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Reflective Report according to Gibb's Reflection Cycle

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Contents

Introduction.....	3
Reflective report according to Gibbs' Reflective Cycle	4
1. Description.....	5
2. Feelings.....	6
3. Evaluation	6
4. Analysis.....	7
5. Conclusion	8
6. Action Plan.....	8
Conclusion	10
References.....	11

Introduction

The reflective report refers to the report that explains the in-depth analysis of the student's point of view (Williams, Woolliams, and Spiro, 2012). This type of report includes feedback, in-depth knowledge on the topics from the perspective of students. Different personnel explains this reflective learning differently by using various theories. Throughout this paper, I will explain reflective learning by using Gibbs' reflective cycle. This model of Gibbs includes six phases named description, feelings, evaluation, analysis, and conclusion and action (Bassot, 2015). Based on my findings of community engagement assessment 1, I will give reflection by using these six phases of Gibbs' reflective cycle model.

Reflective report according to Gibbs' Reflective Cycle

Reflective learning means the process through which students explore and examines their in-depth knowledge and learning experience on specific topics (Brockbank, 2017). When going through the process of reflective learning students think about the experience they had and they try to analyse and summarise the findings of that specific topic. By facing reflective learning students gain several skills such as self-motivation, confidence, responsibility, innovation, etc. Through the process of the reflective report, the understandings and observations of the students turn into learnings and knowledge. As well as students, teachers get benefitted too from reflective learning because they get to know the ideas, knowledge, and lacking the students and their experience on the topics (Ryan, 2015). Reflective learnings enhance the thinking and analysing capability of the students.

Different personnel explains reflective learning differently by using their viewpoints and theories. Some of the popular models and theories that explain reflective learning are the theory of John Dewey, the theory of Donald Schon, the theory of David Kolb, the theory of Gibbs, etc. In this paper, I will give a reflective report based on the theory of Gibbs' reflective cycle. Gibbs' reflective cycle was established in 1988 by Graham Gibbs (Potter, 2015). There exist six phases in this cycle which are description, feelings, evaluation, analysis, and conclusion and action. In the description part, the situation is described clearly, and then in the feelings part, the experiences or feelings of the personnel during the situation is discussed. The third part or stage is an evaluation where positive aspects of the situation and the negative aspects of the situation are described. In the analysis part the reasons for the positive and negative aspects are analysed (Tanguay, Hanratty, and Martin, 2020). Then a summary of the outcomes and findings is given in the conclusion part. And action is the final stage of Gibbs' reflective cycle where recommendations are given for doing better if the situation occurs in the future. The following figure includes these six phases of the cycle and then I will provide reflection based on the findings of community engagement assessment 1 by using six phases of Gibbs' reflective cycle.

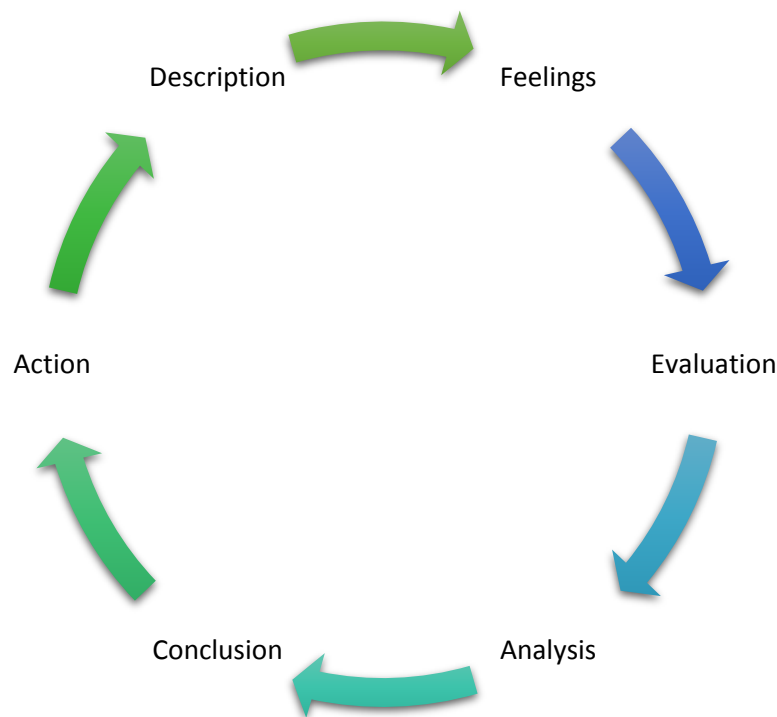


Figure: Gibbs' Reflective Cycle

Source: (Bassot, 2015)

1. Description

The first phase of Gibbs' reflective cycle is the description where the whole situation is described. The questions asked in this phase are-

- What happened in the situation
- What is the reason for the occurrence
- Where and when the situation happened etc. (Tanguay, Hanratty and Martin, 2020).

These questions are required to be answered based on my topics in the community engagement assessment 1. For describing community engagement of an organisation I chose the 'Child Education' program of Save the Children. Save the Children raises funds for helping the poor children of the community in getting an education. Besides education programs, they also run several programs such as child health, child poverty, child hunger, child protection, etc. (savethechildren.org.uk. 2020). For getting information about the projects of Save the Children I had gone through several journals and websites but that wasn't good enough. That is the reason why I contacted one of my cousins, who serves at Save the Children as a volunteer. I got to know much detailed information from him that was necessary for my assignment. Throughout my assessment 1 of community engagement, I discussed the relationships of Save

the Children with their stakeholders and the procedures of how they engage with them. Since Save the Children is a non-profit organisation the stakeholders of the organisation are donors, beneficiaries, volunteers, community, government, etc. (Brown and Brown, 2014). Then different eras of Save the Children and the use of different types of social media platforms in Save the Children to support the projects of theirs are discussed (savethechildren.org.uk. 2020). After that, I described the training and development programs required to equip employees or volunteers and I gave some recommendations for Save the Children based on my discussion.

2. Feelings

The experiences or feelings of the personnel during the situation is discussed in this feelings phase. The questions asked in this feelings phase are-

- What was your feeling at the time of the incident
- What did you feel before the incident
- What did you feel after the incident etc. (Bassot, 2015)

Based on my topics in the community engagement assessment 1, these questions are required to be answered in this second phase of Gibbs' reflective cycle. Before doing the assessment I was worried about choosing the organisation and about collecting necessary information about the selected organisation. Firstly, I had gone through several journals and websites to learn about my selected organisation Save the Children. But still, I couldn't find out all the necessary information I need and at that time I felt depressed. After then it has come to my mind that one of my cousins is working with Save the Children as a volunteer. Save the Children have about 13,000 UK volunteers (savethechildren.org.uk. 2020). When I contacted him and collected all the information I needed from him I felt relieved. Since he is a volunteer of Save the Children, I could learn every detail of the training and development programs of the organisation. After all the tasks were done I felt great because that was a new experience for me and I learned and developed various skills such as taking interviews, collecting information, doing analysis and summarising them, etc.

3. Evaluation

The third part or stage of Gibbs' reflective cycle is an evaluation where positive aspects of the situation and the negative aspects of the situation are described. The questions asked in this third phase are-

- What happened positively in the situation

- What happened negatively in the situation
- What factors went well and what didn't go well etc. (Potter, 2015).

Answers to these questions are discussed in this evaluation part. Throughout the task, I had experienced several positive incidents as well as negative incidents. To mention the positive aspects of the situation it should be said that the information existed in the journals and websites of Save the Children UK helped me a lot and then my cousin who is a volunteer of that organisation provides me much critical information about the organisation that I needed to know. Save the Children UK have their official website where financial information, as well as information about their current and future projects, are mentioned (savethechildren.org.uk. 2020). In case of information on the social media platform, Save the Children UK have their own Facebook, Instagram, and Twitter accounts so I haven't face any problem in collecting information about their social media platform strategies. Since my cousin works as a volunteer for Save the Children, I have easily collected information about the training and development programs of the organisation. On the contrary, I have faced some negative situations too such as selecting an organisation that qualifies the criteria, conflicts in the information that existed in the journals

4. Analysis

Why the positive things happened positively and the negative things have happened negatively is discussed in this analysis phase of Gibbs' reflective cycle (Adeani, Febriani, and Syafryadin, 2020). The questions asked in this phase are-

- What was the reason for positive things
- What were the reasons for negative things that happened in the situation
- Why things went well and why it didn't

This part of Gibbs' reflective cycle explains the evaluation or third phase of the cycle and here the reasons of why things happened positively or negatively are found out (Tanguay, Hanratty, and Martin, 2020). In the evaluation part, I mentioned that I face a positive situation in collecting information from journals, websites, and my cousin. Since Save the Children UK have their official website on their own, I have collected necessary information from the website easily and get to know the details of their current and future projects about children. For spreading their help in the child education sector they are extending their services worldwide (savethechildren.org.uk. 2020). In the case of collecting critical information about Save the Children, I got huge help from my cousin who works as a volunteer of Save the

Children. When I was searching for strategies in the social media platform of Save the Children, their official accounts of Facebook, Instagram, and Twitter helped me a lot. Save the Children was established in 1919 by Eglantyne Jebb and her sister Dorothy Buxton and from then they are helping poor children in getting their rights, education, needs, protection, etc. In the beginning, Eglantyne Jebb was arrested for advertising Save the Children by giving leaflets in a public place (savethechildren.org.uk. 2020). Also, the organisation had faced issues in raising its funds during World War II. But nowadays they are extending their service worldwide with the help of big industries such as Unilever, PepsiCo, P&G, etc. But in the case of collecting information from journals, I had faced conflicts and different journals were providing different information about the projects of Save the Children.

5. Conclusion

The summary of the outcomes and findings of the situation is given in the conclusion part of Gibbs' reflective cycle. The questions asked in this phase are-

- What are your learnings from the situation
- What is the summary of your findings etc. (Bassot, 2015)

In this part of the cycle the summary of the observation and experience of the students are given and how the situation can be controlled in an improved way is also discussed. When completing the task I had many positive incidents as well as negative incidents. But I had gained and developed several skills that will be necessary for the future. To sum up the situation it should be mentioned that Save the Child are expanding their business worldwide so that they can help more children in getting education through the project of 'Child Education'. In England, about 23% of the children don't get enough education and the organisation is doing its best to reduce this percentage (savethechildren.org.uk. 2020). To raise more fund Save the Children should emphasise more on the social media platform strategies since nowadays almost every individual are addicted to these platforms.

6. Action Plan

If the same situation happens how things can be done better than before is discussed in this last part of Gibbs' reflective cycle. The questions asked in this phase are-

- If the same things occurred again what would you do to get better outcomes than before
- How can you use your experiences that were gained from the situation etc. (Ryan, 2015)

Since I had faced some negative aspects of the situation, I had learned several skills that will help me in overcoming those negative aspects if the same situation occurred in the future. I was afraid of taking an interview with my cousin about the 'Child Education' project of Save the Children which is why I should practice more so that I can do better if the same situation comes. Also in the case of collecting data from the websites and journals, I should be more careful since there remain conflicts among them sometimes. Through completing the assessment I have gained several experiences that will help me in several situations such as data collection, formal interviews, etc.

Conclusion

Community engagement is a process through which organisations think about the welfare of the community and arranges several projects for the individuals of the community (Greenberger and McNaughton, 2019). And reflective report means a report that includes a detailed analysis of the findings and experiences of the student's point of view. In this paper, I have given a reflective report on community engagement by using the 'Child Education' project of Save the Children as an instance. Among several theories explaining reflective learnings, I have chosen Gibbs' reflective cycle to explain my findings. The findings and experiences of community engagement assessment 1 are analysed and reflected in the six phases of the Gibbs' reflective cycle.

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