

Transforming reflective practices in clinical practice through discursive electronic technologies

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Introduction: This paper offers a contemporary and theorised approach that may better inform and frame the planning of high quality reflective insightful practices in higher education.

Aim and approach: The paper presents a set of sequenced discursive experiences that seek to contribute an informed approach to structuring the dialogic components that are already embedded in the knowledge base concerned with enhancing thoughtful reflective practices. This approach is framed by Foucault's Technologies of Self and informed in the sequencing of learning by Harré's Positioning Theory. This approach helps to inform and guide the selection of appropriate strategies that recognise the differing stages of a learner's journey. We are trialing ways of using Information Computer Technology that may enhance current teaching and learning and help to support students and practitioners to continually review and refine the effectiveness of their daily practice to enhance learning.

Conclusion: Reflection on the effectiveness of one's and others past practices can be expected to contribute to a deeper understanding and knowledge of useful skills for future practices. We are suggesting that the written word, and in this case the use of the electronic word, can become more than a useful record of ideas, thoughts and beliefs. We envisage that writing can also be a process through which the author cognitively and affectively engages in actively connecting and relating their ideas to others. An anticipated outcome of this process would be a deepening of their knowledge base and a broadening of useful, albeit vicarious professional experiences.