

Models of Reflection

1. LEARNING DIARY

Learning Diary

Date:

Nature of learning event: (frequently these occur when our expectations are not met and a situation develops differently from what we expected)

What were your expectations and what actually happened?

Explain why the incident developed differently from your expectation:

How will you handle similar situations differently in future?

Any other learning points:

How can this be evidenced?

2. THE WHAT? MODEL OF STRUCTURED REFLECTION

The model (Driscoll 1994, 2000), contains three elements of reflection:

1. WHAT? A description of the event
2. SO WHAT? An analysis of the event
3. NOW WHAT? Proposed actions following the event.

1. A description of the event - WHAT?

Trigger questions:

- What is the purpose of returning to this situation?
- What happened?
- What did I see/do?
- What was my reaction to it?
- What did other people do that were involved in this?

2. An analysis of the event - SO WHAT?

Trigger questions:

- What way did I act at the time?
- How did I feel at the time of the event?
- Were those feelings I had any different from other people who were also involved at the time?
- Are my feelings now, after the event, any different from what I experienced at the time?
- Do I still feel troubled, if so, in what way?
- What were the effects of what I did (or did not do)?
- What positive aspects now emerge for me from the event that happened in practice?
- What have I noticed about my behaviour in practice by taking a more measured look at it?
- What observations does any person helping me to reflect on my practice make of the change

3. Proposed actions following the event - NOW WHAT?

Trigger questions:

- What are the implications for others and me in practice based on what I have described and analysed?
- What difference does it make if I choose to do nothing?
- Where can I get more information to face a similar situation again?
- How can I modify my practice if a similar situation was to happen again?
- What help do I need to help me 'action' the results of my reflections?
- Which aspect should be tackled first?
- How will I notice that I am any different in practice?
- What is the main learning that I take from reflecting on my practice in this way?
- How can I evidence this?

3. DATA

Peters (1991) describes a four-step protocol called "DATA" (Describe, Analyze, Theorize, Act):

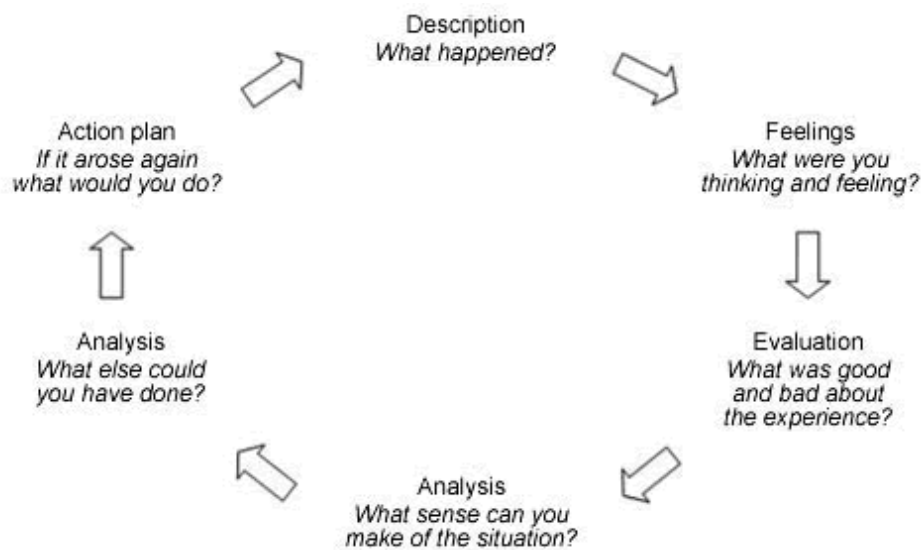
1. **Describe:** the basic elements of the problem, task or situation

2. **Analyze:** identify assumptions beliefs, rules, motives and any other factors underlying the current approach

3. **Theorize:** what alternatives are possible? What are their comparative merits and drawbacks?

4. **Act:** try out the new approach, evaluate the results

4. Gibbs Reflective Cycle (1988)



The model was developed by Professor Graham Gibbs University of Oxford, and is based on six simple steps designed to aid learning from experience.

1) Description

Describe as a matter of fact just what happened during your chosen episode for reflection.

2) Feelings

What were you thinking and feeling at the time?

3) Evaluation

List points or tell the story about what was GOOD and what was BAD about the experience.

4) Analysis

What sense can you make out of the situation? What does it mean?

5) Conclusion

What else could you have done?. What should you perhaps not have done?

6) Action Plan

If it arose again, what would you do differently. How will you adapt your practice in the light of this new understanding?