

Academic Guide Educational Theory Exchange 2025-2026

Cultural and Diversity Perspectives at Work & Home



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Foreword

Our society is composed of people with many different nationalities and cultural backgrounds. As a professional, you will also interact and work with people from many different cultures. How do you provide assistance to a client from a multicultural background? How do you communicate? How do you provide parenting advice to parents from a different cultural background? How can you promote integration? In the minor Cultural & diversity perspectives at work & home you will become aware of your own cultural and ethnic identity and that of others. You will develop an awareness for diversity. You will learn to reflect on your own actions in an intercultural context. In short: You will become aware of your role as a global citizen in contemporary society. The minor includes themes such as: the differences between western and non-western cultures, diversity, multicultural youth in the Netherlands, the consequences of migration, integration and discrimination. This minor has been developed within the Educational Theory degree programme. As a pedagogue you will support children and families, paying special attention to diversity and cultural diversity. What do these concepts mean and how do these influence your work? A professional, such as a pedagogue at a university of applied sciences-level, must have specific knowledge, skills and attitude around diversity. These generic intercultural competencies can be divided as follows: a) identifying the reference framework b) addressing barriers in intercultural communication c) developing a cultural confidential relationship d) collaborating in an intercultural setting These intercultural competencies go beyond the specific degree programme.

Our views on child development, what children are capable of and what parents/caregivers want for their children are influenced by the culture in which we live. Because of this, many Dutch parents/caregivers adopt Western views on children. However, in many other places in the world – even here in the Netherlands – there are many diverse views on children and child rearing. What influence does this have on child rearing? What other aspects, such as values, economic issues and rituals could also play a role in our views of children and child rearing? And what is the role of globalisation on children and child rearing? This minor is about international pedagogy. You will learn to think critically about child rearing and children/youth worldwide. You will learn how child rearing and child development takes form in different cultures. This minor will change your world views on child rearing. In this minor, there are two central themes: image of a child & child rearing & children's rights.

For questions you can always contact the participating lecturers. The lecturer team of the minor wishes you a wonderful learning experience!

The Dutch Educational System & The Hague University of Applied Sciences

Introduction

The vast majority of higher education institutions in the Netherlands are state-funded and fall into two categories. There are around 20 traditional 'research' universities, and over 100 Universities of Applied Sciences (Hogeschole), which emphasise a more vocational approach. These vocational universities adopt a practical approach and explicitly set out to train students for specific jobs or a range of jobs at an academic level. There are strong links between these universities and the professional field. A five/six month traineeship is a compulsory part of the programme. Most study programmes at universities of applied sciences are four-year bachelor degree programmes, whereas bachelor degree programmes at the traditional universities usually take three years. In both cases, graduates are awarded a bachelor degree. The Hague University of Applied Sciences (THUAS) is a university with a vocational approach. European Studies (ES) is a multi-disciplinary and internationally orientated educational programme that aims to provide its students with qualifications that enable them to start a wide range of jobs with international aspects.

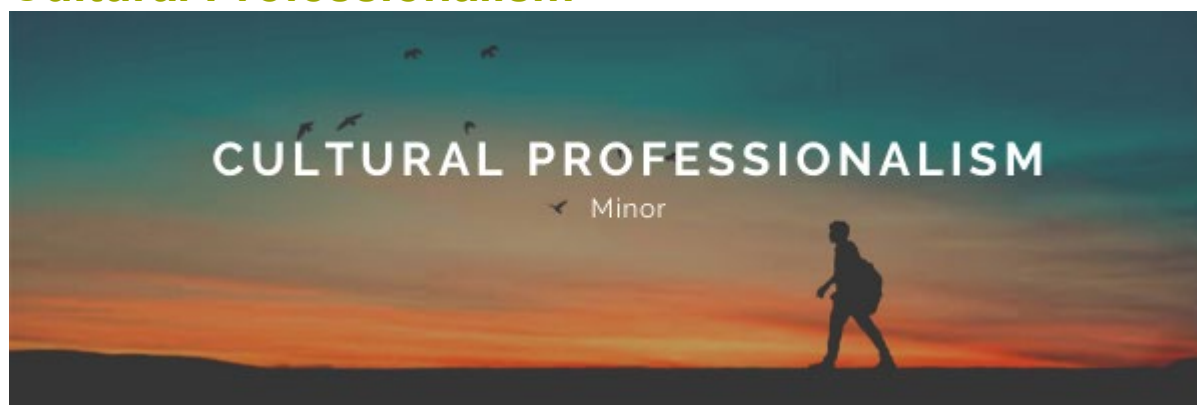
Information on the Academic Program

The minor **Cultural & Diversity Perspectives at work and home** (30 credits) has two parts:

- 1) Cultural professionalism (work)
- 2) Global perspectives on child rearing (home)

Course title	ECTS	Semester 1 Term 1	Semester 1 Term 2
Cultural Professionalism	15	x	
Global Perspectives on Child rearing and family support	15		x

Cultural Professionalism



Cultural Professionalism	
Credits	15 ECT This minor provides a total of 15 credits. <ul style="list-style-type: none"> • Conceptual learning line: lectures and seminars - 6 credits • Skills learning line: Intercultural communication training - 3 credits • Integrated learning line: Project - 6 EC
Code	SWE-HMVT20-1-ICV
Entry requirements	English
Semester	1 (term 1)
Method	Mode of delivery: lectures, seminars, training sessions and project meetings
Lecturer(s)	Gootje Visser, Behnaz Taebi, Mirjam Verweij & Hawal Nabi

Learning outcomes	<ul style="list-style-type: none"> ● Gain theoretical insights in the area of diversity. ● Become aware of the differences between other cultures, within a specific culture and within Dutch culture. ● Acquire theoretical insights about communicating with people from different cultures. ● Relate these theoretical insights to your own behaviour and attitude in interacting with people from other cultures. ● Reflect on the current state of affairs of cultural professionalism. ● Develop recommendations to improve the interaction with other cultures in the professional field, to enable their development and participation in Dutch society.
Recommended or required reading/tools	<p><i>Conceptual learning line reading</i></p> <ul style="list-style-type: none"> ● Bennett, M. & Bennett, J. (2020). Developing Intercultural Sensitivity: An Intercultural Approach to Global and Domestic Diversity. ● Crul, M., Scholten, P., van Laar, P. (2019) Coming to Terms with Superdiversity: The case of Rotterdam <p><i>Recommended reading training</i></p> <ul style="list-style-type: none"> ● Giuliana Ferri. (2018). Intercultural Communication : Critical Approaches and Future Challenges. Palgrave Macm ● Hoffman, E. M., & Verdooren, A. (2018). Diversity Competence : Cultures Don't Meet, People Do. Uitgeverij Coutinho. ● Novinger, T. (2001). Intercultural Communication : A Practical Guide: Vol. 1st ed. University of Texas Press. ● Sheet intercultural communication: https://library.unimelb.edu.au/data/assets/pdf_file/0003/1924095/Intercultural_Communication2.pdf
Assessment methods	<p>The minor Cultural professionalism is completed when you have obtained a passing grade for all minor components. Below we explain the corresponding exam format for each component of the minor:</p> <ol style="list-style-type: none"> 1. <i>Conceptual learning line: Lectures and seminars</i> The conceptual learning line with lectures and seminars will be assessed via a final case study/knowledge exam. This exam includes a number of case studies to test the knowledge of the concepts for each theme and their use in real-life. You submit all the assignments as a report on Blackboard. 2. <i>Skills learning line: Intercultural communication training</i> In addition to mandatory attendance and active participation, the training is assessed with a paper (see description of the training). 3. <i>Integrated learning line: The project</i> The project is concluded with a recommendation report and an elaboration of the sub assignments (see description of the project). The student must also receive a passing grade for the project presentation. Each of the three components must receive a minimum grade of 5.5.
Level	third or fourth year (for regular bachelor student)
Course content	<p>The minor Cultural Professionalism consists out of 3 parts:</p> <ul style="list-style-type: none"> ● The conceptual learning line: lectures (HC) & seminars ● Project ● Training - intercultural communication

Global Perspectives on Child Rearing and Family Support



Global Perspectives on Child Rearing and Family Support	
Credits	15 ECT
Code	(in Osiris)
Entry requirements	English
Semester	1 (term 2)
Method	Mode of delivery: lectures, COIL, seminars, training sessions and project meetings
Lecturer(s)	Gootje Visser, Behnaz Taebi
Learning outcomes	<ul style="list-style-type: none">• Apply theoretical insights on global perspectives of child development and child rearing to relevant case studies.• Analyze your own cultural identity, points of reference and identity using theoretical insights.• Compare your own upbringing, behavior and attitudes in conversations and interactions with clients/individuals from diverse backgrounds.• Illustrate that you are culturally aware of the similarities and differences between various perspectives on child rearing and family support.

Recommended or
required reading/tools

- Berents, Helen (2009) No child's play: Recognizing the agency of former child soldiers in peace building processes. Dialogue E-Journal, 6(2).
- Browne, K. (2009). The risk of harm to young children in institutional care. London: Save the Children.
- Gross-Loh, C. (2014). Parenting without borders. Surprising lessons parents around the world can teach us. New York: Penguin Group.
- IJzendoorn, M. H. Van, Palacios, J., Sonuga-Barke, E. J. S., Gunnar, M. R., Vorria, P., McCall, R. B., Le Mare, L., Bakermans-Kranenburg, M. J., Dobrova-Krol, N. A., & Juffer, F. (2011). Children in institutional care: delayed development and resilience. Monographs of the Society for Research in Child Development, 76 (4), 8-30.
- Lancy, David F. (2015). The Anthropology of Childhood. Cherubs, Chattel, Challenging New York : Cambridge University Press
- Pollock, D. C., & van Reken, R. E. (2009). Third Culture Kids. Growing up amongst worlds. London: Nicholas Brealey Publishing.
- United Nations (2011) Protection and promotion of the rights of children working and/or living on the street. Report of the United Nations High Commissioner for Human Rights on the protection and promotion of the rights of children working and/or living on the street. Retrieved from: http://www.ohchr.org/Documents/Issues/Children/Study/OHCHR_BrochureStreetChildren.pdf
- Unicef (2009) Handbook on the optional protocol on the sale of children, child prostitution and child pornography. The United Nations Children's Fund. Retrieved from: <https://www.unicef-irc.org/publications/547>
- UNICEF (2014) 25 Years of the Convention on the Rights of the Child: Is the World a better place for children? Retrieved from: http://www.unicef.org/publications/files/CRC_at_25_Anniversary_Publication_compilation_5Nov2014.pdf
- War Child Holland (2013) Laura Miller: Evidence from the field. Retrieved from: https://www.warchildholland.org/sites/default/files/bijlagen/node_14/2-2014/salzburg_booklet_nov2013.pdf
- Zamostny, K. P., O'Brien, K. M., Baden, A., & O'Leary Wiley, M. (2003). The practice of adoption. History, trends, and social context. The counseling psychologist, 1-28.

Assessment methods	<p>This minor is assessed with a satisfactory grade when the student successfully completes all three of the assessments listed below.</p> <p><i>1) lectures & work groups - case studies portfolio</i></p> <p>The lectures and work groups are assessed by means of a portfolio of case studies. For each lecture/theme you will work on a case study during the work groups. The theories and concepts presented during the lectures and work groups will be assessed by applying this information in case studies. You will submit the case studies according to the work groups a week after each work group in Ephorus. Each case study will be graded. A minimum grade of 5.5 must be achieved for successful completion of this assessment.</p> <p><i>2) project - final paper</i></p> <p>The project will be assessed by the written rapport in which the student completes the various subassignments. This project must comply with both form and content criteria. A minimum grade of 5.5 must be achieved for successful completion of the project.</p> <p><i>3) training - final assignment 'personal reflection'</i></p> <p>The assessment for the training sessions is based on:</p> <ol style="list-style-type: none"> 1. Attendance and participation 2. Presentation training week 7 (5 minutes presentation) 3. Final assignment/ personal reflection
Level	third or fourth year (for regular bachelor student)
Course content	<p>This minor consists out of 4 parts:</p> <ol style="list-style-type: none"> 1. Lectures: theory on the different themes will be presented 2. Work groups: actively apply these theories 3. Training: practice and discover your view on worldwide child rearing 4. Project: research and write a project in a project group on a subject matter of your own choosing

The Academic Program

Below you will find a list of the Minor programme for the year 2021-2022. Courses are offered in English and usually take place on campus. The courses are all optional unless indicated as 'compulsory'.

Cultural Professionalism

The curriculum of the **first part** of the minor is divided into the following three learning lines/tracks:

1. Conceptual learning line: lectures and seminars The conceptual learning line consists of thematic lectures and seminars. The following themes will be included: cultural & diversity perspectives at work & home, growing up in diversity, identification, ethnic identity, I-versus-we culture, intersectionality, migration, the pedagogue in the city, discrimination and racism. The series of lectures will include one or more guest lectures on the theme of Cultural & diversity perspectives at work & home. For both the lectures and seminars, we expect that you read the required content and prepare any assignments. The conceptual learning line is concluded with a case study assessment. You must obtain a passing grade for this assessment.

2. Integrated learning line: Project In this project you will work on developing/adapting a 'customised recommendation' that you may implement for a client. The client is the contact person of the organisation where you will implement your project. You will help to shape/improve the cultural & diversity perspectives of staff members at the organisation. Developing cultural sensitivity is an important aspect of this. You and your fellow students will look for an organisation where this project can be implemented. You and your fellow students will be supported by a lecturer at the project meetings. The presentation of the project will take place in week 8. The final submission date of the project file is in week 9. You must receive a passing grade for both the presentation and the project file.

3. Skills learning line: Intercultural communication training. The intercultural communication training covers various forms of communication. Communication is closely associated with the culture and society in which you live. The purpose of this training is to make you, as a student, aware of your own communication and your frame of reference. We will also cover various perspectives, from which you can analyse both verbal and nonverbal communication in relation to the culture in which you live.

Examination/assessment

The minor Cultural professionalism is assessed with a satisfactory grade when the student successfully completes all three of the assessments listed below, with a minimum of a 5.5:

1. Conceptual learning line: lectures and seminars: case assignment/ paper

The exam for this component consists of a final case study/knowledge exam. You are required to complete a number of assignments for the various themes. These assignments, including the evaluation/grading form and the examination matrix, will be available on Blackboard. You submit all the assignments as a report on Blackboard.

This is an individual report. Collaboration, copying or other forms of test fraud are of course strictly prohibited. If you nevertheless commit fraud in any way, the lecturer will prepare a report (using a plagiarism scan) and the Examination Board will be notified. For all questions that require substantiation, we expect source reference according to the APA guidelines and a bibliography.

2. Project: paper/report and a presentation

The project will be assessed based on a number of exam formats and includes the following assignment components:

1. *Project report (maximum of 25 pages excluding appendices)*

You write a project report with your project group, in which you record and justify all the steps in your research cycle. You start with an orientation of the diversity and vision of your project team and the client, and describe the organisation, the issue that will be researched and analyse their target group. Based on a literature review around Cultural professionalism you outline the theoretical background of the issue and formulate possible answers to the research question (and possible sub-questions). Next you design a project plan, in which you outline and justify which methods you use to research the issue (surveys, interviews, observations), who are the respondents or who will you observe, what questions will be asked and what is your timeline and division of tasks. After you implement the research you write a brief report about the results, formulate the answers to the research question (or questions) and provide concrete recommendations, in consultation with the client. Finally you evaluate your research approach and structure.

2. *Individual reflection (max. of 2 A4 pages per person).*

Each student will write an individual reflection about the development of their own vision on Cultural professionalism in the context of professional competencies or tasks related to their own degree programme and their future professional field. This should also include the experiences with intercultural collaboration within the project team, with the client and with the members of the target group. The individual reflections of all the team members will be added to the project report as appendices.

3. *A presentation (maximum 15 minutes)*

In the last session you will present your project as a group to your fellow students, lecturer and clients from the professional field. In this presentation you will provide a brief report on the key steps of the research project, the outcomes and recommendations for the client. Also explain the professional added value of your project for the professional field. Also clearly explain how you incorporated Cultural professionalism within the team and in your professional collaboration.

The presentation will be held and evaluated in a session in lecture week 8. The project report (including the individual reflections) has to be submitted by 9 a.m. in week 9, in the submission folder.

3. Training - intercultural communication: paper

The examination consists of four components that you combine in one report:

1. Active participation: you complete the preparatory assignments and bring these to class.
2. Case study: You write a case study according to the outlined criteria.
3. Interview: You write out your interview and add this to the report.
4. Reflection: At the end of your report you add a reflection about the interview and the training.

Exam assignment 2 - Case study:

- During this session you worked on your case study and you connected your theories. Complete your case study report. Apply Hall's theory and the TOPOI model in the final conclusion of your case study (see the APA guideline for the use of references). Case study (min. 2 A4 and max. 4A4).

Exam assignment 3 - interview + further elaboration:

- Write out your interview questions and add them in the appendix. Compose your interview questions from a cultural perspective (for example, include the areas you want to learn more about).
- Conduct the interview (minimum of 30 minutes) with someone you don't know or don't know very well and has a different cultural background from yours (not someone from your own class, but it could be another student). The interview may be conducted in English or Dutch.
- The goal of the interview is to have an intercultural conversation and analyse which techniques you have acquired.
- Tip: you may also conduct an online interview and record it with Microsoft Teams.
- Make a summary of what was discussed during the interview (doesn't have to be a transcript).
- Submit your recording, also check the criteria (add a link).

Exam assignment 4 – reflect on the interview, the training sessions and the learning objectives:

- You will reflect on the interview, what went well, what didn't go well and when you felt any tension or noticed that you were going against your own norms and values and how you tried to connect.
- Name the skills that you applied and why; refer to the time stamp of the fragments in your interview and relate these to the literature.
- Describe for each training session what you learned. The goal is to focus on your own learning process, what you learned and what you didn't.

Test blueprints

Test blueprint Conceptual learning line

Name	Minor Cultural professionalism conceptual learning line					
Year of study	3					
Type of test	Individual assignment					
Learning Goals	competence profile					Total & percentage
	Competences	Apply	Analyze	Evaluate	Create	
1. Develops their own vision on culture and diversity and translates this to their area of expertise.	4			50%		50%
2. Distinguishes from a multicultural and diverse point of view, based on various perspectives on culture.	4,7				12.5%	12.5%
3. Identifies the role of the media and journalistic representation in current debates about culture.	4,7			12.5%		12.5%
4. Is able to argue the role of integration in the current multicultural society.	4,7				12.5%	12.5%
5. Identifies the representation of a multicultural society in the Netherlands.	2,4,5,7			12.5%		12.5%
Total						100%

Test blueprint Training - Intercultural communication

Name	Minor Cultural professionalism - Training					
Year of study	3					
Type of test	Individual assignment/ essay					
Learning Goals	competence profile					Total & percentage
	Competences	knows	knows how	shows how	does	
1. The student is able to recognise and name the differences between cultures.	1, 2, 3, 7, 8	x				5%
2. The student is able to have intercultural conversations and demonstrates the use of the skills acquired in this training.	1, 4, 7, 8		x	x	x	45%
3. The student uses the theoretical concepts about Cultural professionalism to analyse and substantiate real life situations.	4,7		x	x		20%
4. The student is able to reflect on their attitude and actions within an intercultural context and can name their personal learning objectives.	1, 2, 3, 7, 8	x	x	x		30%
Total						100%

Test blueprint Project

Name	Minor Cultural professionalism Project						
Year of study	3						
Type of test	Project						
Learning Goals	Competence profile		Miller's pyramid				Total & percentage
	Competences	Niveau	knows	knows how	shows how	does	
1. The student conducts systematic and substantiated research on a question or issue around Cultural professionalism (in the research cycle).	4	C	x			30%	30%
2. The student applies the theory of Cultural professionalism to a professional issue or question.	4	C		10%		10%	20%
3. The student coordinates their research with the client to develop useful recommendations.				x	x		15%
4. The student provides the client with a written and verbal presentation of the results of the project and the corresponding recommendations.	5	D				15%	15%
5. The student reflects on their personal learning							

objectives about the vision, attitude and behaviour in the context of Cultural professionalism.	8	C				20%	20%
6. The student reflects on their collaboration with other members of the project group, the client and other stakeholders from the (professional) field with other cultural backgrounds.	7	D			10%		10%
	8	D			5%		5%
Total							100%

Global Perspectives on Child Rearing and Family Support

The curriculum of the **second part** of the minor is also divided into four learning lines/tracks:

In the first 4 weeks there will also be a collaboration with the Penn-state University and THUAS in the lectures and work groups.

1. Lectures: theory on the different themes will be presented.

The minor includes both classical lectures. During the lectures theory will be presented.

In addition, there will be a guest lecture given by an expert in a given field corresponding to the subject matter that given week. There is required literature for both the lectures and the work groups. Each week there are assignments you have to prepare.

This part of the minor will be assessed by a portfolio of case studies. For each lecture /theme there is a case study. You will work on these case studies in the work groups.

2. Work groups: actively apply these theories

During the work groups you will actively apply these theories by means of assignments, debates and case studies.

3. Training: practice and discover your view on worldwide child rearing

The purpose of these training sessions are to actively work on analysing different child rearing styles/experiences. We will start by looking at our own personal experiences so that we can better understand and be aware of our own frame of reference. Then we will explore other child rearing experiences. This will involve students actively seeking out individuals from different cultural backgrounds and interviewing them on how they were raised. Finally, we will share our experiences with each other and reflect upon these experiences.

4. Project: research and write a project in a project group on a subject matter of your own choosing

In the project you will research and write a project on a subject matter of your own choosing together with a project group. You will make clear correlations between the images on child rearing and the rights of the child linking to SDG's. By means of this project, you will develop a deeper understanding of worldwide child rearing practices. You will receive coaching from your instructors and peers during the project meetings.

In total there are ten online project meetings in BlackBoard Collaborate.

During this project, you will choose a country or part of the world with a specific issue related to children, child rearing and/or family support and research this topic in a group. You will follow the stages of the research cycle: orientation, design, execution, evaluation and adjustment.

You will form groups based on mutual interests and research their chosen topic, country/culture.

You will design with your group a presentation and a written research. The presentation will include evaluation in the form of peer feedback from the other research groups. The groups will then evaluate the peer feedback they have received, debate the merits of this advice and make decisions as to how and if they feel the written research paper requires adjustments and make the necessary adjustments.

Attendance is required for all of the online training sessions. Under very exceptional circumstances, it is possible to miss one meeting. Should this be the case, the student is required to complete and submit a substitute assignment. If more than one training session is missed, the student will be required to repeat all training sessions at a later time (next academic year).

Active participation is also required for all of the online training sessions. This means the student arrives with the prepared assignment as stated in the student syllabus, students actively participate in the exercises and assignment, give peer feedback as necessary and adhere to agreements between group members.

Instructors will maintain an attendance list for all participants. The final assessment for the training sessions is based on: attendance and participation (pass/no pass) and the final assignment (grade).

Examination/assessment

1) lectures & work groups - case studies portfolio

The lectures and work groups are assessed by means of a portfolio of case studies. For each lecture/theme you will work on a case study during the work groups. The theories and concepts presented during the lectures and work groups will be assessed by applying this information in case studies. You will submit the case studies according to the work groups a week after each work group in Ephorus. Each case study will be graded. A minimum grade of 5.5 must be achieved for successful completion of this assessment.

The exam for this component consists of a final case study/knowledge exam. You are required to complete a number of assignments for the various themes. These assignments, including the evaluation/grading form and the examination matrix, will be available on Blackboard. You submit all the assignments as a report on Blackboard.

2) project - final paper

The project will be assessed by the written rapport in which the student completes the various subassignments. This project must comply with both form and content criteria. A minimum grade of 5.5 must be achieved for successful completion of the project.

For the project the following must be submitted via Blackboard for evaluation (see [assessments](#)):

- 1) Proposal (Friday of week 2)
- 2) Presentation (to be announced, week 6, 7, 8)
- 3) Feedback for the different student presentations (submitted to the group and in the appendix of the research paper (Friday of week 8)
- 4) Final paper/research paper (Friday of week 8)

Also see the evaluation form: [Evaluation form project.pdf](#)

Proposal

The proposal is to ensure your group is on the right track. You will receive a GO / NO GO and short feedback from the instructor for your proposal by the end of week 3. The proposal itself is a detailed outline, at least 2 pages long, with at least 4 key references (in APA style and University level sources). You must identify where each reference will be used in the proposed outline. The proposal should also cover the following topics: brief introduction to the theme/topic description of the country involved including the following: culture, values (in particular family values), symbols, educational system, image of the child, (possible) risk factors (both general and environmental), current status with regards to the treaty on the rights of the child and SDGs social importance of the theme/topic personal learning goals for each individual member of the team planning including who is responsible for what part of the research paper. The purpose of this step is to help you use various databases to search for topics and to choose appropriate sources from mainstream academic journals. Use academic journals and avoid popular media and esoteric sources as references. Browse through the journals to find interesting articles that are comprehensible to you. Review the article carefully and organize your ideas before you start writing.

Presentation

Each project group will present a short 15-20-minute presentation of their findings. This should include a powerpoint/prezi presentation and evaluation measure for the audience to complete. All group members must actively participate in this presentation. In addition to informing the rest of the class of your groups' topic and practicing your presentation skills in English, this is also an opportunity to receive peer feedback on your final paper. Each group is expected to provide the audience with an evaluation form which includes specific questions/areas in which the group wishes to receive feedback from the rest of the class. The presentation itself is part of the grade for your final paper.

Final paper

The final paper is the culmination of your (literature) research, oral presentation and has been adjusted based on the peer feedback to create a meaningful, group final product.

The final paper includes:

- proposal
- presentation
- feedback given to each group

- the research paper
- The research paper includes:
- an introduction
- main body
- conclusions and recommendations
- appendix

Click here for a more detailed description: [Project assignment.pdf](#)

Prerequisites are:

- APA guidelines
- English with university undergraduate level

Should any of these prerequisites not be met at the time the final paper is submitted, the research paper will be evaluated as incomplete and all students in that group will be required to resubmit the paper as a re-sit.

3) training - final assignment 'personal reflection'

The assessment for the training sessions is based on:

1. Attendance and participation
2. Presentation training week 7 (5 minutes presentation)
3. Final assignment/ personal reflection

The final assignment is a **personal reflection**. This is a personal reflection of the training sessions as a whole. This should include:

- the introspection of your own upbringing
- two interviews
- sharing process.

The personal reflection is written using a reflective method. This personal reflection is based on your personal opinions. There are no right or wrong answers, only opinions. Having said that, there is a difference between an insightful reflection which shows personal insight, understanding, awareness and earnestness versus a superficial reflection.

The personal reflection should meet the following requirements:

- total 1-2 pages
- clear use of a reflective model
- correct English at academic level
- correct use of APA (if necessary)
- submitted on-time in Blackboard