

SEDA Spring Conference 2024



Session Title: How a finance course used a reflective qualitative assignment to encourage a shift in mindset and a broader learning

Session Type: Lightening talk (10 mins)

Main presenter(s): Patricia Perlman-Dee, University of Manchester

Co presenter(s): n/a

Session Summary: This lightening talk will share how a finance course (so yes, a lot of numbers...) used a reflective qualitative assignment to encourage a shift in mindset and a broader learning.

It will discuss how an inter-disciplinary approach with structured reflective “teaching” sessions, supported the students in completing a final individual reflective assignment. It will discuss the importance of context as well as a deeper understanding of reflective practise

Session Outline: Integrating reflection in Finance – the reflective assessment in a traditionally quantitative subject

The continuous development of authentic assessment encourages learning. But how can we broaden the learnings? How can we make sure students reflect on and understand the importance of being able to apply knowledge post assessment. When will they take the time to really consider the impact of their learning achieved?

This lightening talk will share how a finance course (so yes, a lot of numbers...) used a reflective qualitative assignment to encourage a shift in mindset and a broader learning.

However, what made this assessment unique was the interdisciplinary approach of going beyond the subject of finance and engage and involve staff from other departments to support the students in completing the assignment.

The talk will discuss how staff from different departments collaborated in preparing a “support session”, focusing on the art (or science) of reflection. It will discuss the importance of understanding of reflection and reflective models, but also how important context is and in particular when reflection is used as part of assessment.

The lightening talk will discuss how input from a “reflection expert” impacted the quality and depth of a reflective assignment in a traditionally quantitative subject, truly providing assessment for interdisciplinary assessment.



References: Bolton, G. (2010) *Reflective Practise, Writing & Professional Development*. 3rd ed. London: Sage Publications Ltd

Thompson, S. and Thompson, N. (2008) *The Critically Reflective Practitioner*. Basingstoke: Palgrave Macmillian

Brookfield, S., (1995) *Becoming a Critically Reflective Thinker*. San Francisco: Jossey-Bass