Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BMSS6001 Coaching Pedagogy

Reflective vs Reflexive Practice

Mara Mata

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

Welcome/Croeso

- Apply and critically explore reflective models.

- To understand what is meant with 'being reflexive' as opposed to reflecting.

WARM UP TASK

Go to www.menti.com

Use the code 41 61 05 5





"A **purposeful and complex process** that facilitates the examination of experience by **questioning the whole self** and **our agency** within the context of practice. This examination **transforms experience into learning**, which helps us to access, make sense of and develop our knowledge-in-action in order to better **understand and/or improve practice** and the situation it occurs"

(Knowles *et al.*, 2014, p. 10)

PURPOSEFUL

effort, practice and training for some
(Lamb and Aldous, 2016)

COMPLEX

more than just 'pondering, contemplation or evaluation'
(Cropley and Hanton, 2011)



Facilitating Reflective Practice



TASK

Apply a reflective model of your choice to a practical experience that you had.

- Avoid being purely descriptive, the answers should be much longer than 2 sentences long!
- Try to think about as much details as you can (what happened, who was there, how did people react, how did you react, why did it happen that way? etc)
- Follow the model's structure.

We'll be sharing and discussing when we come back!

DISCUSSION

Let's reflect on your experience of using the models.

1. Was it beneficial/helpful? If yes/no, why?
2. Did you follow the cycle?
3. Overly structured? Too simplistic?
4. Would you have changed it?
5. If so, what changes would you make?
6. What did you take from the experience?

Making the unseen, seen



Models of reflection

(lacking 'why' questions)



‘BLINDNESS’

IDENTITY ISSUES

OBSSESSIVE SELF-ANALYSIS

SUPERFICIAL

Reflection vs Reflexivity

Reflection

- Looking back to your actions and about what you did.
- Simplistic things: feedback, how the drill went, emotions, what you felt….

Reflexivity

- Beliefs and assumptions that guide your practice.
- Reflecting on your beliefs, for example: game-based approaches, principles of play, learning theories.

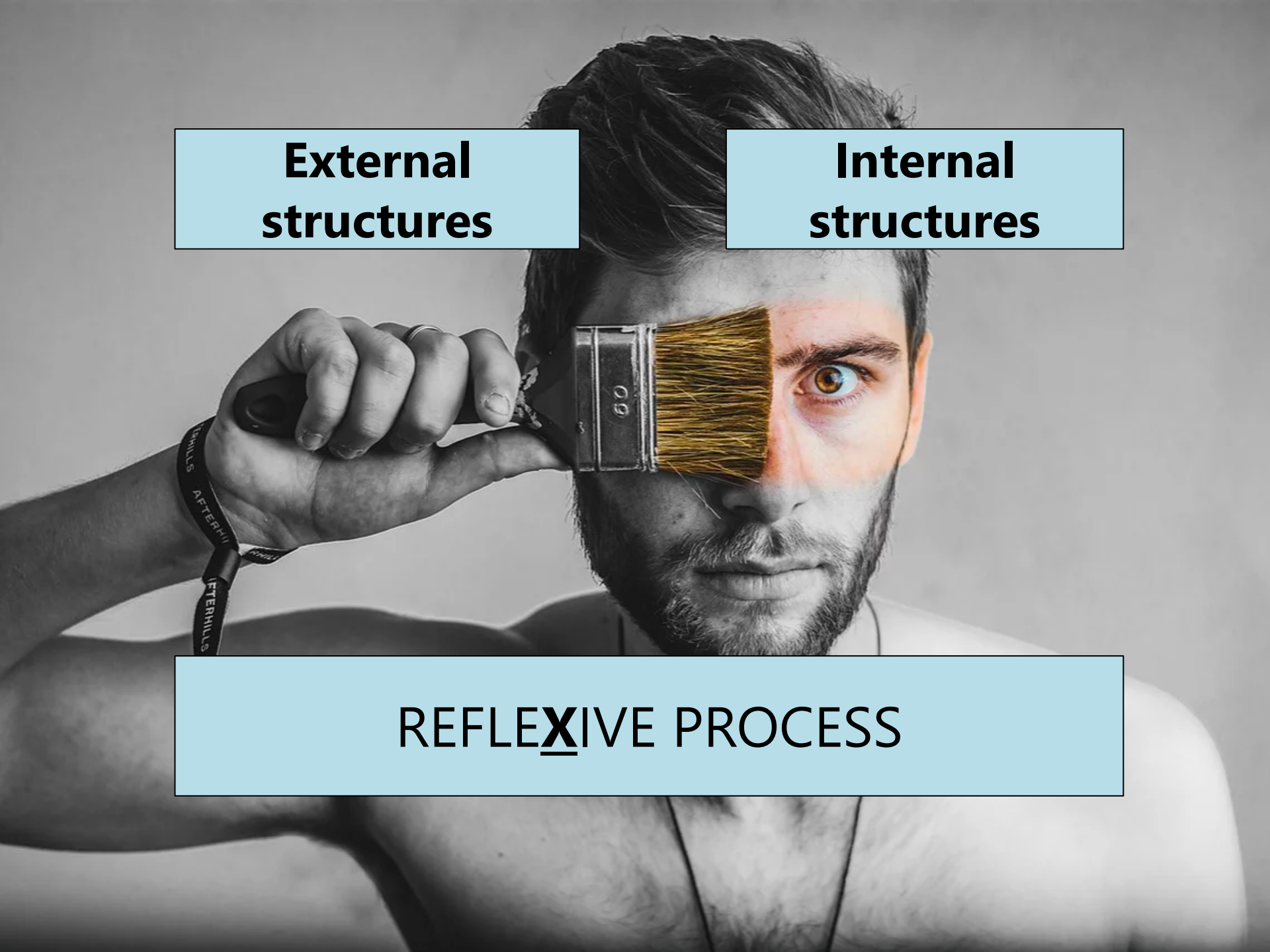
Reflexivity: being reflexive

Reflection as an <u>outcome</u> of Reflexivity

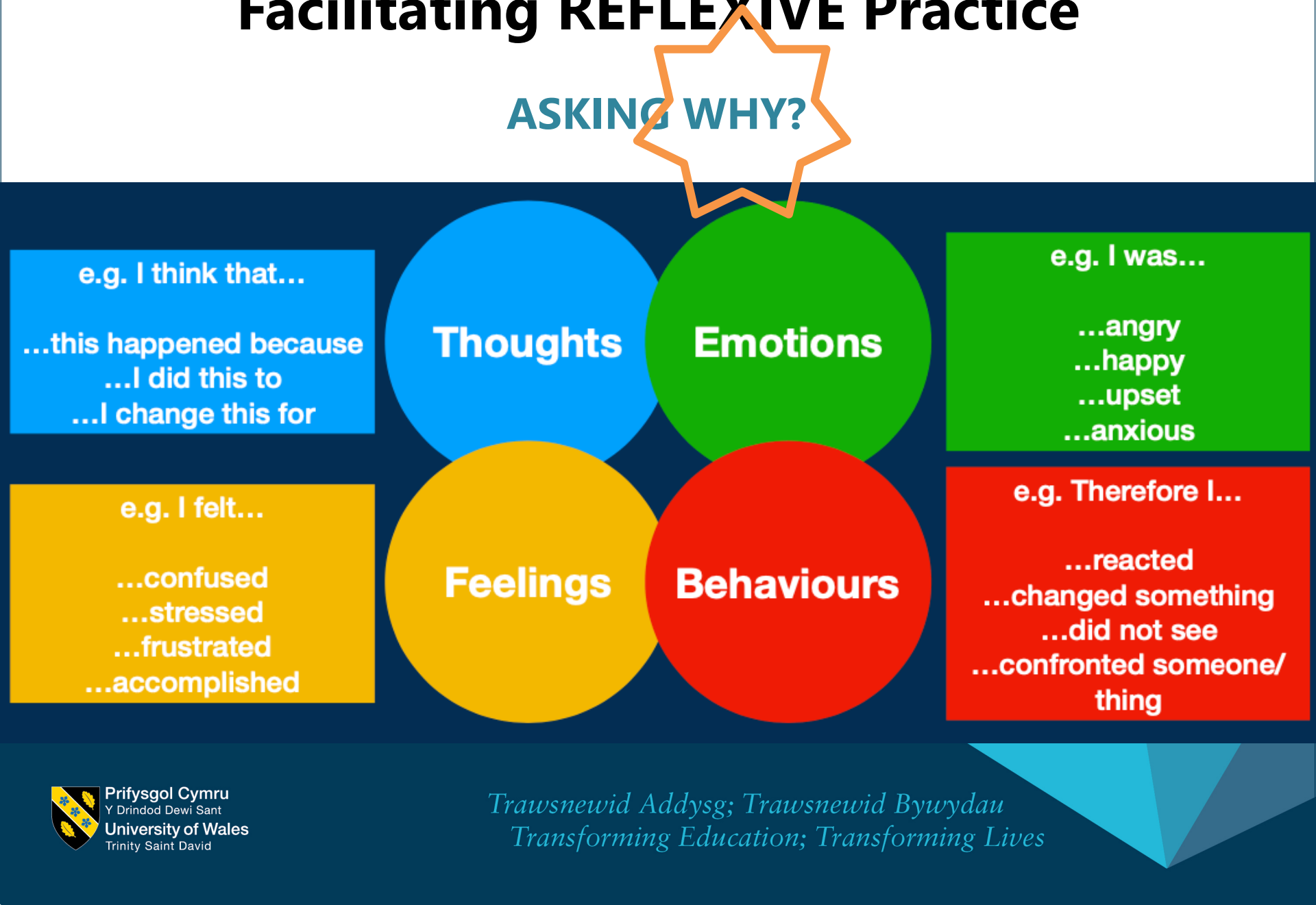


Reflection encourages an 'obligation to confess'

(Lamb and Aldous, 2016; Cushion, 2018)


External structures
Internal structures
REFLEXIVE PROCESS

Facilitating REFLEXIVE Practice



Becoming more reflexive

- Short
- Shared with others
- Peer learning groups
- Structured (good/bad/aspects to improve)
- Scholarly (consult with colleagues and research – someone might have tackled the same issue already)



Cushion (2018) suggested that most people aren't listening…they are preparing to speak. How well do you listen?

Good educators are the ones who **consciously** act for the right reasons (Morgan, 2007)

In Summary…


Building on **ACHIEVEMENTS**
Being **CREATIVE**
Being **CRITICAL**
A **DISPOSITION**
A **TRANSFORMATORY** process

What questions have you got?

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