

Four Year Undergraduate Curriculum Reform



Title: Making Sense of Experiential and Reflective Learning, an Exploration of Ideas

Speaker: Dr Jenny Moon
Associate Professor, Centre for Excellence in Media Practice, Bournemouth University

Synopsis

We use many words in education that are constructed. We treat those words as if they have precise meanings. Examples are reflective and experiential learning (in particular the word 'experience') and critical thinking. We may lead students to believe that these words represent precise ideas and this is a serious issue when it comes to the development of assessment criteria and the process of assessment – which as we all know – perhaps to our cost – are often the drivers of learning.

In the seminar, Dr Moon will focus on what we might mean by reflective and experiential learning, how they relate to each other and to their use – and perhaps mis-use in the context of education. She will look at how we can help students to learn to reflect on their experience and to move that reflection beyond the descriptive and superficial. She will add a few more recent insights of her own that have been derived from writing about the role of story in education.

Her approach to the seminar will encourage some interaction and she will tend to endeavour to make sense of these words that can be applied to experiential and classroom learning situations, rather than to engage in deep reviews of theoretical literature.

About the Speaker

Dr Jenny Moon is an Associate Professor at Bournemouth University (Centre for Excellence in Media Practice); and works also part time as an independent consultant, running workshops and projects. She has worked in higher education and professional development for 20 years and has run large numbers of workshops in the UK and abroad. She has a National Teaching Fellowship (2006/7). She has many publications including 9 books which are published by Routledge and Routledge Falmer, London.

All are welcome!

Registration: <http://www.cetl.hku.hk/seminar110419>

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