

Reflective Report
Experience and Learning at UWTSD

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Introduction

Quality teaching requires aspects that are important to mention, such as curricular changes, which contribute and give greater emphasis to generating meaningful teaching, focused on learning, interactive dialogue, socialization with collaborative work. The training must be oriented towards the development of autonomous and critical thinking, which encourages students to actively participate and contribute in the different areas of life in society, according to their diverse talents, interests and abilities.

Enriching the skills of all students, through the management of diversity in the classroom, requires that education situate theory within practice, causing teachers to reflect on action and reflection on action, constitutive elements of reflective practice, interaction between action, thought and being. Schön (1998), points out that reflection - action are inseparable elements, which intend emancipation through social transformation through the curriculum, democratic dialogue and debate. In this sense, education would be the result of a process of analysis and reconstruction of practical experience. Dewey (2004) points out, "education is that reconstruction or reorganization that gives meaning to the experience and that increases the capacity to direct the course of the following action" (p.74).

This reflective report proposes the analysis of experience and personal learning in UWTSD conceptualized as reflective, in this sense, the main contributions of the analysis focus on the characterization, comprehensive and deepening of reflection practices, in the field of education. This analysis will be explained through reflective cycles, which will help to understand the discussion about the experience of the university student and its relationship with knowledge.

The materialization in this module moves from theory to practice, it is carried out with different technological resources from Microsoft Teams, such as technical support, which allows the generation of weekly forums, group collaborations, analysis in the approach to tasks at the individual level and group, respectively.

Main Body

Reflective Writing

Reflective writing is formal or informal writing about a topic after it has been presented in literature or other media, using emotions, memories, or thoughts. Reflective writing is often used as a reaction to what has been read or to draw insights from a specific event, piece of literature, or lesson that has been presented. It can be used to determine key points or to form new ideas about a topic. Reflective writing is a key strategy that can help improve writing by making thoughts more developed and precise, as well as improving critical thinking.

Although reflective writing is often associated with literature, there are many examples and uses of reflective writing in many subjects and various settings, not just for academic or classroom purposes. The following are methods and examples that are types of reflective writing.

Quick writes are an example of reflective writing that needs a quick response or writing that is done with very little planned thought. Quick writes are usually done as a pre-writing activity or in response to a lesson, and are a short, usually timed reaction to the material presented.

A planned response is when a written response is given to specific topics or pieces of literature, usually describing a central theme or main points. Reflective essays are an example of this. They can be written about a chapter, an article or section, or an entire book.

A communicative response in a reflective writing task is where the writer expresses feelings or questions roles within the literature studied to find deeper meaning or connection to the text.

The act of reflecting requires analyzing a problem or issue and sharing feelings. An opinionated response is a pure emotional response to an event, action, or idea that affects a community that is written in a way that is persuasive to others.

Reflection is the source of knowledge. It is our means to learn, to help us in uncertainty, to clear up our doubts, find solutions to problems and grow as people. Thoughtful people learn from any reasoning. They tend to remain calm; they adapt to the facts, they are more agile in seeking solutions, they have self-confidence, they are very stimulating for the interlocutors, or they can solve their problems beforehand.

Model of Reflection

The Gibbs reflective cycle was developed by Dr Graham Gibbs in 1988, a research leader in the Department of Behavioral and Social Sciences at the University of Huddersfield.

To evaluate the experiences and learning in UWTSD, reflective observation was used and specifically the Gibbs reflective cycle (Gibbs, 1988), which is iterative and proposes that reflection should be done after the experience, in addition, it provides a guide to carry out the reflection process through reference questions. The Gibbs reflective cycle focuses on learning from experiences involving feelings, thoughts, and recommendations for future experiences (Husebø et al., 2015).

The Gibbs cycle is made up of 6 phases: description, feelings, evaluation, analysis, conclusions, and action plan (Gibbs, 1988).

In description, the teacher must respond to what happened in the implementation? Without making judgments yet, nor trying to draw conclusions, it is simply an objective, concise and relevant description of what happened from the beginning to the end of the implementation.

In feelings, an answer must be given to what were your reactions and feelings? Regarding the various situations experienced, if they were emotions of joy, frustration, stress, etc., for each one you must express how you felt now? what did you think at the time? and what did she think of the incident afterwards?

In evaluation, an answer must be given to what was good or bad about the experience? In this part, value judgments about what happened begin to be made.

In analysis, an answer must be given to what sense did you find in what was implemented? And what was really going on?

In conclusions, an answer should be given to what can be concluded from the whole experience? If it was positive or negative, what did you learn from the experience? And what else could you have done to improve the experience?

The action plan should summarize everything that needs to be known and done to improve the next implementations, for this the teacher must respond to what elements should be considered for future experiences? and what should be done differently next time?

Reflect on your writing task 1

Description <i>(What happened?)</i>	Wanting to continue my studies at UWTSD, I found myself involved in a situation where I could not manage my time correctly, both in work and student life. This triggered a series of situations in which I was seen in the responsibility of continuing my studies under a recovery task, which I fully accept. The recovery task was simple, it was about writing a report on how to motivate staff in any workplace, discussing the different ways together with personal recommendations.
Feelings <i>(What were you thinking and feeling at the time?)</i>	When I found out that I had to do a recovery task to continue with my studies, I felt a little disappointed and regretful because I decided to put myself in that situation. However, I was somewhat relieved to know that the university provided support in this type of situation, thanks to the meetings on the Microsoft Teams platforms I did not feel as much pressure to do make-up work. Thanks to their help, they motivated me to want to improve despite my small mistakes that I made at the beginning.
	I consider this experience as a moment in my life where, despite falls, one can get up again. Within what is possible, this experience is better than bad, because the fact of performing a recovery task does not mean that you have totally failed, the support provided by the university made me understand that it is okay to make mistakes and always learn about it and when you

Evaluation <i>(What was good and bad about the experience?)</i>	change and better. The only "bad" thing about this experience is perhaps the management of time, personally it was difficult for me to find the right time to start my homework and also the fact that I felt that I was left behind, it takes time and patience to do a good job of recovery because you are trying to make the same mistakes and work on what has cost you before.
Analysis <i>(What sense can you make out of the situation?)</i>	Even though you think you are failing, there are always new opportunities to improve. This experience may not be faced by all students, but those who do understand that making mistakes is only part of a process where you do not stop learning and that in the end it will serve as support in future situations.
Conclusion <i>(What else could you have done? Or what could you have improved?)</i>	I believe that if I had participated more actively in the distributed meetings, it would not have been so difficult for me to understand the objective of the recovery task. Being present in these meetings was difficult for me since work and other projects occupied most of my time.
Action Plan <i>(If you did another presentation, what would you do differently? What skills do you need to develop?)</i>	Good time management, responsibility and good communication with teachers are important factors that influence when carrying out a project or presentation. One of the aspects that I would change with another presentation would undoubtedly be losing the fear of asking at the risk of being wrong, seeking help from both my classmates and my module teacher. Time management and perseverance are another type of skills

	where I must improve; because these are just as important at the time of work since they influence more.
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Personal Development Plan

Personal Target	<u>1. Decision making</u>	<u>2. Confidence in myself</u>	<u>3. Time management</u>
<u>How will I achieve this?</u>	Establish strategies that broaden our perspective and help us reflect to decide with greater knowledge of the facts.	Do not wait to feel trust without having acted first, because feelings of trust only come after acts.	Pay attention to my daily routine by applying time management strategies to consciously set daily priorities and focus on the most relevant work.
<u>How will this improve my academic or employability prospects?</u>	It will improve my academic prospects in the sense that it is essential to develop tools that improve productivity, it also defines the direction of the organization and determine the necessary actions to meet my objectives.	Working voluntarily taking a step forward where I work optimally and efficiently. My communication will improve as I will be able to help others by communicating more openly and sincerely as well as showing confidence by giving opinions and making decisions.	I will be able to establish my time dedicated to work and personal life, doing the most important work, and identifying what work can be postponed, in this way I establish limits which help me prioritize my tasks.
<u>How will I know that I have achieved this?</u>	When I am clear about my personal level, what is my purpose, values and	When I can take safe risks, challenging myself to do something that is out of my	When I'm aware of where I spend my time, achieving results in less time, thanks

	objectives and I can generate strategies and be able to execute them without resorting to someone.	zone, recognizing my talent and showing myself as I really am without fear of the opinion of others.	to limits and reductions in unnecessary tasks, in addition to completing even more tasks in a specific amount of time.
<u>When will I achieve this by?</u>	Middle of the following year	Middle of the following year	Middle of the following year

Conclusion

In this experience, it was possible to identify and analyze how, in the case module, it was possible to work on a recovery task from a thought centered on teaching to one centered on learning and on the student. Where through learning communities, a flexible design of a progressive approach was allowed, to experiment and redirect reflective practice in student life continuously, considering the evaluation, analysis, recognition and reconstruction of the intervention in relation to the situation and its context.

Regarding the effectiveness, the good practice must achieve the established objectives, thanks to this experience the fulfillment of several objectives was achieved. Within this module, topics such as study and research strategies have been covered to facilitate the acquisition of confidence and become an effective employee, the development of a wide variety of employability skills such as reflection, time management and presentation skills.

Based on the analysis of the changes in my learning style and the reflection on the impact of these changes on my teaching model, I will continue with the analysis of this model, now focusing on the aspects that need to be improved and on the methods whose application could lead towards improvement.

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