

Reflective Tasks to Promote Effective Learning

Regardless of reflective model used, the following tasks are necessary to promote learning.

Prior to the peer group mentoring session:

Identify an experience with student supervision that you found challenging. It might be something you found confronting, disturbing or distressing. It might be something that confused you, left you feeling uncomfortable or unconfident. It might be something that surprised you. Alternatively you might identify an experience that particularly impressed you.

In a paragraph or two, write a summary of the experience or issue you wish to discuss. End with two questions you wish to raise with your peer mentoring group.

Within the peer group mentoring session:

Within your peer mentoring group briefly outline your experience. Each member of the peer mentoring group does the same.

Group members decide which experience(s) to explore further within the mentoring session. This may take the form of a voting or rating system or a general discussion. The decision is likely to be based on:

- Complexity of experience and potential issues;
- Relevance to the group (some experiences may overlap);
- Time available (more than one experience may be able to be discussed);
- Sharing the opportunity equally amongst group members.

Alternatively, some groups may choose to have more of a roster system for discussing issues.

After the peer group mentoring session

To encourage deep learning it is important that participants spend some time reflecting on the session, particularly the discussion around one's own experience and the issues it raised. This might include writing down reflections in a reflective journal; audio recording reflections, or even depicting reflections in drawings.

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As part of the Peer Group Mentoring Framework implementation, it is important to have an external facilitator available to offer groups support and guidance on the reflective process as needed.

