

## **Abstract**

**INTRODUCTION:** Within the realm of student self-reflections, most literature revolves around written responses or journals as the primary method for developing self-reflection habits. Beyond written reflection, the various multimedia formats that have been introduced into the world in the past decade have shed light on the possibility of information dissemination through innovative designs. The purpose of this research project is to incorporate new mediums for student self-reflections to promote more discussion between students about their reflection assignments.

**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 which media students prefer to utilize when completing self-reflections. The secondary outcomes will involve analyzing the types of responses within the assignment to identify patterns of use with regards to different mediums and quantifying the variety of mediums used within the assignment.

**RESULTS:** Data were collected from 58 third-year professional students at the SIUE (Southern Illinois University Edwardsville) School of Pharmacy. 40 students chose verbal communication as one of their preferred reflection formats and 38 students selected that they would use written words. 41 students included photos as part of their preferred reflection format and 9 students selected videos. 19 students selected music as a preferred method and only 3 students listed another form of preferred media.

**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. To properly understand the importance of each various media format, future research must incorporate different combinations of media formats.