

Importance of Feedback, Training and Media Format for Students' Reflective Practice

Barbara T. Miller

University of Applied Sciences Northwestern, Switzerland
barbara.miller@fhnw.ch

Larssyn Staley

University of Applied Sciences Northwestern, Switzerland
larssyn.staley@fhnw.ch

Abstract

Educating leaders who are committed to their values while improving knowledge, skills and attitudes is essential for the future of our societies and economies. Practitioners and academics have joined the debate of how to teach leadership. Swiss business schools are increasingly experimenting with contemporary methods, such as student-centred learning and skills-based experiences which are founded on the experiential learning theory (ELT). ELT describes learning as a process whereby knowledge is created through the transformation of students' experience. It emphasises reflection as an integral part of all learning activities. Self-reflection leads to better decisions, ultimately enabling leaders to focus on what is important.

The purpose of this student-centred study is two-fold: to better understand how students perceive the role of reflection in their learning, both for their degrees and for their development as future leaders and how lecturers can best use feedback, training and various media to support and encourage student development.

Keywords: digital tools, experiential learning, management, education, media formats, self-reflection