

THE LOWDOWN ON THE LATEST PRACTITIONER-LED PEBBLEPAD WEBINAR

If you're big on great ideas, but short on time, this document contains the highlights from the latest practitioner-led PebblePad webinar, along with a link to the full recording. The webinar: **PebblePad Workbooks in STEM – stories from two ends of the student journey** is led by Dr Chris Love and Alison White from Griffith University, Australia, and makes for a terrific showcase of innovative online assessment – exactly what we've come to expect from our brilliant PebblePad community. **Enjoy.**



ABOUT THE PRESENTERS

Dr Chris Love is a Senior Lecturer in Biochemistry and Molecular Biology in the School of Environment and Science at Griffith University and teaches molecular biology at the Nanjing University of Chinese Medicine, China. Chris' teaching and learning interests are centred on student-staff partnerships; active, authentic and personalised learning; and technology enhanced learning; and, as first-year coordinator, improving student success and the student experience.



Alison White is a Senior Lecturer and Program Director at Griffith University. Alison's area of teaching expertise includes clinical science and reflective practice. She has been researching and developing ePortfolio practice since 2014, with a focus on program-level curriculum development and design, supporting clinical science students to develop their professional identity and clinical proficiency.



ABOUT THE WEBINAR

In this webinar we see two examples of raising self-awareness and resilience of STEM students through the processes of preparing and planning for learning experiences and reflecting on those experiences, both using PebblePad workbooks. Chris Love outlined how their approach to supporting, developing and scaffolding effective learning strategies in first year will better prepare students for the transition through university. First-year biochemistry students created study plans using effective learning strategies. Performance evaluation and reflection on the effectiveness of their study plans were used to encourage self-regulated learning and improve success.

Alison's presentation showed how she incorporates PebblePad workbooks into a work-integrated learning course where students create a digital narrative of their affective learning and behavioural responses whilst undertaking clinical placement. She describes how the use of structured writing prompts and regular feedback in the workbooks assists students to develop a deeper level of self-awareness and resilience in the clinical workplace.

Both presenters showed some examples of the supporting materials, student responses, and shared the feedback and outcomes thus far.

KEY TAKEAWAYS FROM CHRIS'S PRESENTATION

TAKEAWAY ONE

Embedding study plans containing effective learning strategies as part of the curricula in first year, can develop metacognitive skills, encourage self-regulated learning, and improve student success. Clearly communicate to students that effective study plans can enhance time management and organizational skills, and this may also assist student wellbeing by reducing stress and anxiety.

TAKEAWAY TWO

Incorporate student reflections into digital workbooks as part of the assessment activities. Student reflections provide an extremely valuable insight into the student perspective and barriers to success. Digital space also provides a safe environment for open and honest student reflections. For simplicity and student engagement, use small minimum word lengths, and you will be surprised by the comprehensive nature of the reflections.

TAKEAWAY THREE

Teaching strategies can also be evaluated within the PebblePad workbooks to determine their effectiveness. Student evaluations of teaching approaches, combined with their reflections, provides an immensely valuable resource for evidencing teaching practices, and/or providing data for thematic, qualitative and quantitative analysis.



INCLUDING SPACE WITHIN A WORKBOOK FOR STUDENT REFLECTIONS ON NEW INITIATIVES PROVIDES DIRECT INSIGHT INTO STUDENT PERCEPTIONS.

KEY TAKEAWAYS FROM ALISON'S PRESENTATION

TAKEAWAY ONE

Learning 'how to reflect' in a purposefully and meaningful manner in the affective domain can be an intellectually demanding task which many students can be resistant to. The practice and language of reflection must be learnt and developed through structured learning and teaching activities and in turn supported by appropriately aligned assessment. This was a strength of the PebblePad workbooks, that learning and teaching strategies could be supported by and directly incorporated in the same workbook.

TAKEAWAY TWO

To encourage students to reflect more deeply to their affective response, the workbook was designed to provide both written and visual prompts to students in order to encourage both written and digital (audio and visual) contributions from the students.

TAKEAWAY THREE

Regular feedback is a critical component in the success of the workbook to promote resilience in the student, with regular and structured feedback on reflective narratives used as a strategy to support students and validate the emotional response of the student.

TAKEAWAY FOUR

By supporting the development of reflection through affective reflective narrative writing, students are more likely to become practitioners who are self-aware which in turn increases clinical decision making, clinical competence, and resilience in the clinical workplace.

View the full webinar recording at:

<https://pebblepad.wistia.com/medias/lv692kt2cw>



WE HEAVILY SUPPORT STUDENTS WITH FACE TO FACE WORKSHOPS, ONLINE WORKBOOK ACTIVITIES AND INCORPORATE SOME FLIPPED CLASSROOM THROUGH PEBBLEPAD