REFLECTIVE PRACTICE

Lowrie Mollison

2212647

What is Reflective Practice?

- Donald Schon (1983) presented the professional approach to reflection that could improve the quality of work done by a practitioner.
- Bassot (2015) clarified that the process that was produced by Schon's 1983 work provided a structure to the critical reflection of practitioners.
- There are a collection of Reflective models that prove to be beneficial;
    - Schon (1983,1991)
    - Kolb's Model of Experiential Learning (1984)
    - Driscoll's (2007) 'So What?' Reflective Model.
    - Gibb's Reflective Cycle (1998)

Schon's Model

The Model presented by Schon (1983) focused on two aspects of a situation in which reflection would be proven affective, however without the other. Neither of two aspects would be successful.

Reflection in Action **Reflection on Action**

Farrell (2013) presented a third category to Schon's (1983) earlier work, by including:

Reflection for Action

This concept entwines both in/on action. However, Olteanu (2016,2017) clarified that this process is the planning and specific structuring for the practitioners next session.

Reflection & Reflexivity

Reflection

- A review of the previous events
- Understanding different perspectives
- Asking 'Why?' it happened that way?
- Improving insight.
- Distinguishing the significant and insignificant details.

Reflexivity

- Questioning our own behaviours.
- Developing understanding our roles in situations compared to others.
- Understanding the limits to our own knowledge.
- This develops ethical and responsible actions due to personal awareness.

Bolton & Delderfield (2018); Hibbert (2013)

Gibb's Reflective Cycle

Applied to My Experience

Description

- What happened?
- How did he react?
- How did I react?
- What happened the rest of that day?

Feelings

- What did I feel?
- Why did a part of me feel relief?
- What was he feeling?
- Am I regretting it all?

Evaluation

- Am I happy to know the truth?
- Does the feeling of mistrust go away?
- How do I deal with the aftermath of this situation?

Analysis

- What can I do?
- Should I leave him?
- Haven't I dealt with enough?
- Do I keep trying to salvage it?

Conclusion

- What other options did I have?
- How do we talk this out?
- Will we heal through this?

Action Plan

- Will I leave if it happens again?
- How will I react next time?

What is a Metaphor?

- Lakoff's (1993) contemporary theory of metaphor.
- Metaphor is altered by an individuals thoughts, compared to the language used (Lakoff, 1993).
- The metaphor needs to posses the relevant information/individual needs to have knowledge of the situation to interpret the significance.
- When being used in counselling conceptual metaphors as well as ontology, as the passage of time is mentioned, being viewed as an observer of the past is key to reflection (Ashton, 1994)

“A Tree will stand against the elements indefinitely, with grace and embrace them” L.Mollison (2022)

Conclusion

References

Ashton, E. (1994). ‘Metaphor in context: An examination of the significance of metaphor for reflection and communication’. *Educational Studies*, 20(3), pp.357-366.

Bassot, B. (2015). ‘The reflective practice guide: An interdisciplinary approach to critical reflection’. Routledge.

Bolton, G., Delderfield, R. (2018). ‘Reflective Practice: Writing and Professional Development’.

Driscoll, J.J. (2007) ‘Supported reflective learning: the essence of clinical supervision?’ .*Practicing Clinical Supervision:* A Reflective Approach for Healthcare Professionals (2nd edition). London: Bailliere Tindall. Pp 27--50

Farrell, T. S. (2013). ‘Reflecting on ESL teacher expertise: a case study’. *System,* 41(4), 1070–1082.

Gibb, G. (1988) ‘Learning by doing: A guide to teaching and learning methods’. *Oxford: Oxford Brookes University Further Education Unit*.

Hibbert, P. (2013). ‘Approaching reflexivity through reflection: Issues for critical management education’, *Journal of Management Education*, 37(6), pp.803-827.

Kavelashvili, M., (2018) ‘Forests are vital for climate change mitigation’, *Unsplash.* Available: https://unsplash.com/photos/ugnrXk1129g (Accessed: 05/11/2022)

Kolb, D.A. (1984) ‘The process of experiential learning’, *Experiential learning: Experience as the source of learning and development*, pp.20-38.

Lakoff, G. (1993) ‘The contemporary theory of metaphor’

Olteanu, C. (2016). ‘Reflection and the object of learning’, *International Journal for Lesson and Learning Studies,* 5(1), 60–75.

Olteanu, C. (2017) ‘Reflection-for-action and the choice or design of examples in the teaching of mathematics’, *Mathematics Education Research Journal*, 29(3), pp.349-367

Schon, D.A. (1983) ‘The reflective practitioner’, *How professionals think in action.*

Turesky, E.,Wood, D. (2010) ‘Kolb's experiential learning as a critical frame for reflective practice’, *Academic Leadership: The Online Journal*, 8(3), p.25.

UCD teaching & learning (2019). ‘ Reflective Practice Models', *UCD*. Available: https://www.ucd.ie/teaching/t4media/reflective_practice_models.pdf (Accessed: 02/11/2022).

Yanow, D., Tsoukas, H. (2009) ‘What is reflection-in-action? A phenomenological account’, *Journal of management studies*, 46(8), pp.1339-1364.