



LATERAL



Achredu Dysgu
Blaenorol

Accreditation of
Prior Learning



WORK BASED LEARNING
PROGRAMME RHAGLEN
DYSGU SEILIEDIG AR WAITH



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Gwireddu Gweledigaeth: Prifysgol Newydd i Gymru

Delivering a Vision: A New University for Wales



Nod

Trafod y cysyniad o adfyfyrio fel dull dysgu

Amcanion:

- Trafod:
 - cysyniad a phwpas adfyfyrio;
 - modelau adfyfyrio;
 - lefelau adfyfyrio.
- Dadansoddi egwyddorion adfyfyrio.

Aim

Discuss the concept of reflection as a learning strategy

Objectives

- Discuss:*
 - the concept and purposes of reflection;*
 - models of reflection;*
 - levels of reflection.*
- Analyse the principles of reflective practice*

Critical incidents journal

- record a critical incident ... The critical incident refers to events in which a decision was made, a conflict occurred, a problem resolved. The critical incident journal provides a systematic way to communicate problems and challenges involved in working with and can thus help in dealing with the affective dimensions of the service experience.

Addasrwydd?

Dysgu drwy ddatrys
problemau
Unrhyw ddisgyblaeth
Dull dysgu/asesu amgen
Ysgrifennu dros gyfnod o
amser
Canolbwyntio ar faterion
cyfredol

Appropriateness?

Problem based learning
Any discipline
Alternative assessment /
learning method
Written over a period of
time
Focus on ongoing issues

Dysgu oddi wrth neu fel
canlyniad i'r broses

Yn ystod y broses neu wedi'r
broses

Nid cofnod / dyddiadur o
ddigwyddiadau

*Learning from, or from
the result of, a process*

*Learning during or after
the process*

*Not an events diary or
record*

Pwysigrwydd deall y cysyniad:

- Deall beth a olygir wrth adfyfyrio.
- Pam mae adfyfyrio yn cael ei ddefnyddio ar gyfer datblygiad proffesiynol parhaus
- Y ffordd y defnyddir adfyfyriad mewn asesiad dysgu

The importance of understanding the concept:

- *Understand what is meant by reflection.*
- *Why is reflection used for continuous professional development*
- *How reflection is used in the assessment of learning*

- Sut mae e'n gwahaniaethu oddi wrth ddulliau mwy traddodiadol o ddysgu ac addysgu.
- Materion yn ymwneud a'r person cyntaf
- Beth yw adfyfyrio da / gwael?
- Ymarfer ysgrifennu adfyfyrgar a chyfleon adborth

- How does it differ from more traditional teaching and learning methods*
- The issues around the first person*
- What is good / poor reflection?*
- Practice on reflective writing and provide opportunities for feedback*

Gall gynnwys adfyfyrio fydd wedi cael ei ddylanwadu gan ymateb emosiynol i ddigwyddiadau.

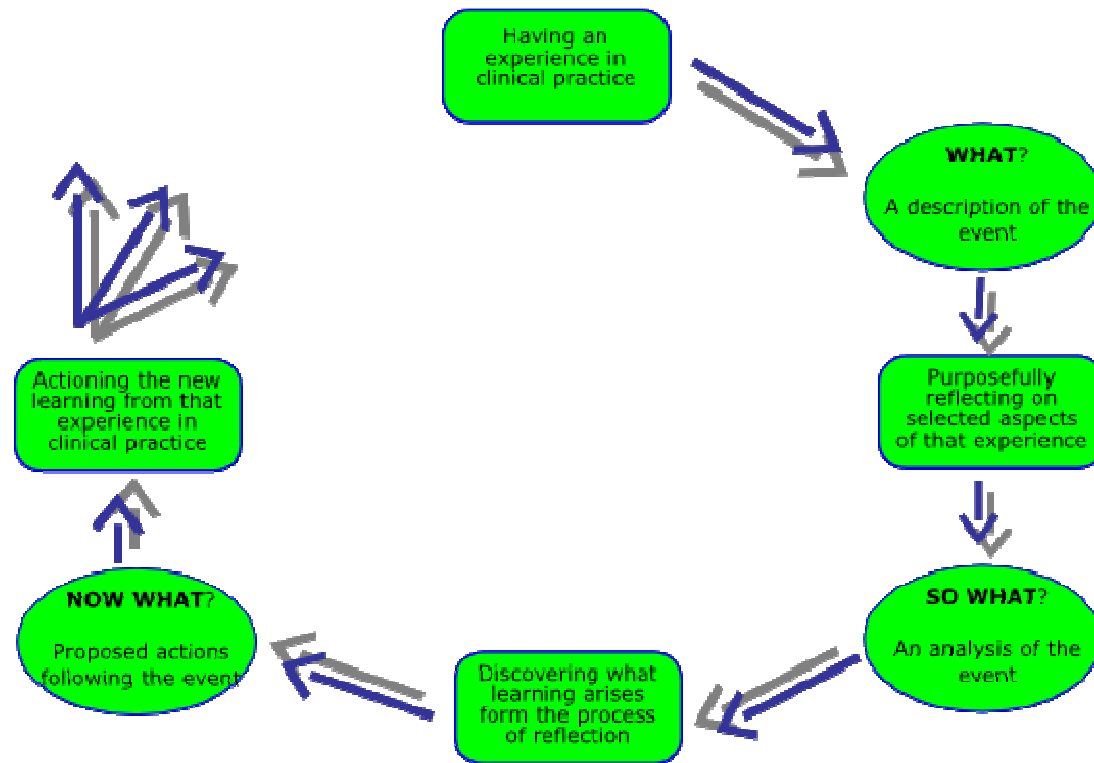
Dulliau cydweithredol o ddyfnhau'r adfyfyrio e.e. ffrindiau beirniadol, grŵp, gweithgareddau ayyb

Adfyfyrio ar adfyfyriad.

Reflection can be influenced by emotional reactions to events

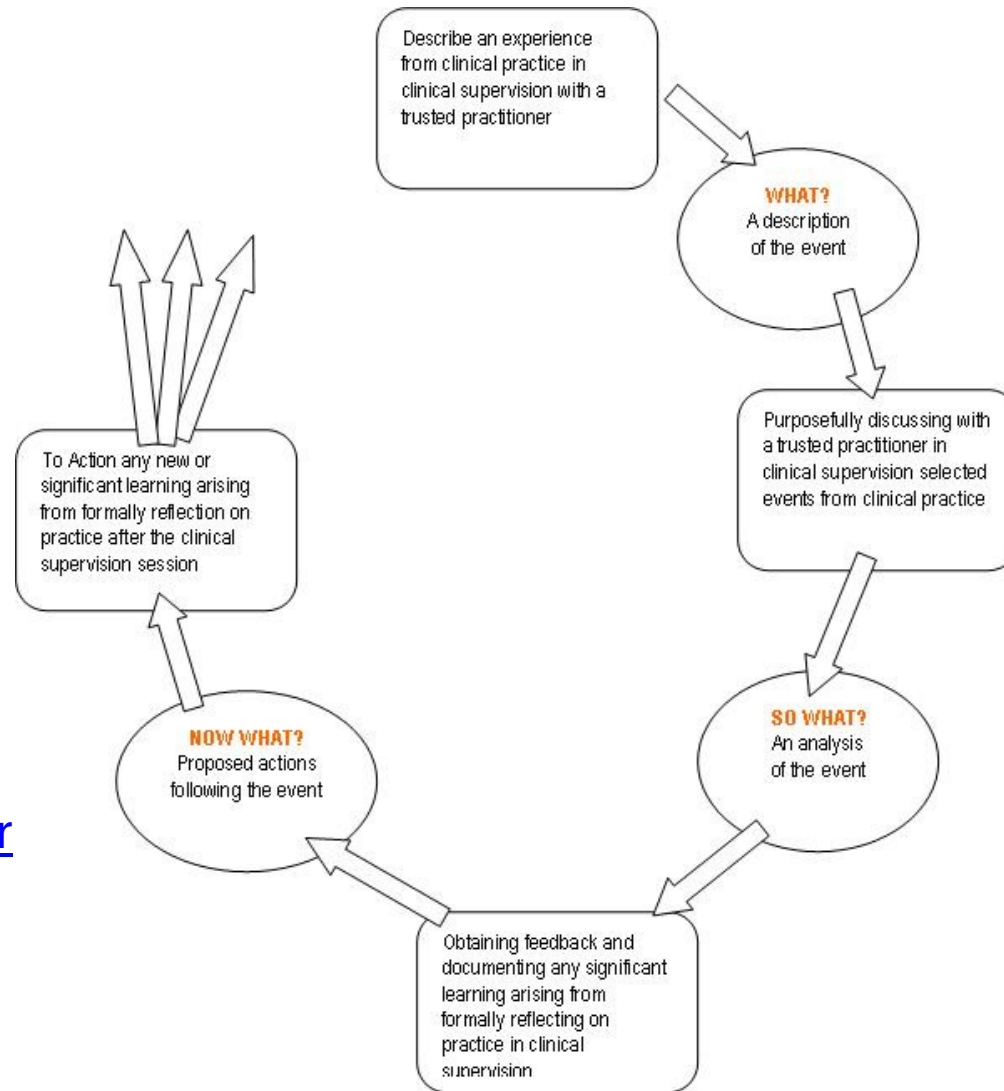
Collaborative methods of deepening reflection e.g. critical friends and group, activities etc

Second-order reflection



Taken from Driscoll (2007), p.44

Driscoll, J., Practising *Clinical Supervision – a reflective approach*, Royal College of Nursing, 2007.



<http://www.hampshirepartnership.nhs.uk/online-tools/cbt/3/>

Gibbs' model of reflection (1988)



Gibbs, G., *Learning by Doing: A guide to Teaching and Learning Methods*. Oxford: Further Education Unit, 1988.

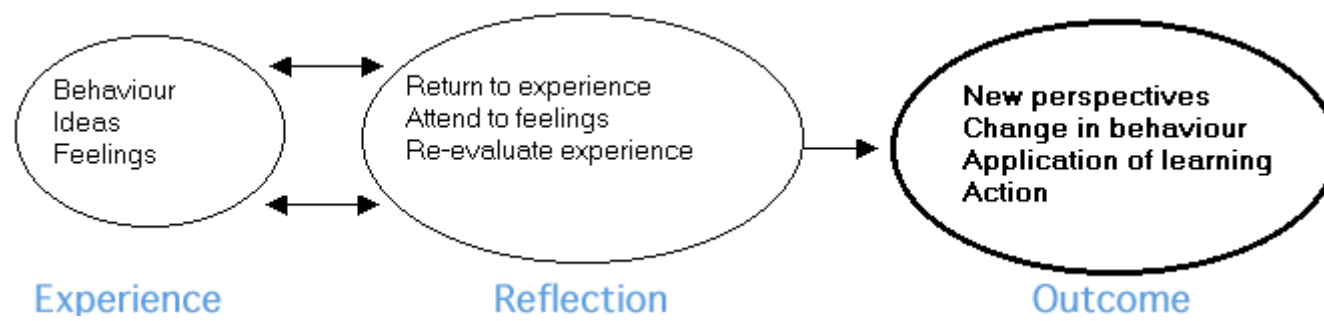
CYD-DESTUN:

Maes proffesiynol /
sector
Profiadau dysgu sy'n
seiliedig ar waith
Lefelau dysgu
(Fframwaith Credydau a
Chymwysterau Cymru
(FfCChC))

CONTEXT:

Professional area / sector
Work-based learning
experiences
Levels of Learning (Credit
and Qualifications
Framework for Wales
(CQFW))





3. Conceptualization:
What does it mean?

4. Planning:
What will
happen
next? What
do you want
to change?

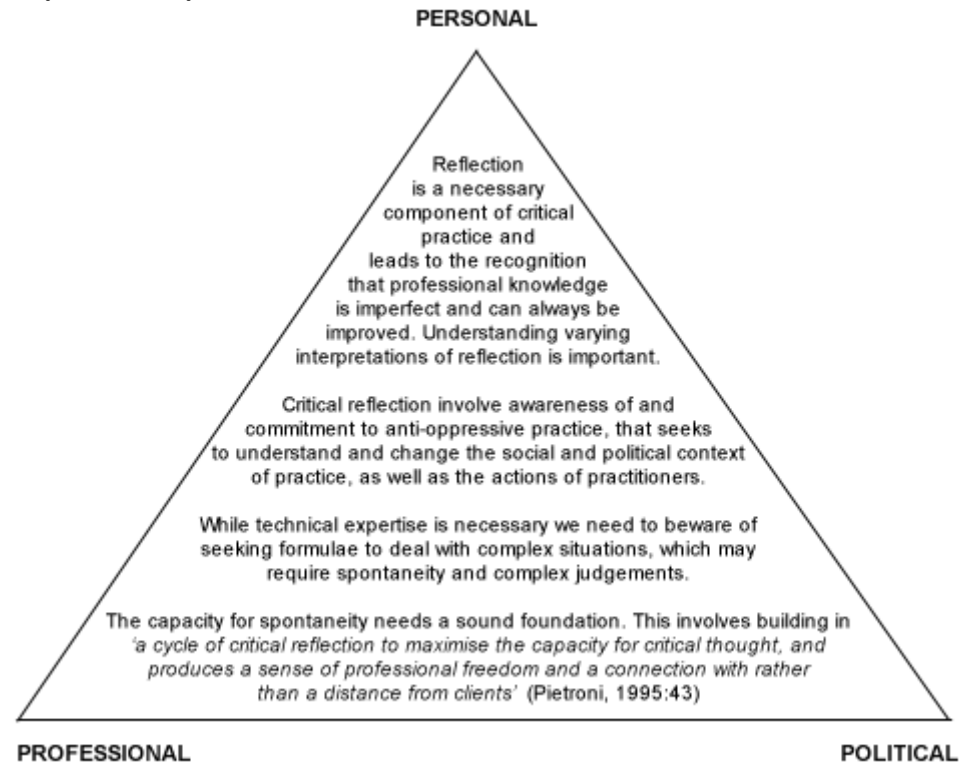


2. Reflection:
What did you
notice?

1. Experiencing:
Immersing yourself
in the task

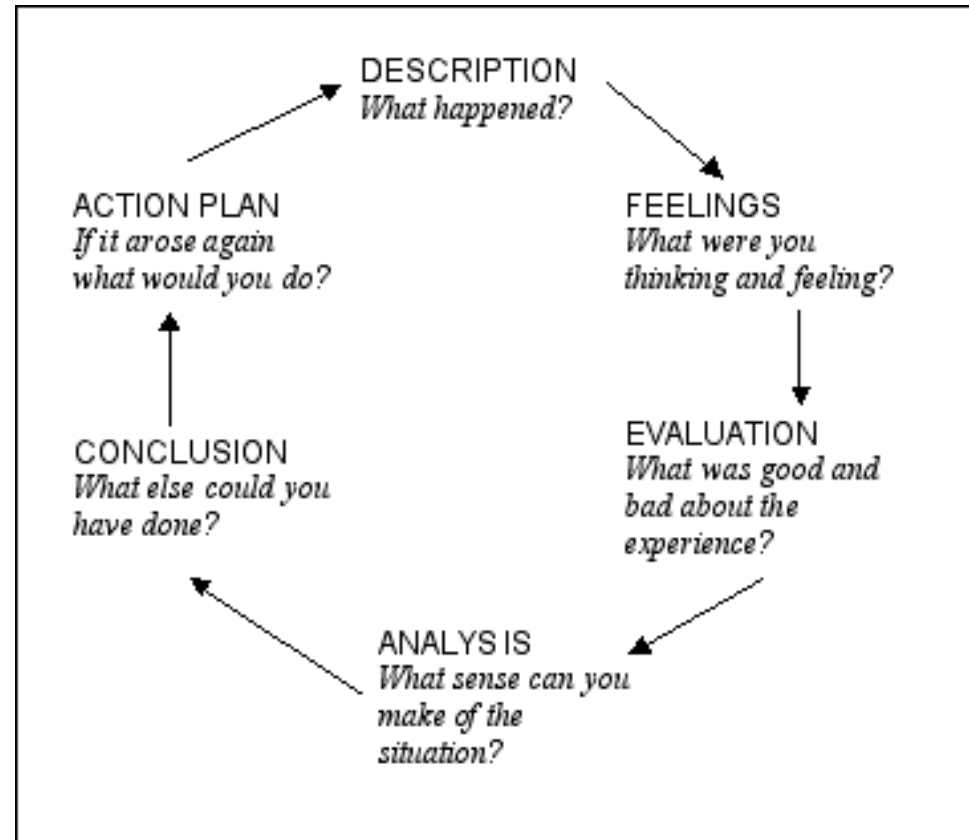


<http://www.celt.mmu.ac.uk/ltia/issue8/issitt.shtml>





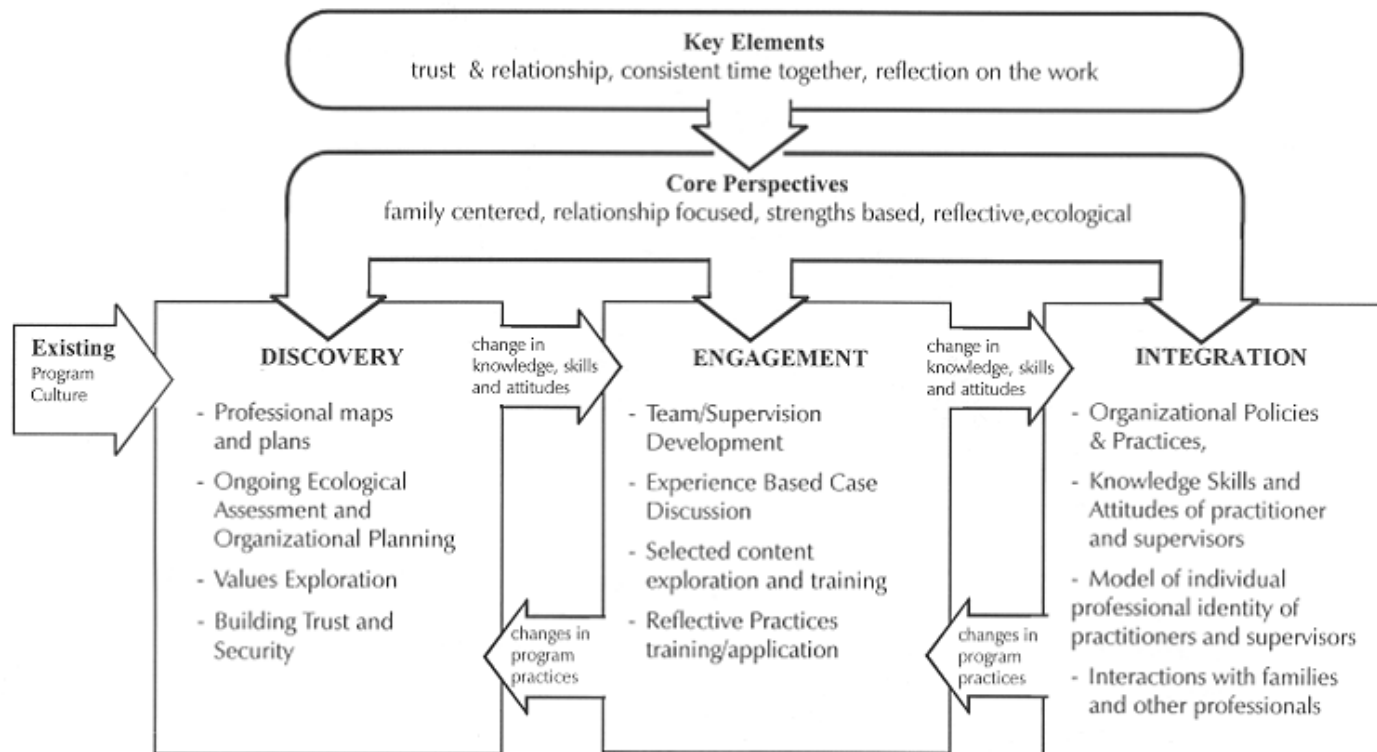
<http://tlp.excellencegateway.org.uk/tlp/stem/resource2/gettingstarted.html>

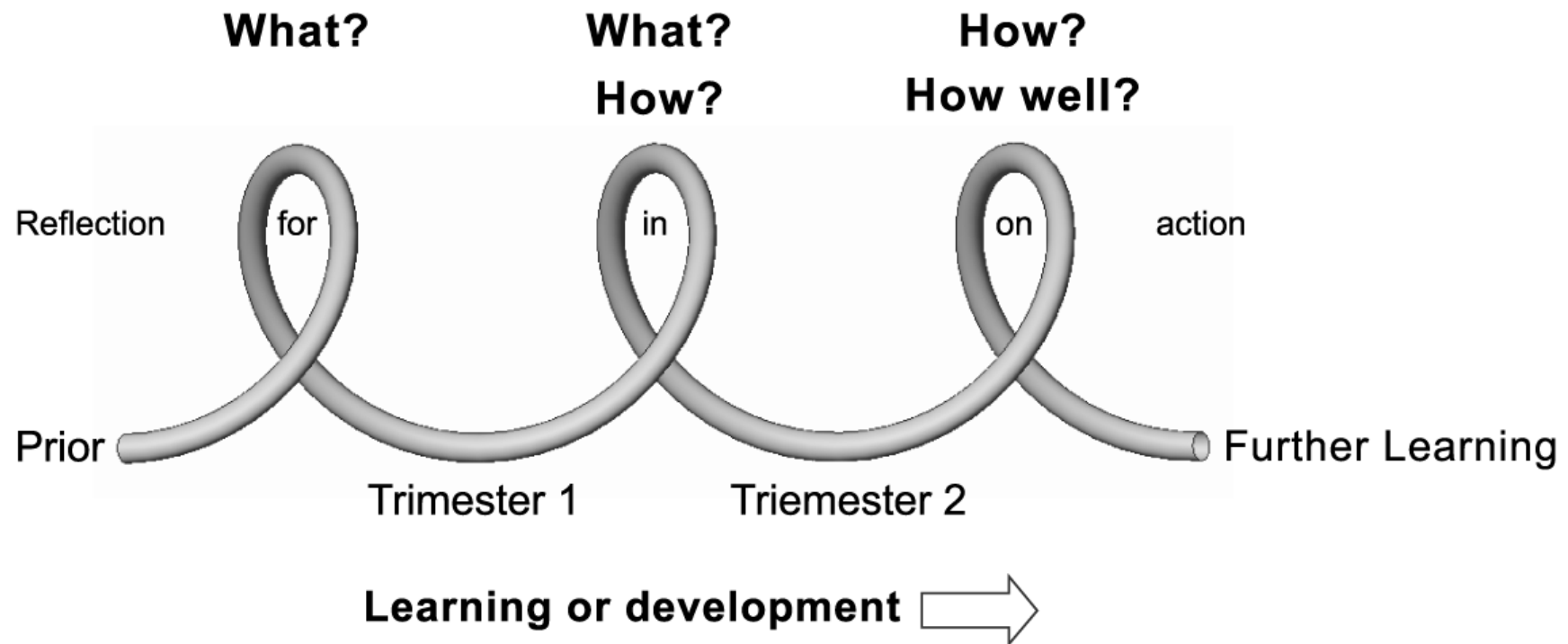


<http://newton.ex.ac.uk/handbook/Rad-TutReflective.html>

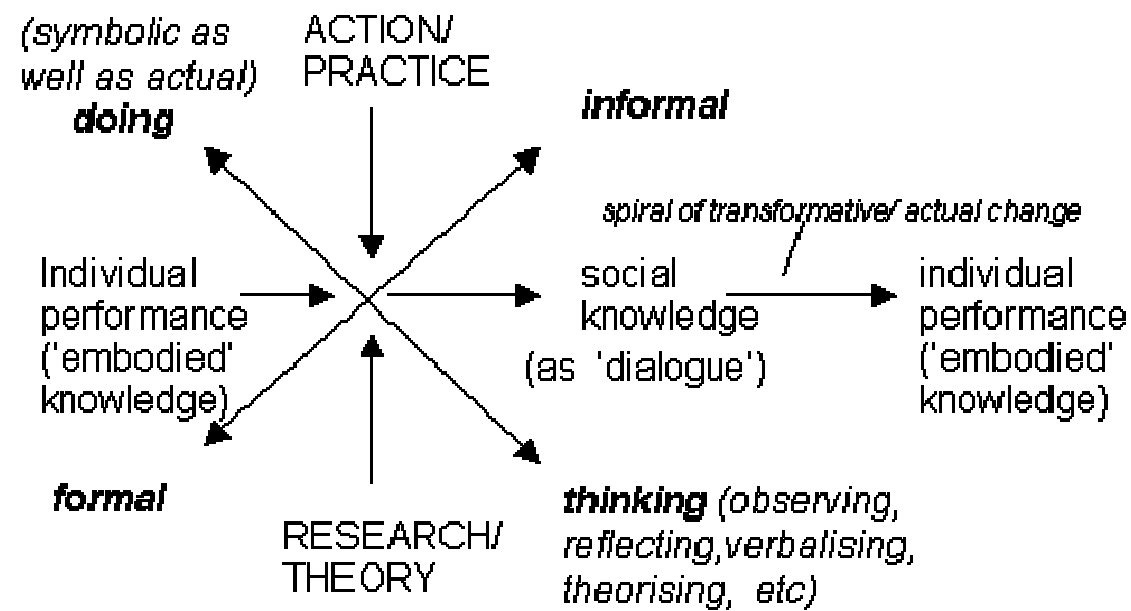
http://www.portageproject.org/newslett/rp_model.htm

Figure 1: A Reflective Practice Model for Professional and Organizational Change





<http://www.emeraldinsight.com/journals.htm?articleid=1728460&show=html>



<http://www.aare.edu.au/01pap/ric01318.htm>

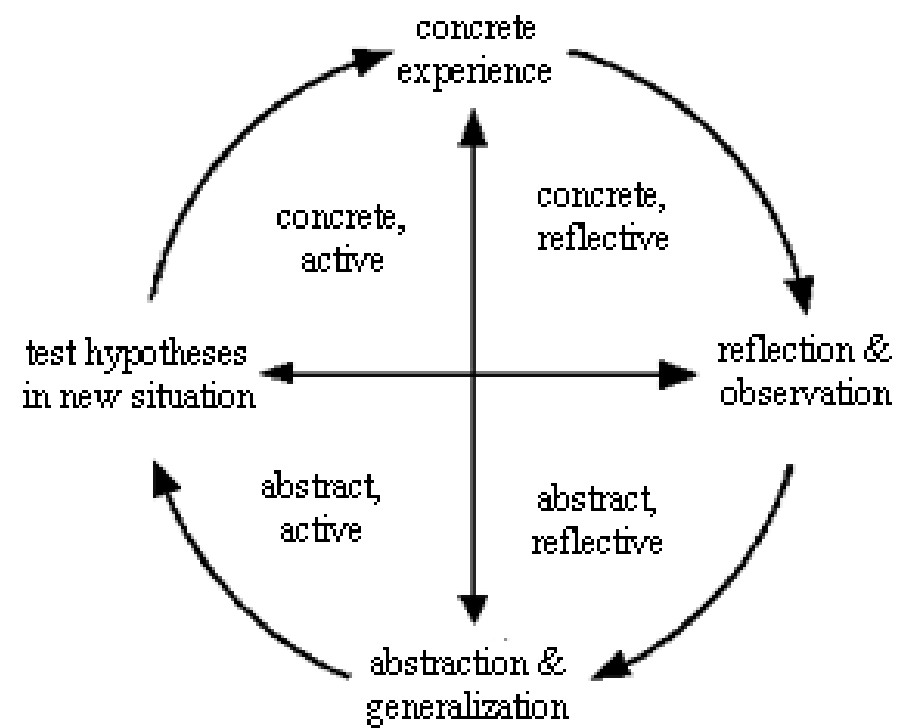
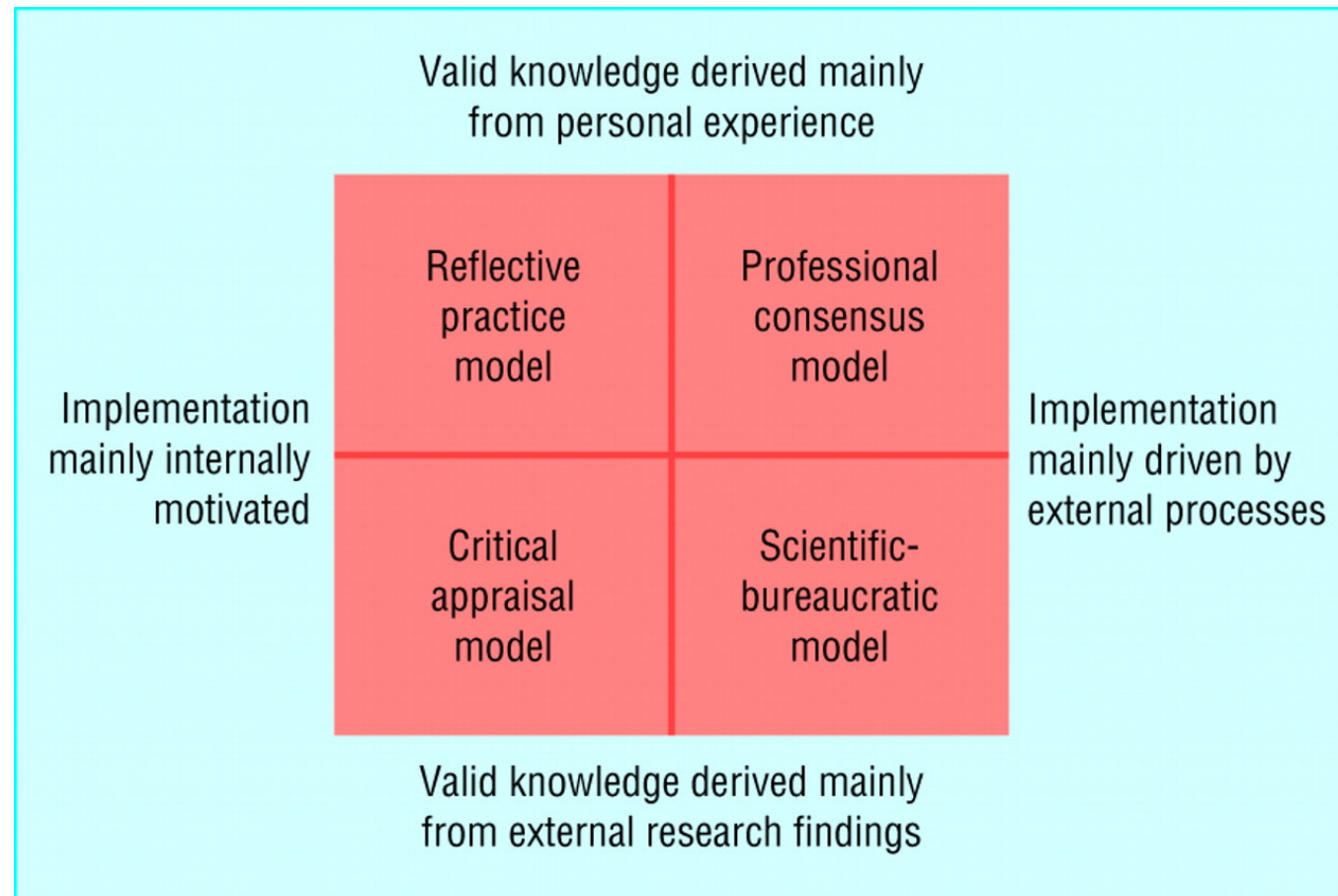
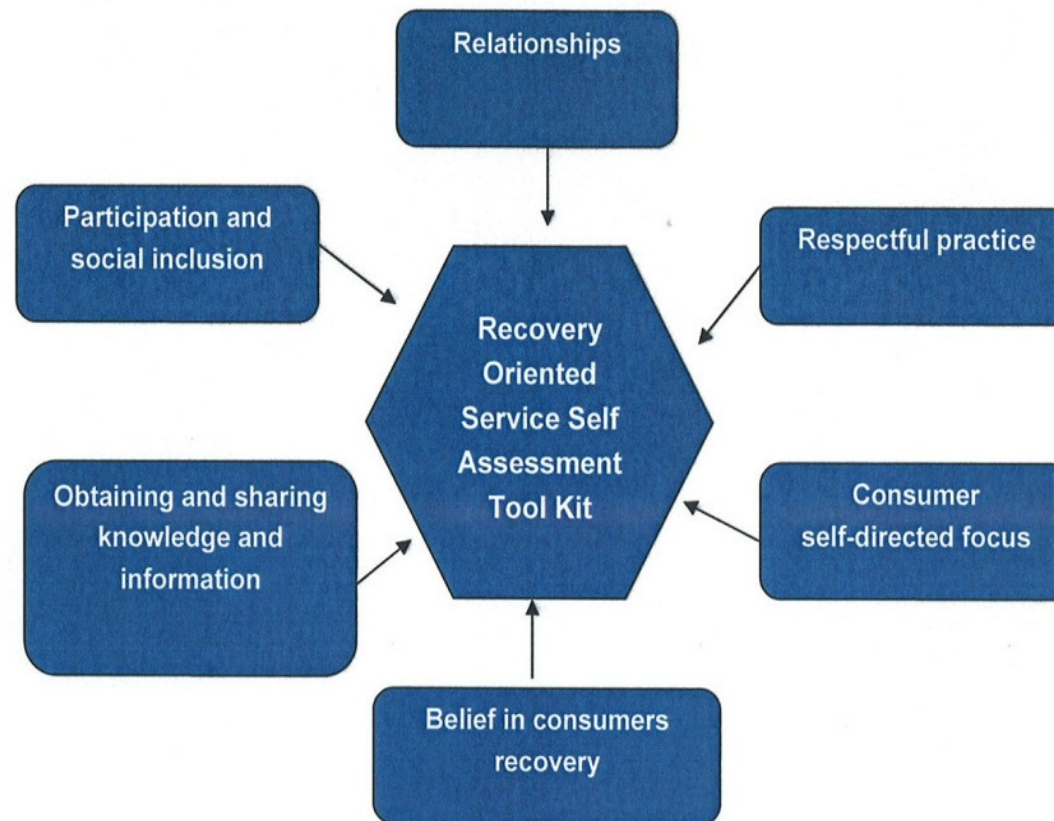


Figure 1: Kolb's Experiential Learning Cycle

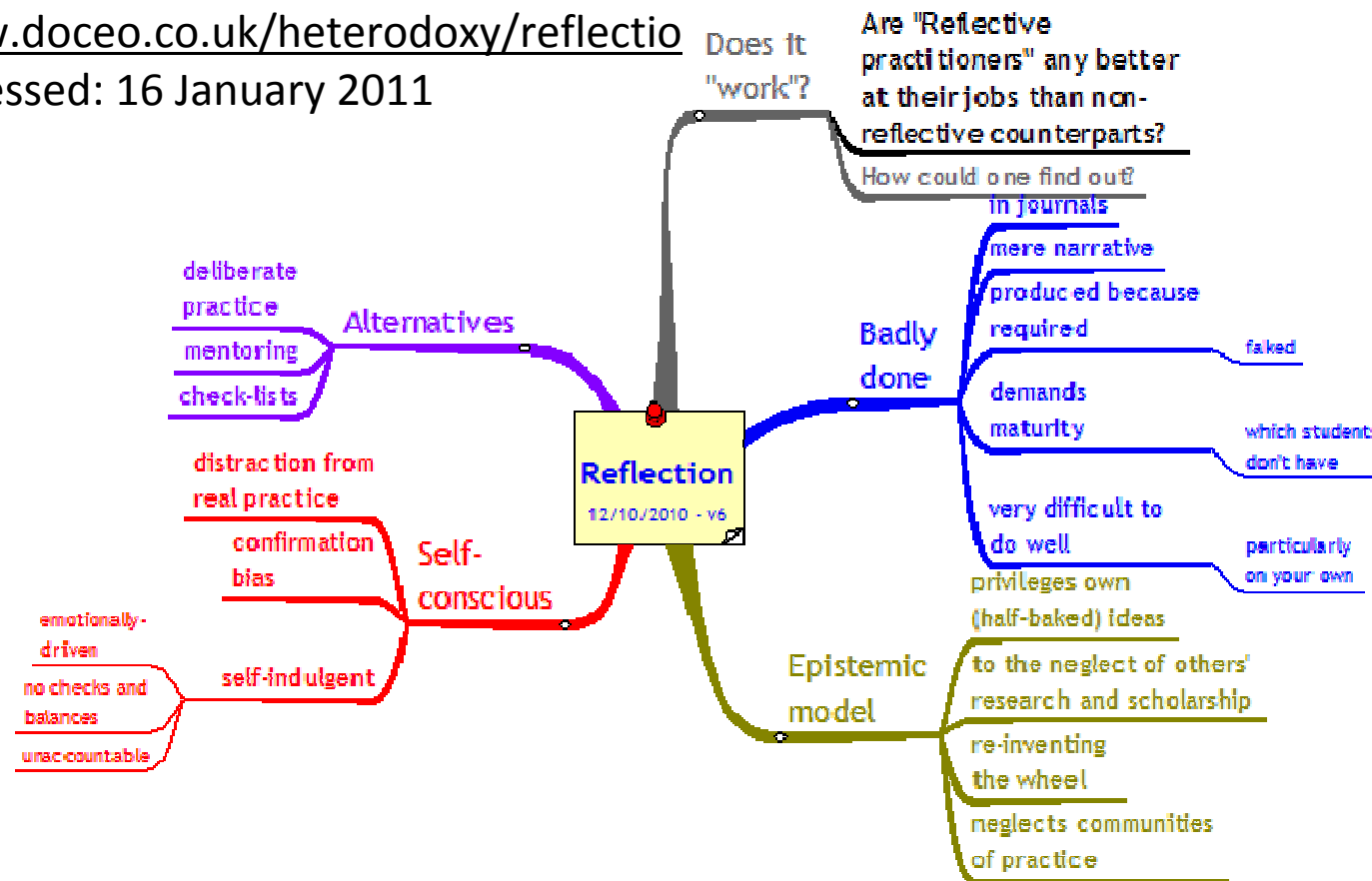


<http://www.bmj.com/content/326/7390/646.extract>

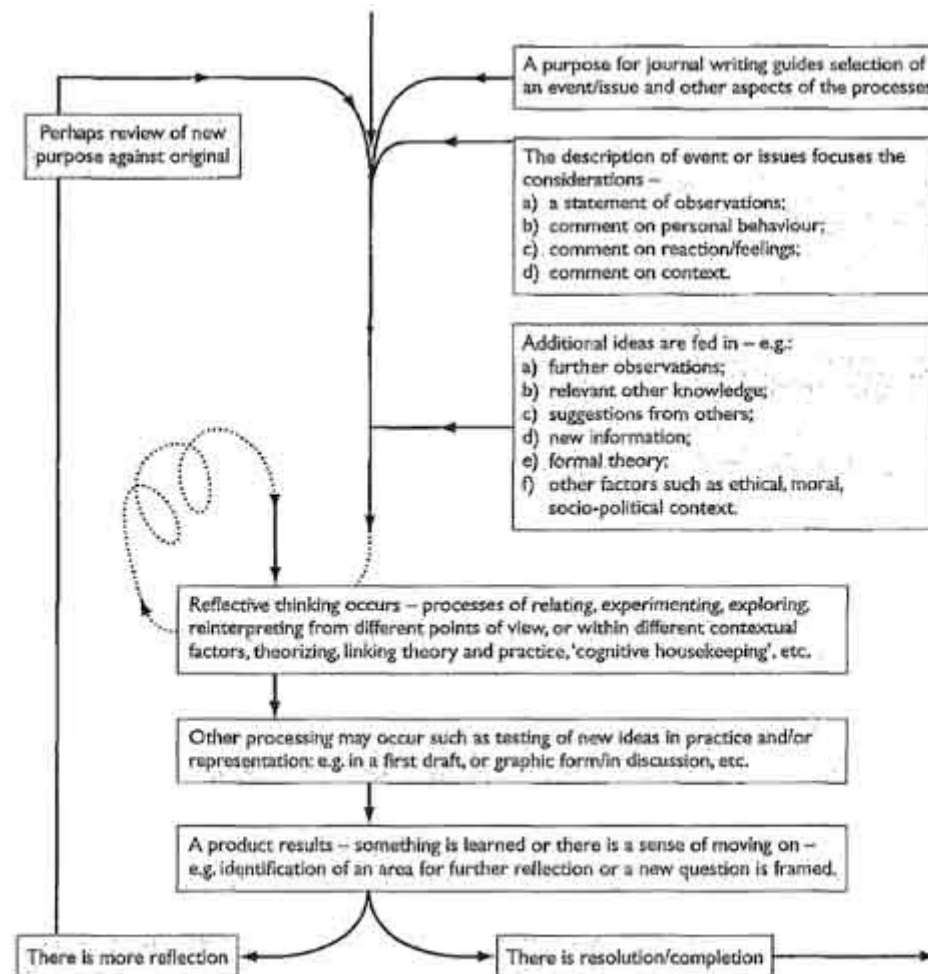


http://www.nswcag.org.au/page/nsw_cag__mhcc_recovery_project.html

ATHERTON J S (2010) *Doceo; Reflection; an idea whose time is past* [On-line] UK: Available: <http://www.doceo.co.uk/heterodoxy/reflection.htm> Accessed: 16 January 2011



<http://www.doceo.co.uk/heterodoxy/reflection.htm>



Source: Moon (1999b)

Reflective Practice online resource

Article by Jenny Moon, <http://www2.unca.edu/et/br022102.html>

Working and keeping journals,
http://www.infed.org/research/keeping_a_journal.htm

Reflection for Learning, <http://sites.google.com/site/reflection4learning/why-reflect>

<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=1465656>

http://www-new1.heacademy.ac.uk/assets/York/documents/ourwork/research/literature_reviews/reflective_practice_full_report.pdf

<http://www.york.ac.uk/admin/hr/researcher-development/students/resources/pgwt/reflectivepractice.pdf>

PWYSIG I ADNABOD

Y gwahaniaeth rhwng cofio
/ disgrifio ac adfyfrio.

IMPORTANT TO IDENTIFY

*The difference between
recollection / describing
and reflection*

