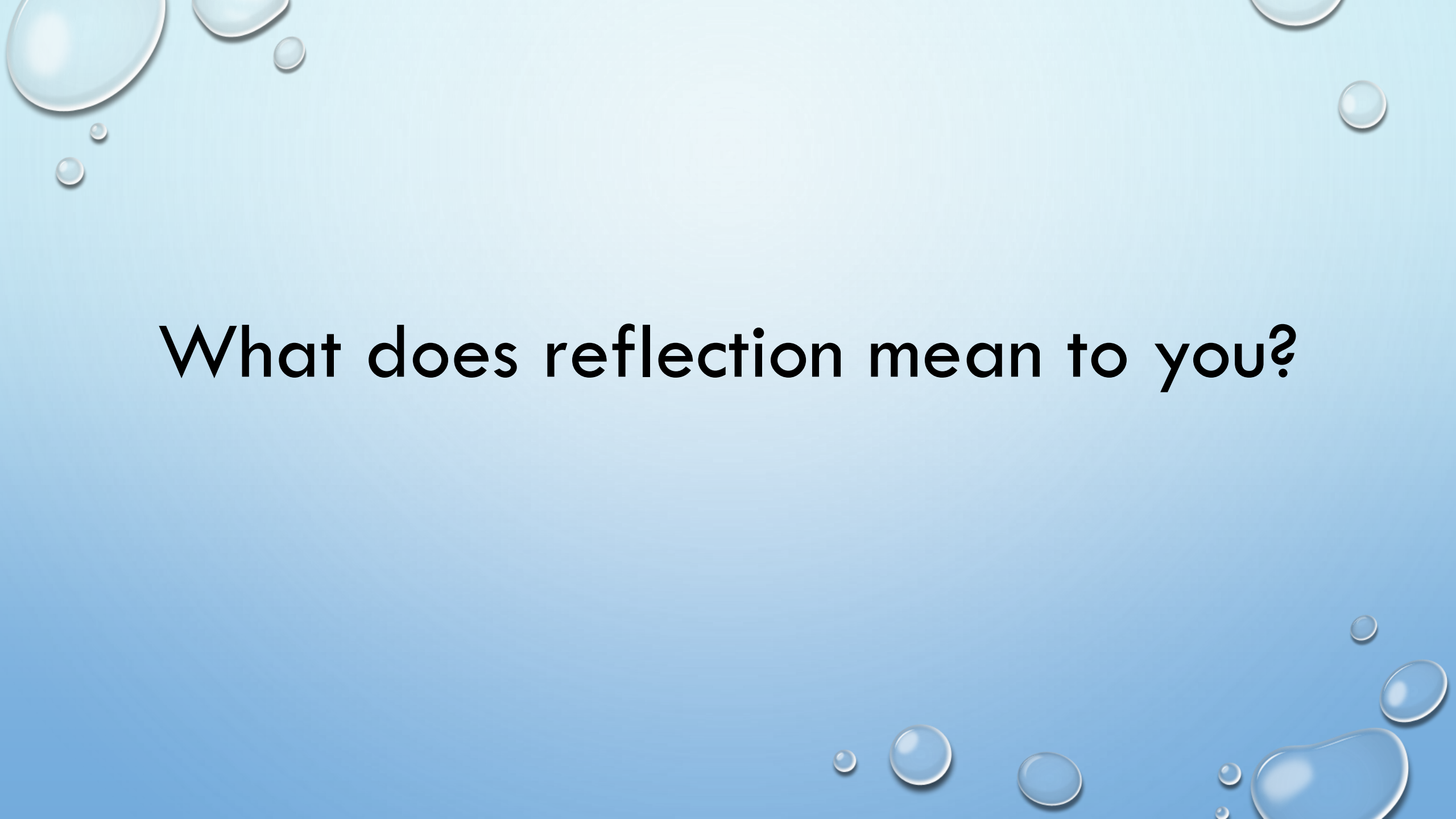


Reflection



Aims

- To understand the term 'Reflection' and how to do it.
- To become familiar with some Reflective theorists.
- To actively reflect on previous experiences of completing assessments and realise the benefits of reflection.
- To plan for future development.

The image features a light blue gradient background. In the top-left and bottom-right corners, there are several realistic-looking water droplets of various sizes, some with highlights and shadows, giving them a 3D appearance. The text "What does reflection mean to you?" is centered in a bold, black, sans-serif font.

What does reflection mean to you?

What is reflection?

- Reflective Practice has 3 basic components (**ERA**).
- **Experiences** – things that happen to a person, the doing or feeling of something.
- **Reflective Process** – this enables the person to learn from those experiences, they are stages of thoughtful activity that allow conscious exploration of an experience.
- **Action** – what is the person going to do next time.

Reflection

- **Reflection** – involves behaviours such as feeling and thinking about thoughts and experiences. Reflection will help identify issues and develop new understanding / insight.
- **Reflective learning** – implies a sense of ‘open exploration’.
- **Reflective thinking** – a purpose either consciously or subconsciously.

Reflection

- **Reflective writing** – mode of reflective thinking, expression and representation, and is a stimulus for further thinking.
- **Reflective action** – informs and is informed by the other processes, in-action.

Reflection

Over the years, reflective practice is believed to be tremendously important in higher education. Students who fully understand the reflection process, are able to use reflective strategies to improve their academic experience (Smith and Jack, 2005)

Reflection is a key component in theory and practice, however there is no evidence to show whether an individual's reflective skills are predominantly genetic, or whether reflective skills are acquired through theoretical knowledge (Hartlevis, 2012).

Reflection

- Reflection is an important stage of effective learning, and these days reflection is seen as an integral part of Continuing Professional Development (CPD).



Reflection – Alternative Views

Although reflection is deemed to be a beneficial tool in everyday life and education, there are academics who disagree...

That there are times when individuals oversimplify reflective practice, leading the individual to criticise themselves on lacking theoretical sophistication on the subject (Thompson and Pascal, 2012) .

Reflection – Alternative Views

Individuals often engage in wishful thinking, which is likely to result in unreliable conclusions. Reflection is not something that is able to provide a solution. Individuals who wish to have a more accurate understanding of the world, should consequently stop reflecting (Kornblith, 2012).

Reflection – Alternative Views

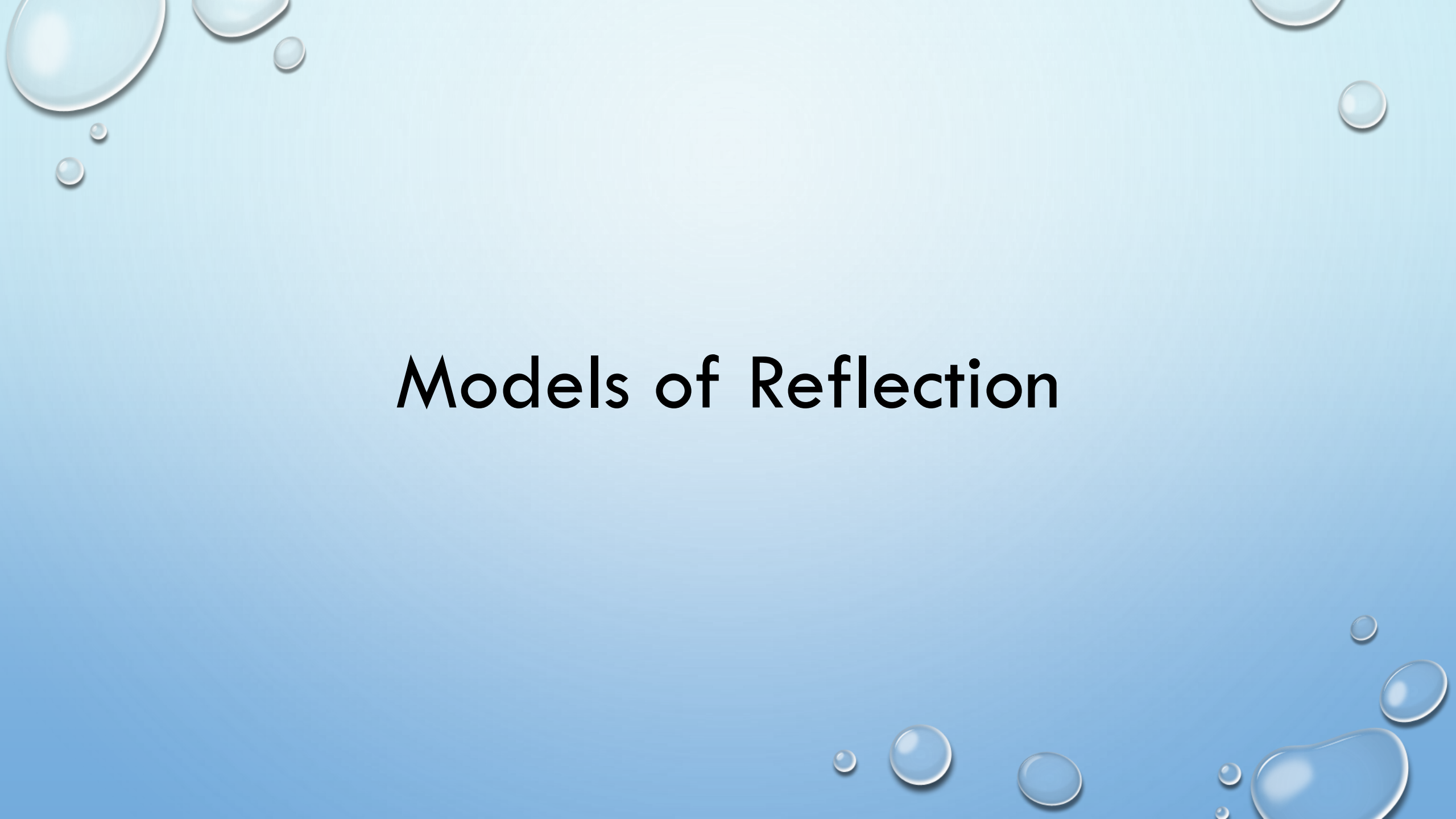
Reflection is a way of analysing an individual's beliefs, therefore it is subject to errors and biases, and this is likely to make reflecting inaccurate and unreliable.

Individuals are unable to solve problems through using reflection and that reflection is more problematic than worthy.

(Kornblith, 2012).

Importance of Reflective Practice in University – Video Clip



The background is a light blue gradient. In the top-left and bottom-right corners, there are several realistic water droplets of various sizes, some overlapping. The droplets have highlights and shadows, giving them a 3D appearance.

Models of Reflection

Models of Reflection

Learning through reflection is more potent if there is an understanding of frameworks that encourage a structural process to guide the act of reflection (Cress et al, 2013).

- Models help you to engage in the process of reflection.
- There is no right one.
- It is important you choose the framework that feels most comfortable for you and best assists you in learning from your experiences.

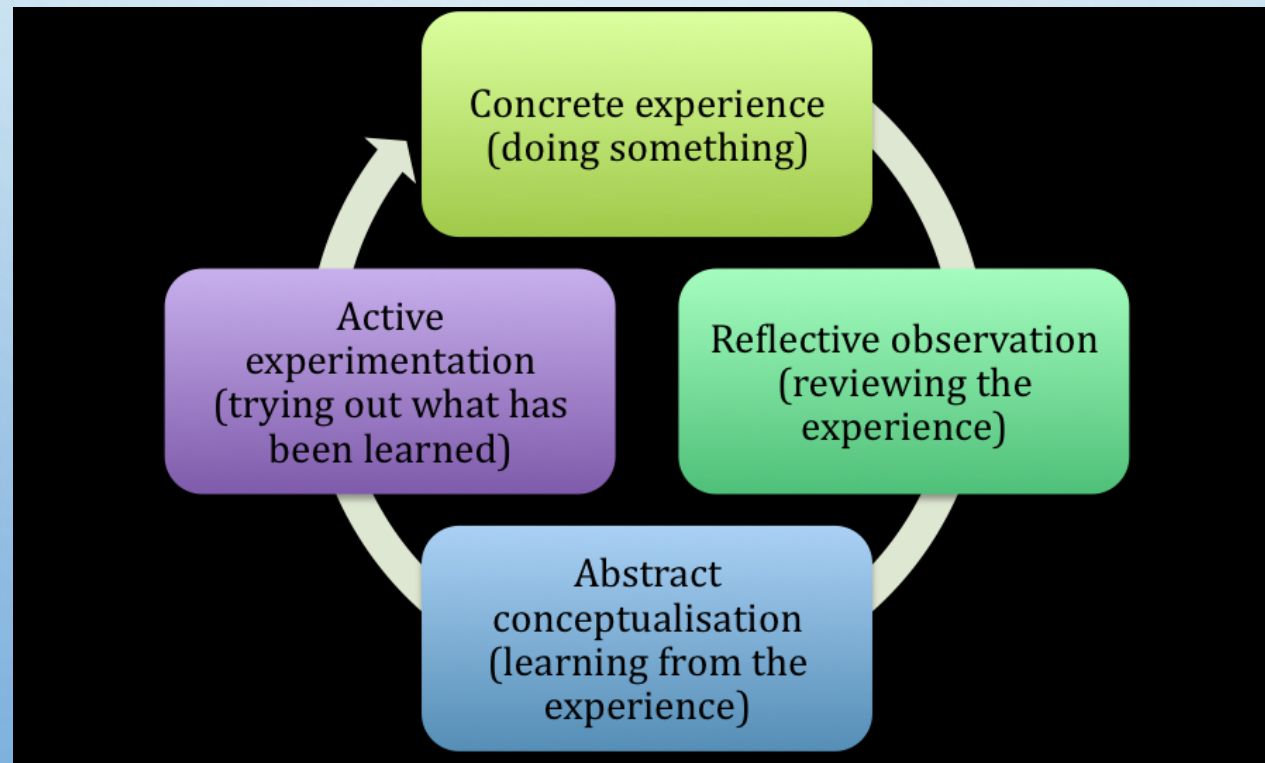
Models of Reflection

- The process of reflective writing leads to more than just a gain in your knowledge, it should also challenge how you make sense of that knowledge.
- When you reflect on a situation you do not simply see more, you see differently.
- This different way of viewing a situation is reflected in statements about a commitment to action. Action is the final stage of reflection (Cress et al, 2013).

Models of Reflection

KOLB's Learning Cycle 1984

- For learning to be effective, KOLB (1984) proposed that learners must pass through four distinct stages...



Models of Reflection

KOLB...

Kolb suggested that experience alone does not provide a sufficient learning experience in many situations. He said that there are many examples where experience alone is not sufficient for meeting particular learning goals.

In such situations, it seems to work better if the raw experience is packaged together with facilitated exercises, which involve thinking, discussing, or creatively processing cognitions and emotions related to the raw experience.

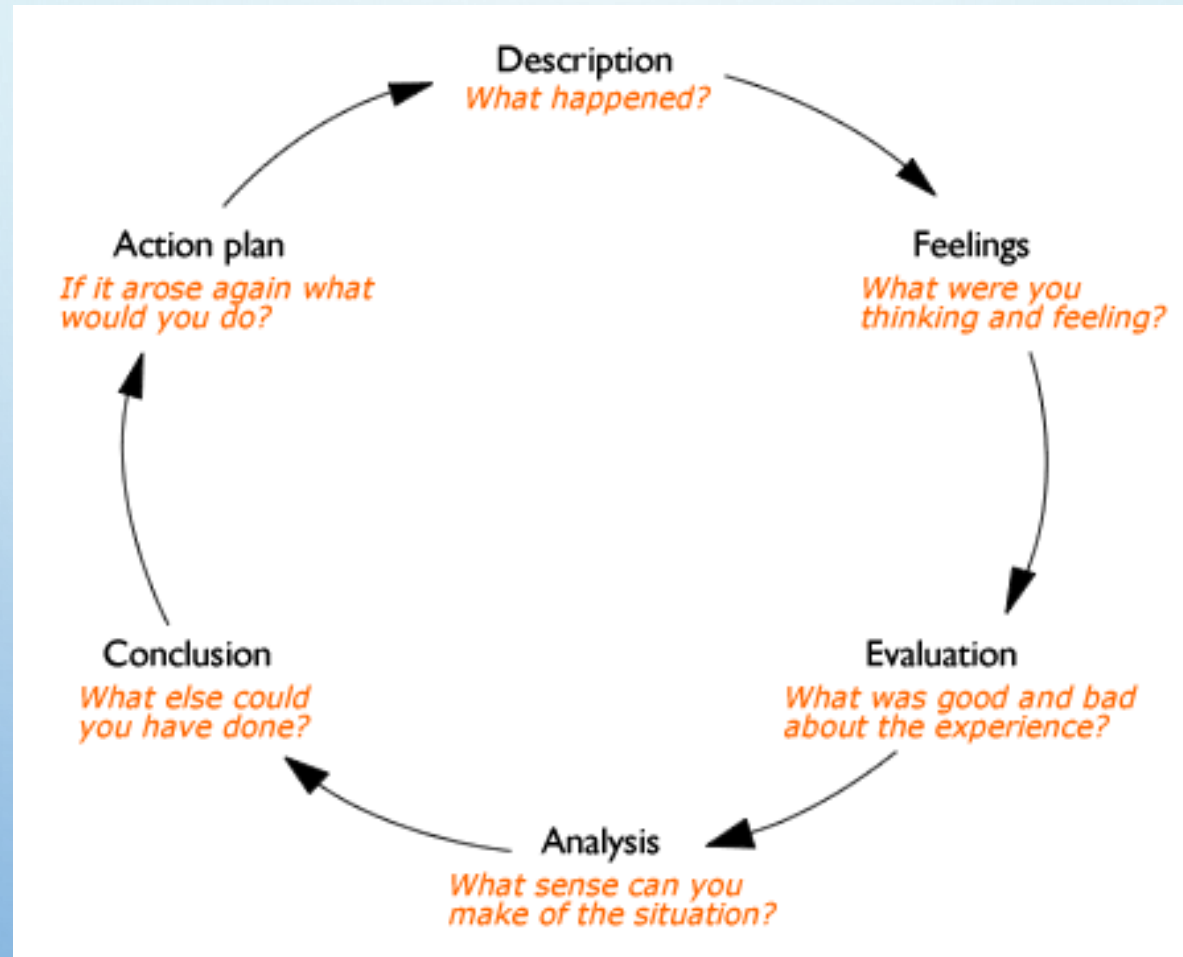
Models of Reflection

Graham Gibbs created a reflective model in 1988 which was developed from KOLB. Gibbs added additional steps so that individuals could reflect on the event more accurately.

- ▶ **Description:** what happened?
- ▶ **Feelings:** what were your feelings?
- ▶ **Evaluation:** what was good and bad about the experience?
- ▶ **Analysis:** what can you learn from the event?
- ▶ **Conclusion:** what could you have done differently or in addition?
- ▶ **Action plan:** if it happens again what would you do?

Models of Reflection

GIBBS (1988)



Models of Reflection

• GIBBS (1988)

- **1st** - Something must occur, an event, often referred to as critical incident.
What happened?
- **2nd** - The feelings that this event produced are acknowledged. These include negative as well as positive feelings.
- **3rd** - The feelings are then analysed and the outcome, in terms of your feelings, evaluated.

Models of Reflection

• GIBBS (1988)

- **4th** – Need to make sense of the situation - why did this occur?
- **5th** – What else could have been done to alter the outcome of the situation?
Circumstances of the event are considered and any alternative courses of action explored.
- **6th** - Consideration of possible future actions if a similar event occurred is examined.

Gibbs' cycle allows for self-development and exploration of alternative ways of thinking and behaving in the future, should a similar event occur.

Models of Reflection

Schön

Donald Schön's analysis of reflection has influenced training, development and conceptions in many professions.

Schön realised that reflecting after an event was important, however he also built a theory that individuals reflect during the event.

'Reflection in action'

Models of Reflection

Schön

1. **Reflection in action** – This is reflecting on the hoof, where you reflect on your actions during an event.... This isn't going well, what can I do now to improve things ?
2. This is going well; how can I maintain the momentum ?

You are hawk like; sharp eyed, making informed decisions based on spontaneous, split second reflections.

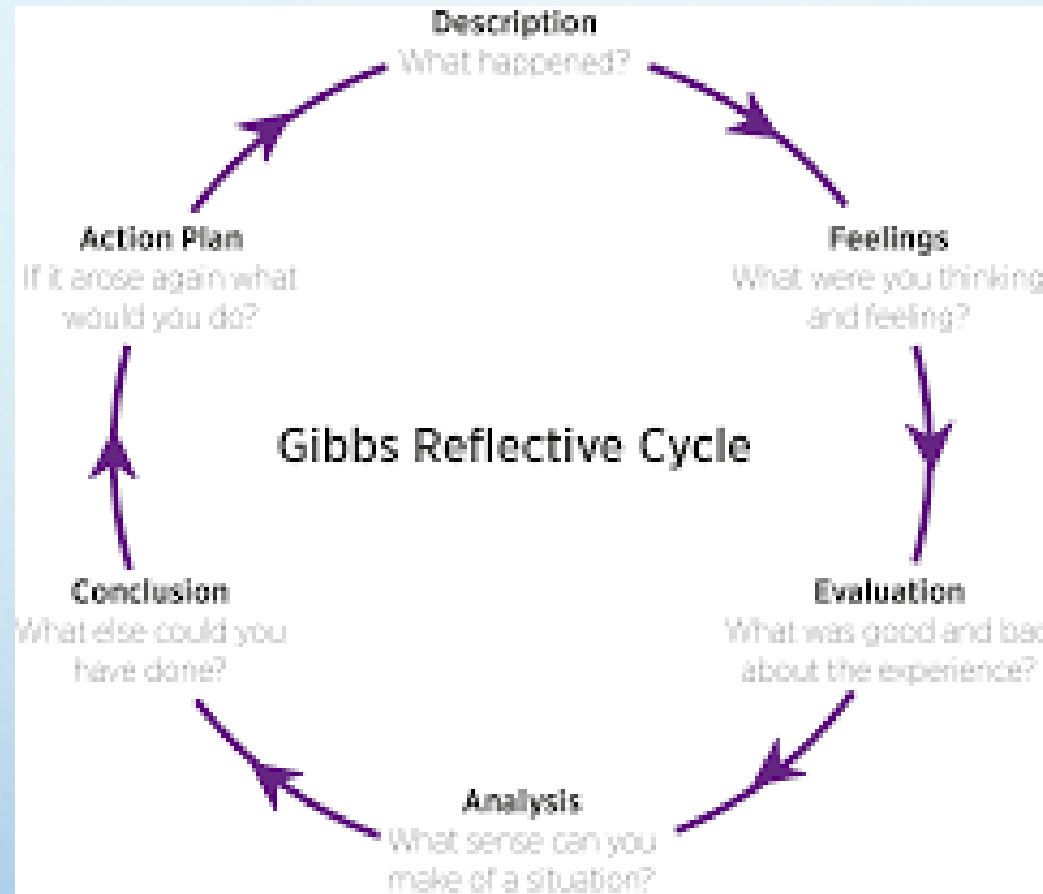
Models of Reflection

Schön

- **Reflection on action** – You recall incidents after the event has passed, ruminating in depth on how you can improve your practice.
- You may mull something over spontaneously while travelling or resting or you may put specific time aside and formally structure your reflections.

Class Activities

- Complete the reflection quiz activity. Check out your score.
- Complete the Reflection Task 2 and prepare to feedback.



Oral Reflection Preparation Task

Any Questions?

References

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