



## Personal Development Portfolio (PDP) Booster Week Activity & Reflective Task Guidance for Students

**Sophia Butt**

**Business Management English (BME) Preessional Programme Director**

English for International Students Unit (EISU)

University of Birmingham, UK



evropský  
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fond v ČR



EVROPSKÁ UNIE



MINISTERSTVO ŠKOLSTVÍ,  
MLÁDEŽE A TĚLOVÝCHOVY



OP Vzdělávání  
pro konkurenceschopnost



INVESTICE  
DO ROZVOJE  
VZDĚLÁVÁNÍ

# The Learning Cycle

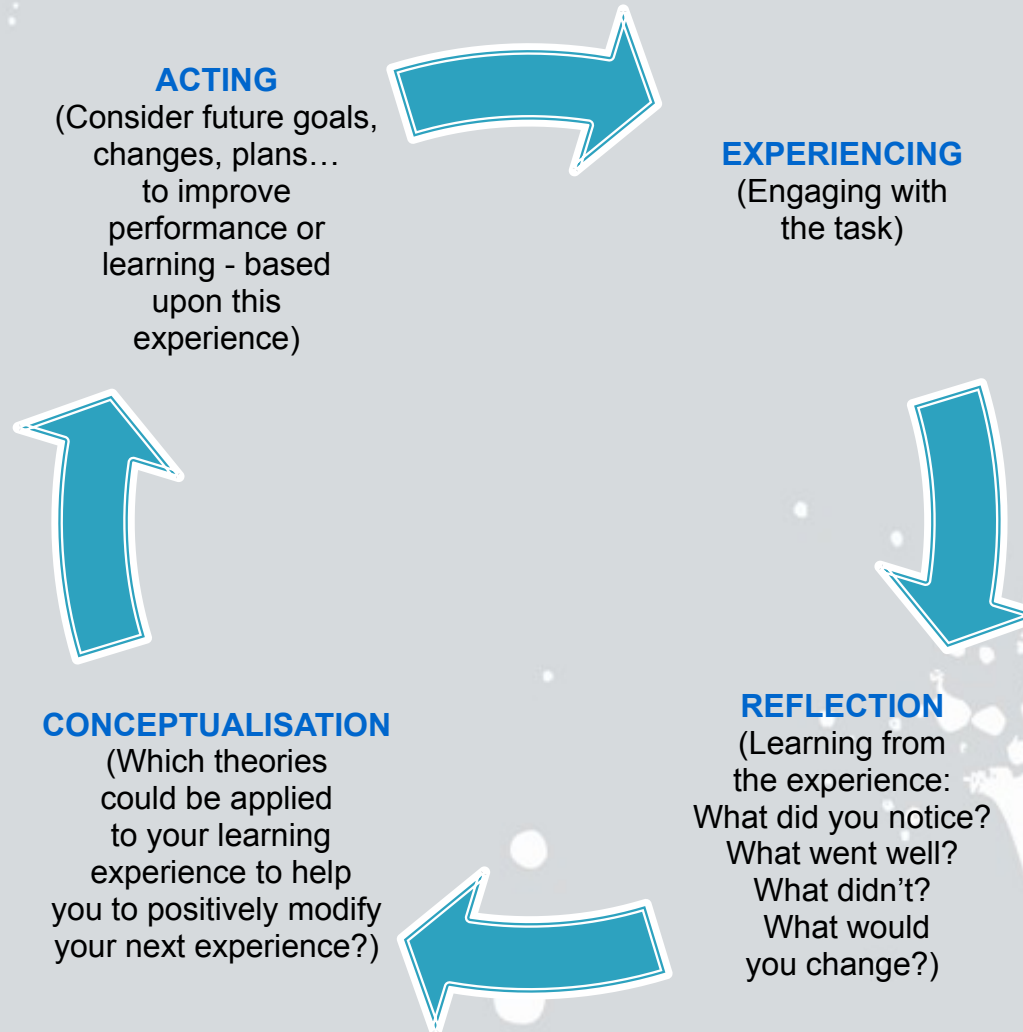
David Kolb [see: <http://www.businessballs.com/kolblearningstyles.htm>]

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- Kolb (1976) carried out considerable research into the way people learn; his theory was that people learn in a cyclical pattern which, in essence, involves experiencing, reflecting, thinking/conceptualising and acting
- Most academics would agree that a good student is one who has the ability to self-reflect & transfer this into a learning tool
- The following simple diagram shows how Kolb's cycle works:

# Kolb's Learning Cycle (1984)

[adapted from: <http://www.businessballs.com/kolblearningstyles.htm>]



## PDP: An Introduction

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- PDP: A reflective task that enables students to self-evaluate
- Encourages critical and insightful analysis
- Offers a tool for the setting of future goals
- Facilitates task achievement/review
- Is learner-centred, thus creates learner autonomy
- Is increasingly set by universities to assess both postgraduates & undergraduates
- Is used in the [Birmingham Business School](#)

## Long-term benefits of a PDP

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- If done properly, can aid students' performance on future modules/tests
- Can enable enrichment of personal skills through learning from others
- Develops skills that are transferable, i.e. to future jobs
- Strengthens independent learning
- Self-reflection is a prerequisite in securing success in all walks of life...

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## Tips

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- Write notes/diary to record all aspects of the activity, and then write a personal reflection/evaluation of the activity
- Think **pro**actively, not reactively
- Avoid naming group members (give each member a letter, if necessary, e.g.: Person A, Person B...)
- Write in an academic style, but **use the first person pronoun** for this work
- Support all points with specific examples
- Don't simply give a description of what you did; analyse, evaluate and be critical of yourself and your group's activities
- Be honest– don't suggest that everything was completely perfect, or absolutely terrible...There are usually some positives and some negatives!
- Don't collaborate with the rest of your group on the reflective task; this component of Booster Week is an individual task and is about your personal reflections

## At the write-up stage, think about the following to help you to get started...

- The skills employed to fulfil your personal goals and those of your group
- The skills you need to develop further
- What you learnt from your group members
- Conflicts or problems that arose during the group-work and how these were managed (reflect on specific examples with details of how successful, or otherwise, you felt you were in dealing with the problems)
- The actions that you plan to take in the future to (further) strengthen your chances of success



## Acknowledgements

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- Thank you to [George Christodoulides](#) & [Louise Canning](#) of the Birmingham Business School for modular information on the use of reflective tasks on their MSc programmes

### **Additional sources consulted:**

- British Council guidelines on PDPs
- Year Abroad Students' Guide to Reflective Learning – Bristol University
- <http://www.businessballs.com/kolblearningstyles.htm>



**Thank you for your attention.**

**Sophia Butt**

*Business Management English (BME) Preessional  
Programme Director*

Language Center  
Masaryk University

Komenského nám. 2, 601 77 Brno  
phone: +420 549 496 447  
e-mail: [cjv@rect.muni.cz](mailto:cjv@rect.muni.cz)  
web: <http://lingua.muni.cz>

**Slideshow:** Hasan Shikoh 2012

**Music:** Endless Love – Jolie Piano World 2011