

**Educational Level:**

Undergraduate

**Subject Area(s):**Business Management &  
Entrepreneurship**Time required:**

Approx. 3 hours

**Adobe Skill Level:**

Beginner



## “Adobe Visualise”: Photographic critical reflection

### Overview

This 3-hour<sup>1</sup> (approx.) lesson plan supports the implementation of a major individual assessment task in any experiential learning-based Business Management and Entrepreneurship Unit. The aim of the assessment is to equip students with the critical thinking skills to reflect on their learning experiences. This encourages students to capture, and creatively showcase their emotions, inhibitions, and personal growth within the learning journey in the Unit. Your successful guidance of this individual assignment encourages students’ ability to present knowledge in a different form to clarify and modify ideas, develop new understandings, and view the information from different perspectives which in turn improves their critical thinking, and establishes a sense of control. You can adapt and use this assessment for any unit that focuses on reflective writing in an experiential learning context of business management and entrepreneurship discipline.

In this assessment, students will capture their weekly learning experiences in the unit through self-imagery; creatively showcase the experiences in the photographs by creating an e-portfolio using Adobe Portfolio (Pf) application; and critically reflect on the captured experiences by applying, analysing, and evaluating theoretical knowledge and the practical consulting experience with the industry partner and synthesising current learning into future implications. This output can be shared with educators for evaluation purposes through the LMS, with peers for feedback and further learning, and with future employers to evidently demonstrate the industry engagement and consulting experience in a digital mode. By attempting to visualise their learning experiences and develop connections between them and subject matters, students gain information literacy. In addition, by being able to learn

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<sup>1</sup> Please note that this includes only the in-class activity time. In addition to these hours, students will have to spend more time to fully complete the assessment task.

the application of Adobe Portfolio (Pf) to create a personalised website to exemplify their learning experience, students master both critical and technical literacy.

## Supporting Tools and Resources

- Student samples
- Rubric/marking guide
- Adobe Portfolio (Pf) application
- Adobe Portfolio tutorials
- Adobe Digital Coaches are available –for Swinburne University of Technology students only.

## Outline

Step	Time	Description
1 Learn	60 min	<p>Ensure students have access to short, recorded video lecture/s (approx. 10 minutes) on critical reflection in an experiential learning context.</p> <ul style="list-style-type: none"><li>• In the Unit where this project was piloted, critical reflection skills were considered as “assumed knowledge/skills” and scaffolded from earlier units in the degree.</li><li>• Therefore, short-lecture videos were included to refresh students’ understanding of critical reflection in addition to discussing the practice of reflection in an organisational and consulting team context.</li></ul>
2 Create	60 min	<p>Run an Adobe Portfolio (Pf) development workshop using an Adobe Coach. Make available additional resources such as Adobe tutorials on using Pf through the Learning Management System (LMS).</p> <ul style="list-style-type: none"><li>• Ask students to take a few photos using their mobile phones to capture the major learning experience of the day. These can be added to the portfolio as they learn to build the portfolio website.</li><li>• Students are expected to practise the application more at their own pace outside of class time.</li><li>• The aim is to equip the students with the needed technical skills to build a portfolio website using Pf.</li></ul>
3 Share	10 min	<p>Explain to students how they will share and publish their Adobe Portfolio website &amp; explain any privacy conditions.</p> <ul style="list-style-type: none"><li>• While this can be achieved during the workshop, it is mentioned here for emphasis purposes.</li></ul>

4	Review	30 min	Ensure students have the assessment description and understand what is involved in the assessment by reviewing the assessment task in the class.
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Here is an example of how the question can be framed in the assessment description:

In this assignment, you will be developing a portfolio website using Adobe Portfolio (Pf) application to showcase and reflect on your learning experience acquired over the first 10 weeks of this Unit. Please follow the below steps to complete the assignment.

**Step 1:** Determine your biggest learning experience of the week.

**Step 2:** Take a photo from your mobile phone to capture or represent the biggest learning experience of the week.

**Step 3:** Build the reflective portfolio using the Adobe Portfolio (Pf) application and add the taken photographs to the site.

**Step 4:** Write short reflections on each photographed experience of the week (Weeks 1-10). You may develop your reflection by answering the thinking prompts given below.

- What was your main learning experience of the week in this Unit?
- Why do you think the learning experience mentioned above is the main learning experience?
- What are your observations and reflections about your experience?
- Please reflect on the relevant theory and link it with the observations you made.
- How does the learning experience discussed above affect your future practice as an executive/a manager consultant/ or an entrepreneur?

5	Evaluate	20 min	Evaluate the submitted portfolio using the provided rubric and offer the student with feedback for improvement.
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