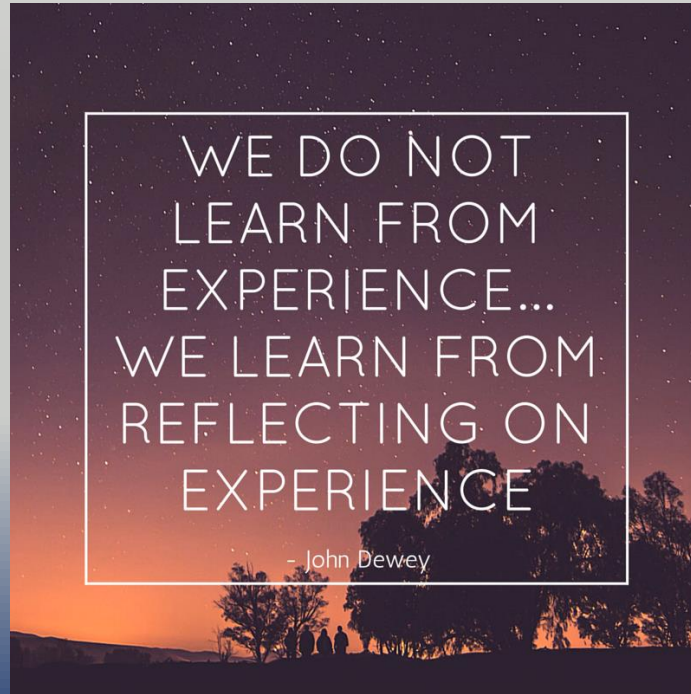


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# ASSESSING DIFFERENCES IN GRADUATE OCCUPATIONAL THERAPY STUDENTS' REFLECTIVE CAPACITIES GIVEN DIVERGENT UNDERGRADUATE EDUCATIONAL BACKGROUNDS: A PILOT STUDY

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# Statement of Significance






# Project Description

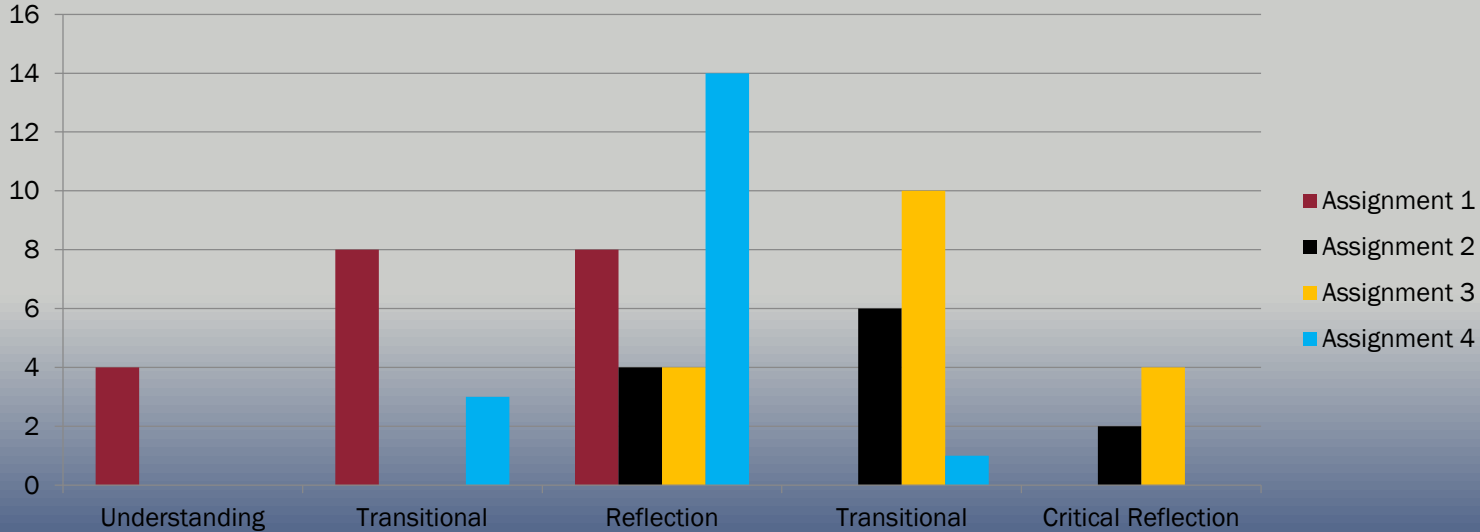
- Assessing if student's higher level of exposure to reflective learning supports deeper levels of reflection
- Assessing if question wording affects level of reflection reached
  - *Equal number of undergraduate students and post-baccalaureate students*
  - *Semester GPA, age, gender, race*
  - *Four courses*
    - Two MOT II courses and two MOT I courses

Kember, D., McKay, J., Sinclair, K., & Wong, F.K.Y. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education*, 33(4), 369-379.

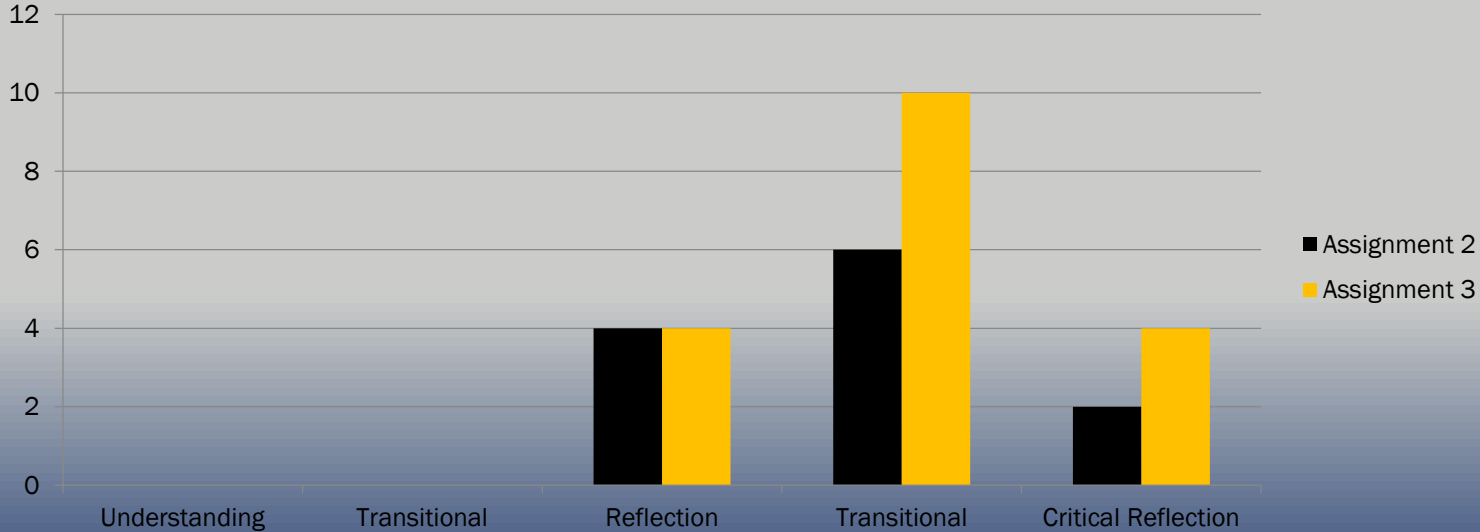
# Descriptions of Reflective Categories

Habitual Action	Transitional	Understanding	Transitional	Reflection	Transitional	Critical Reflection
<p>1) When a procedure is followed without significant thought about application or alternatives</p> <p>2) Writing example: When a student finds material on a set topic and places it/summarizes it in an essay without thinking about it, understanding it, or forming a view</p>		<p>1) Understanding or learning a concept without thinking about how it applies personally or in practical situations. Often occurs with undergrads who lack experience or real-life application</p> <p>2) Writing example: A correct rendition of theory or concepts without examples of how it relates to practical or personal situations.</p>		<p>1) Engaging and/or exploring experiences in order to gain new understanding and appreciation.</p> <p>2) Writing will demonstrate: both understanding of a topic and how it applies to a personal or practical experience. Personal insights that go beyond book theory</p>		<p>1) Undergoing a transformation of perspective based on the reflection of an experience, theory, etc. Does not occur frequently. More often occurs in students still learning about a subject/has not formed deep-seated beliefs.</p> <p>2) In writing: Evidence of a change in perspective over a fundamental belief. Probably will include 1- diagnosing/understanding existing conceptual frameworks 2-a period of disequilibrium and conceptual conflict 3-A reconstruction or reforming phase in which new concepts are formed</p>

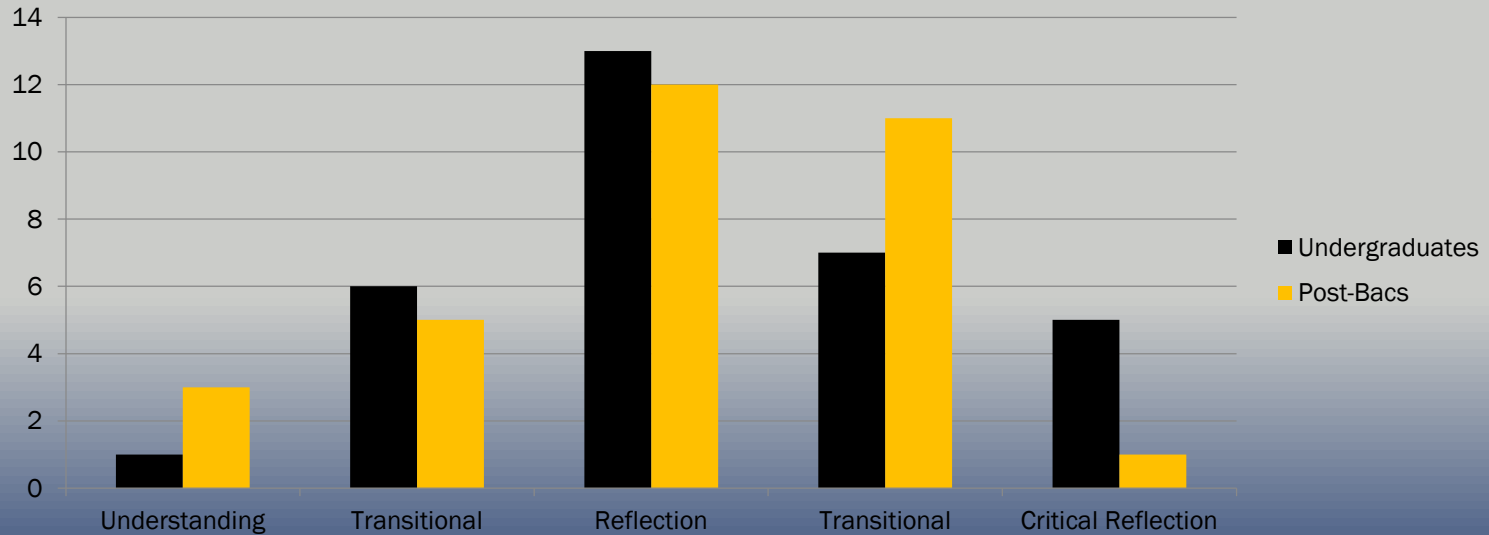
# Overall Comparison: Levels of Reflections between Assignments



# Comparison of Two Levels of Fieldwork Reflections



# Comparison of Post-Baccalaureate Students to BSOS Students and Levels of Reflection Between all Four Reflective Assignments



# Implications

- Careful, constant consideration of curriculum
  - Individual course assignments
  - Departmental curriculum
- Review of reflective assignments
  - Using coding scheme
  - Reviewing learning activities for these assignments