**Title:** **Do Academics in Management-related Disciplines Display a ‘Knowing Doing’ Gap in Their Reflective Practice?**

Are academic staff critically reflective practitioners and if not does this influence whether & how they teach and assess students’ reflective learning? Being a critical reflector can involve ‘surfacing’ the assumptions underlying our practice and seeking to update and adapt our knowledge and skills for continual professional and academic development. But does it work like this in practice?

**The Points for Debate:**

There are two points for debate:

1. Are academic staff critically reflective practitioners or is this simply a taken-for-granted assumption?
2. If academic staff are not critically reflective practitioners is their ‘knowing doing gap’ influencing whether and how they teach and assess students’ reflective learning?

It is argued that a ‘taken-for-granted’ assumption in much of the reflective practice research literature is that academics are critically reflective practitioners. The focus of much of the research on teaching and assessing reflective practice in higher education is placed on students not reflecting on their own practice. The focus is seldom on the academic unless they teach in pre-service teacher training or in a healthcare-related discipline.

**The Context/Background:**

A newly established Bachelor for Business Program at the meeting place university where reflection is a university-wide graduate attribute but where there is a perceived lack of coherence in the way that students experience reflective learning at the program and at the course level.

**Intended Outcome:**

An outcome of this debate is to explore other academic’s perspectives on the perceived relationship between an academic’s reflective practice and whether and how they teach and assess students’ reflective learning.