

# Course Design Document

## Becoming a Reflective Practitioner

|                  |                                                                                                  |
|------------------|--------------------------------------------------------------------------------------------------|
| Course Title:    | Becoming a Reflective Practitioner                                                               |
| Target Audience: | Professionals seeking to enhance learning, growth, and performance through deliberate reflection |
| Duration:        | 4 weeks (blended learning: 6 hours total, 1.5 hours per week)                                    |
| Delivery Format: | Blended (asynchronous online modules + weekly live virtual sessions + individual practice)       |

# 1. Analysis Phase

## 1.1 Needs Assessment & Performance Gap

### Business Need:

Organizations report that professionals often repeat mistakes, fail to apply lessons learned, and miss opportunities for continuous improvement. Without structured reflection practices, employees struggle to extract meaningful insights from their experiences, limiting professional growth and organizational learning.

### Performance Gap:

#### Current State:

- Professionals move quickly from task to task without pausing to reflect
- Limited awareness of personal patterns, strengths, and growth areas
- Valuable lessons from experiences are not captured or applied
- Reactive rather than proactive approach to professional development

#### Desired State:

- Professionals regularly engage in structured reflection practices
- Increased self-awareness and metacognitive skills
- Systematic extraction and application of learning from experience
- Intentional, continuous professional growth

## 1.2 Target Audience Analysis

| Characteristic       | Description                                                | Design Implications                                           |
|----------------------|------------------------------------------------------------|---------------------------------------------------------------|
| Experience Level     | Mid to senior-level professionals with 3+ years experience | Draw on rich professional experiences; use real scenarios     |
| Motivation           | Self-directed learners seeking personal growth             | Provide autonomy, choice, and personalization options         |
| Time Constraints     | Busy professionals with limited dedicated learning time    | Flexible scheduling, bite-sized content, asynchronous options |
| Prior Knowledge      | Familiar with basic professional development concepts      | Build on existing knowledge; avoid overly basic content       |
| Learning Preferences | Mix of independent work and peer connection                | Blended approach with reflection journals and discussions     |

### Prerequisites:

- Minimum 3 years professional experience
- Willingness to engage in self-examination and vulnerability
- Access to computer/tablet for online modules and reflection journal

## 1.3 Learning Environment & Constraints

**Delivery Environment:**

- Asynchronous modules accessible 24/7 via learning management system
- Weekly 60-minute live virtual sessions (Zoom/Teams)
- Individual practice embedded in daily work

**Constraints:**

- Time: Course must fit within 4-week window (organizational cycle)
- Budget: Moderate budget allows for LMS, facilitation, no custom tech development
- Technology: Must work on standard corporate devices (no special software)
- Scale: Designed for cohorts of 15-25 to enable meaningful discussion

## 2. Design Phase

### 2.1 Terminal Learning Objective

**By the end of this course, learners will be able to apply systematic reflection practices to extract insights from professional experiences and create actionable plans for continuous improvement.**

### 2.2 Enabling Learning Objectives (Bloom's Taxonomy)

| Week | Learning Objective                                                                       | Bloom's Level    |
|------|------------------------------------------------------------------------------------------|------------------|
| 1    | Define reflective practice and explain its benefits for professional development         | Understand       |
| 1    | Identify personal reflection triggers and obstacles                                      | Analyze          |
| 2    | Apply structured reflection frameworks (Gibbs, Kolb) to analyze professional experiences | Apply            |
| 2    | Evaluate the effectiveness of personal reflection practices                              | Evaluate         |
| 3    | Create actionable insights and development plans from reflective analysis                | Create           |
| 3    | Design a sustainable personal reflection practice integrated into daily workflow         | Create           |
| 4    | Demonstrate reflective practice through a culminating reflection on the learning journey | Apply / Evaluate |

## 2.3 Assessment Strategy

This course uses a multi-faceted assessment approach aligned to learning objectives, emphasizing authentic application over rote knowledge testing.

| Assessment Type                   | Format                             | Purpose                                          | Weight   |
|-----------------------------------|------------------------------------|--------------------------------------------------|----------|
| <b>Pre-Assessment</b>             | Self-assessment questionnaire      | Baseline awareness of reflection practices       | Ungraded |
| <b>Weekly Reflection Journals</b> | Written reflection (300-500 words) | Practice applying frameworks; formative feedback | 40%      |
| <b>Peer Reflection Dialogue</b>   | Live session participation         | Collaborative learning; perspective-taking       | 20%      |
| <b>Reflection Practice Plan</b>   | Personalized action plan           | Design sustainable practice for ongoing use      | 20%      |
| <b>Culminating Reflection</b>     | Meta-reflection on course journey  | Synthesize learning; demonstrate mastery         | 20%      |

### Rubric Criteria (for all assessed work):

- Depth of Analysis: Goes beyond surface observations to explore patterns, assumptions, and implications
- Application of Frameworks: Correctly applies reflection models to structure thinking
- Actionable Insights: Identifies specific, concrete takeaways and next steps
- Self-Awareness: Demonstrates honest self-examination and growth mindset
- Completeness: Addresses all components of the assignment

## 2.4 Instructional Strategies & Methods

This course employs a blend of instructional strategies aligned to adult learning principles and the unique nature of reflective practice development.

### Primary Strategies:

1. **Experiential Learning (Kolb's Cycle)**
  - Learners engage in concrete experiences, then reflect on them using structured frameworks
  - Weekly practice assignments embed reflection in real work contexts
2. **Scaffolded Practice**
  - Week 1: Guided reflection with extensive structure and examples
  - Week 2-3: Reduced scaffolding as learners apply frameworks independently
  - Week 4: Open reflection demonstrating internalized practice
3. **Social Learning & Peer Dialogue**
  - Weekly live sessions for sharing insights and learning from peers
  - Structured peer feedback on reflection approaches
4. **Modeling & Think-Alouds**

- Facilitator demonstrates reflection process with authentic examples
- Video examples of reflective practitioners in various fields

5. **Metacognitive Strategies**

- Prompts encourage thinking about thinking throughout course
- Self-monitoring tools help learners track their reflection development

## 3. Development Phase

### 3.1 Course Structure Overview

| Week | Theme                              | Key Activities                                                                                                                                                                                         |
|------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Foundations of Reflective Practice | <ul style="list-style-type: none"><li>• Pre-assessment</li><li>• Async: What is reflective practice?</li><li>• Live: Personal reflection baseline</li><li>• Journal: First guided reflection</li></ul> |
| 2    | Reflection Frameworks & Tools      | <ul style="list-style-type: none"><li>• Async: Gibbs &amp; Kolb models</li><li>• Live: Practice session with frameworks</li><li>• Journal: Apply framework to experience</li></ul>                     |
| 3    | From Insight to Action             | <ul style="list-style-type: none"><li>• Async: Creating actionable insights</li><li>• Live: Designing sustainable practice</li><li>• Submit: Reflection Practice Plan</li></ul>                        |
| 4    | Integration & Continuation         | <ul style="list-style-type: none"><li>• Async: Sustaining reflection practice</li><li>• Live: Celebration &amp; commitment</li><li>• Submit: Culminating reflection</li></ul>                          |

## 3.2 Detailed Content Outline

### Week 1: Foundations of Reflective Practice

#### Asynchronous Module (30 minutes)

1. Introduction: Why Reflection Matters (5 min)
  - Video: Research on learning from experience
  - Infographic: Benefits of reflective practice
2. What is Reflective Practice? (10 min)
  - Definition and key characteristics
  - Contrast: Reflection vs. rumination
  - Interactive: Self-check - Current reflection habits
3. The Reflective Practitioner Mindset (10 min)
  - Growth mindset and learning orientation
  - Curiosity and openness to discovery
  - Case study: Reflective practitioners in action
4. Knowledge Check (5 min)

#### Live Virtual Session (60 minutes)

- Welcome & introductions (10 min)
- Group activity: Mapping personal reflection triggers and obstacles (20 min)
- Facilitator modeling: Think-aloud reflection on recent experience (15 min)
- Partner practice: Guided reflection conversation (10 min)
- Preview Week 2 & assign first reflection journal (5 min)

#### Individual Practice Assignment

**Reflection Journal Entry 1:** Reflect on a recent professional experience (success or challenge) using the provided prompts. Focus on describing what happened, how you felt, and what you're noticing as you reflect. (300-500 words, due by end of week)

### Week 2: Reflection Frameworks & Tools

#### Asynchronous Module (40 minutes)

1. Introduction to Reflection Frameworks (5 min)
  - Why structure helps; overview of common models
2. Gibbs Reflective Cycle (15 min)
  - Six stages: Description, Feelings, Evaluation, Analysis, Conclusion, Action Plan
  - Video walkthrough with annotated example
  - Interactive practice: Apply to sample scenario
3. Kolb's Experiential Learning Cycle (15 min)
  - Four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation
  - When to use: Ongoing learning from experiences
  - Download: Reflection templates for both frameworks
4. Knowledge Check (5 min)

#### Live Virtual Session (60 minutes)

- Debrief Week 1 reflections - key insights (15 min)
- Facilitator demonstration: Using Gibbs Cycle on authentic experience (10 min)
- Breakout practice: Small groups apply framework to case scenarios (25 min)
- Whole group: Share insights and troubleshoot challenges (10 min)

#### Individual Practice Assignment



**Reflection Journal Entry 2:** Choose a recent professional experience and apply either Gibbs or Kolb framework. Use the provided template to structure your reflection. Pay particular attention to the analysis and action planning stages. (400-600 words)

### Week 3: From Insight to Action

#### Asynchronous Module (35 minutes)

- Moving from reflection to action (10 min)
- Identifying patterns across multiple reflections (10 min)
- Creating specific, actionable development goals (10 min)
- Knowledge check (5 min)

#### Live Virtual Session (60 minutes)

- Design thinking for personal reflection practice (45 min)
- Work time: Create personalized Reflection Practice Plan (15 min)

#### Individual Practice Assignments

- **Reflection Journal Entry 3:** Free-form reflection on your learning journey so far
- **Reflection Practice Plan:** Submit personalized plan for sustaining reflection

### Week 4: Integration & Continuation

#### Asynchronous Module (30 minutes)

- Sustaining reflection practice long-term (15 min)
- Troubleshooting common obstacles (10 min)
- Resources for continued learning (5 min)

#### Live Virtual Session (60 minutes)

- Share Reflection Practice Plans - accountability partners (30 min)
- Celebration of learning and commitment to ongoing practice (20 min)
- Course wrap-up and post-assessment (10 min)

#### Individual Practice Assignment

**Culminating Reflection:** Meta-reflection on your learning journey through this course. What did you learn about yourself as a learner? How has your reflection practice evolved? What commitments are you making going forward? (500-750 words)

## 3.3 Required Materials & Resources

#### Learner Materials:

- Reflection journal (digital template provided via LMS)
- Framework templates: Gibbs Cycle, Kolb Cycle (PDF downloads)
- Reflection Practice Plan template
- Recommended reading list (optional, curated articles and books)

#### Facilitator Materials:

- Facilitator guide with session plans, timing, and discussion prompts
- Slide decks for each live session
- Example reflections and sample feedback
- Assessment rubrics

#### Technology Requirements:

- Learning Management System (LMS) for asynchronous content delivery
- Video conferencing platform (Zoom, Teams) for live sessions

- Digital journal tool (Google Docs, Word Online, or dedicated reflection app)

## 4. Implementation Phase

### 4.1 Delivery Plan & Logistics

#### Cohort Size:

15-25 participants per cohort (optimal for meaningful dialogue in live sessions while maintaining intimacy)

#### Schedule:

- Asynchronous modules: Available Monday of each week, completed at learner's pace
- Live sessions: Thursday afternoons, 2:00-3:00 PM (alternates can be scheduled)
- Reflection journals: Due by Sunday evening each week

#### Facilitator Qualifications:

- Experience in adult learning and professional development
- Personal practice of reflective techniques
- Strong facilitation skills for creating psychologically safe spaces
- Ability to provide constructive, growth-oriented feedback

#### Pre-Launch Preparation:

6. Facilitator training (4 hours): Review materials, practice live session activities
7. LMS setup: Upload all modules, configure assignments and due dates
8. Participant pre-work: Send welcome email with tech check and pre-assessment
9. Create cohort communication channels (email list, optional Slack/Teams)

### 4.2 Communication Plan

| When             | What                       | To Whom                 | Purpose                              |
|------------------|----------------------------|-------------------------|--------------------------------------|
| 2 weeks before   | Welcome email              | All participants        | Tech setup, pre-assessment           |
| Monday weekly    | Module launch announcement | All participants        | Week overview, reminders             |
| Wednesday weekly | Live session reminder      | All participants        | Zoom link, agenda preview            |
| Within 48 hours  | Journal feedback           | Individual learners     | Personalized feedback on reflections |
| Sunday weekly    | Assignment reminder        | Outstanding submissions | Gentle nudge for completion          |

## 5. Evaluation Phase

### 5.1 Evaluation Strategy (Kirkpatrick's Four Levels)

Evaluation is integrated throughout the course to assess effectiveness and inform continuous improvement.

| Level                    | Focus                               | Method                                                                                                                                             | Timing                                                                                                  |
|--------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Level 1: Reaction</b> | Learner satisfaction & engagement   | <ul style="list-style-type: none"><li>• Post-session pulse checks</li><li>• End-of-course survey</li></ul>                                         | <ul style="list-style-type: none"><li>• After each live session</li><li>• Week 4</li></ul>              |
| <b>Level 2: Learning</b> | Knowledge, skills, attitudes gained | <ul style="list-style-type: none"><li>• Pre/post self-assessment</li><li>• Reflection journals (rubric)</li><li>• Culminating reflection</li></ul> | <ul style="list-style-type: none"><li>• Week 1 &amp; Week 4</li><li>• Weekly</li><li>• Week 4</li></ul> |
| <b>Level 3: Behavior</b> | Application on the job              | <ul style="list-style-type: none"><li>• Follow-up survey</li><li>• Manager check-ins</li><li>• Reflection journal audit</li></ul>                  | 30 & 90 days post-course                                                                                |
| <b>Level 4: Results</b>  | Organizational impact               | <ul style="list-style-type: none"><li>• Performance metrics</li><li>• Innovation indicators</li><li>• Leadership effectiveness</li></ul>           | 6 months post-course (if tracked)                                                                       |

### 5.2 Success Metrics

#### Course-Level Targets:

- Completion rate: 85% or higher
- Learner satisfaction: Average 4.2/5.0 or higher
- Learning gains: 30% improvement in pre/post self-assessment scores
- Behavior change: 70% of learners report sustained reflection practice at 90-day follow-up

#### Qualitative Success Indicators:

- Depth of reflection increases across weekly journals
- Learners report actionable insights and changed behaviors
- Peer learning community forms organically beyond course

### 5.3 Continuous Improvement Process

- After each cohort: Review feedback, completion rates, and assessment results

- Identify patterns in learner challenges and successful practices
- Update content, activities, or structure based on data
- Quarterly review of long-term behavior change data
- Annual comprehensive program evaluation and revision

## 6. Appendices

### Appendix A: Sample Reflection Prompts

#### Week 1 - Getting Started:

- Think of a recent work experience (positive or challenging). Describe what happened.
- What thoughts and feelings did you have during this experience?
- As you reflect now, what are you noticing?

### Appendix B: Assessment Rubric

Reflection Journal Rubric (see detailed rubric document for complete criteria)

### Appendix C: References & Resources

- Schön, D. (1983). *The Reflective Practitioner*
- Gibbs, G. (1988). *Learning by Doing: A Guide to Teaching and Learning Methods*
- Kolb, D. (1984). *Experiential Learning: Experience as the Source of Learning and Development*
- Moon, J. (2004). *A Handbook of Reflective and Experiential Learning*