Student Perception of Multi-Media Professional Identity Formation Reflection Assignment, A (Self) Reflection Exercise
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INTRODUCTION
• Although reflection is seen as a necessity, written responses have been the primary format for student-led reflection
• Outside of the template of reflection, technological advancements have vastly altered the landscape of learning
• Incorporating some of these new technologies will be critical in the future of education and reflection formats that include technologies that students use will be critical
• Reflection has some difficulty with quantification for most students
• The main goal with incorporating various media formats would be an attempt to resonate more with younger students who have been exposed to these media formats in day-to-day life
• The purpose of this research project is to incorporate new mediums
• Involvement with more familiar mediums will allow for students to reflect on their daily lives as well as their professional lives

METHODS
• The assignment was given to the third-year pharmacy students at the Southern Illinois University Edwardsville School of Pharmacy in the Personal and Professional Development course.
• The primary outcome of this project is to determine media preferences within the student demographic at SIUE
• The secondary outcomes will involve analyzing the types of responses within the assignment to identify patterns of use
• Additionally, quantifying these different mediums and understanding the overall feeling towards these mediums will be critical as well
• Focus was placed on students expressing their personal narrative in the manner which they thought fit best
• The assignment was also designed to promote discussion about how they see themselves in a timeline format
• The assignment was followed by a survey gauging their reactions

ASSIGNMENT
Prompts:
Why are we doing this?
Think about – what, define, how, who
What do I have to do?

EXAMPLE

PRIMARY OUTCOME
Method(s) of Reflection

CONCLUSION
• Utilizing more than one media format allowed students to express personal reflections in a more concise manner
• While still maintaining an equivocal level of information in comparison to a traditional written assignment
• In comparison to a traditional written assignment, students seemed more engaged with each other about their timelines
• Students were able to utilize various media formats within the assignment instead of simply using written words
• Unique reflection experience was not studied, but the uniqueness of the assignment may have attributed to some of the responses
• To properly understand the importance of each various media format, future research must incorporate different combinations of media formats into assignments that deviate further from traditional written assignments than this study