

# Reflective Practice-Based Learning: How Do We Understand “Practice”?

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## Poster presentation

Characteristic of Academy Profession programmes is their strong connection to practice and the labour market. These programmes aim to educate graduates who can act professionally in a work-related context.

At UCN, Reflective Practice-Based Learning (RPL) constitutes a shared pedagogical foundation, from which individual programmes expand with relevant teaching methods and techniques. RPL has been developed within a professional pedagogical context, where the relationship to practice is different and where programmes alternate more frequently between theory and practice than what is typical for Academy Profession programmes. This is further complicated by the fact that several of the Academy Profession programmes are polyvalent, meaning they educate for a broader range of professional practices. The aim of this project is therefore to explore how the concept of *practice* is understood within the context of Academy Profession education, in order to further qualify the application of RPL at this educational level.

In the first phase of the project, a systematic literature review was conducted, based on articles from Denmark, Norway, and Sweden, published between 2017 and 2023. Search terms for the review included *reflection*, *practice*, and *Academy Profession*, in various inflections and combinations. The terms were translated into English, Swedish, Norwegian, and Nynorsk. The focus on Scandinavian countries was due to their structural similarity to the Danish Academy Profession programmes in terms of pedagogical and educational level.

The literature review resulted in five core articles, each contributing to a deeper understanding of the concept of *practice* in both vocational and Academy Profession contexts.

Following analysis of the articles, three concepts emerged as central to understanding practice as a pedagogical concept in relation to teaching: *authenticity*, *communities of practice*, and *identity formation*. Common to these concepts is that they do not directly define what *practice* is, but rather illustrate how teaching can become more practice-oriented, practice-relevant, and practice-based.

To qualify and test these concepts in an RPL context, the second phase of the project involved engaging lecturers through a series of workshops. The aim was to unpack and contextualize the concepts in order to establish a foundation for developing RPL methods and techniques tailored to each individual programmes.

## Keywords

Reflective practice-based learning, academy profession programme, practice, authenticity, communities of practice, identity formation

## References

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