

A woman with long, wavy hair is looking down at a tablet computer she is holding. The image is heavily stylized with a deep blue color overlay and a bokeh effect of out-of-focus lights in the background. The text 'REFLECTIVE PRACTICE &' is written in a large, white, serif font across the middle of the image.

REFLECTIVE PRACTICE &

REFLECTIVE WRITING

AIMS

Understanding Reflective Practice, Reflection, And Reflexivity.

Understanding Ourselves Better

Learning Models And Frameworks

Reflective Writing: Gibbs Cycle



REFLECTIVE PRACTICE

*By three methods we may learn
Wisdom:*

*first by reflection, which is noblest;
second, by imitation, which is easiest;
and third by experience, which is the
bitterest.*

(Confucius, (551-479 BC))



“A DELIBERATE AND ACTIVE PROCESS”

John Dewey (2010) is thought to be the founder of reflection as it relates to personal learning. Dewey highlighted that reflection in a learning context is not just a passive recall of an event. Reflection is a deliberate and active process. It is about thinking to learn.

Midwinter and Dickson (2015)



REFLECTION

“Reflection in the context of learning is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations”

Boud 1985



ILLUMINATIVE SENSE

- Reflection enables us to make illuminative sense of where we are in our own practice and our relation to our profession and our institutions
- It enables professionals to learn from experience about: themselves; their work; the way they relate to home and work, significant others and the wider society and cultural structures (e.g. institutions)



REFLECTIVE PRACTICE

“An important characteristic of Reflective Practice rather than reflection is the fact that it is captured and expressed in some form - usually written, spoken or pictorial - on a systematic basis.”

https://www.cipd.co.uk/Images/reflective-practice-guide_tcm18-12524.pdf



REFLEXIVITY

*“**Reflexivity** can simply be defines as an ability to recognize our own influence – and the influence of our social and cultural context on research, the type of knowledge we create, and the way we create it (Fook 1999). In a sense, then, it is about factoring ourselves as players into the situations we practice in (Fook and Askeland, 2005)p.45”.*

Thompson, and Thompson, (2008)



REFLEXIVE STRATEGIES

Strategies challenge assumptions, ideological illusions, damaging social and cultural biases, inequalities; and it questions personal behaviours which perhaps silence the voices of others or otherwise marginalise them.



STRATEGIES FOR FURTHER ENQUIRY

- o What we know and which or need to explore further
- o What we know but do not know we know
- o What we do not know and want to know
- o What we think, feel, believe, value, understand about our practice, role and boundaries
- o How our actions match up with what we believe
- o How to value and take into account personal feelings.



REFLEXIVE STRATEGIES

Practitioners explore difficult areas of experience, such as:

- o How to perceive from others' perspective
- o How to value others' perspective, however different they are from us
- o What we can change in our context; how to work with what we cannot change
- o How others perceive us, and their feelings and thoughts about events, and our actions
- o Why we become stressed, and its impact on life and practice
- o How to counteract seemingly given social, cultural and political structures.



REFLECTION

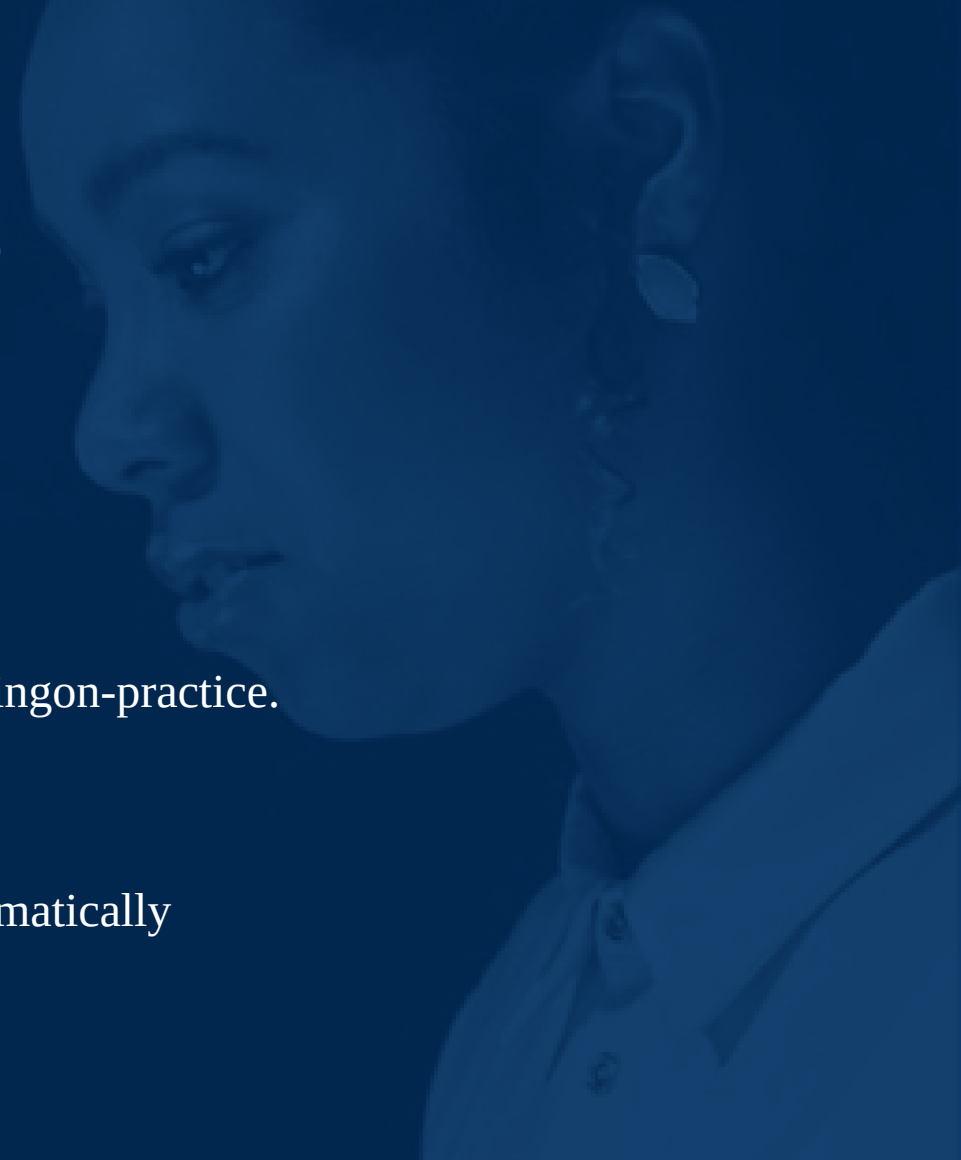
“We know a great deal more than we are aware, absorbing information unwittingly. We have challenging material shoved into boxes mentally labelled do not open. We have not celebrated and learned from positive experiences”

(Ghaye, 2011)



REFLECTION — GHAYE AND LILLYMAN (2010)

1. Reflective practice is about you and your work.
2. Reflective practice is about learning from experience.
3. Reflective practice is about valuing what we do and why we do it.
4. Reflective practice is about learning how to account positively for ourselves and our work.
5. Reflective practice does not separate practice and theory.
6. Reflective practice can help us make sense of our thoughts and actions.
7. Reflective practice generates locally owned knowledge.
8. The reflective conversation is at the heart of the process of reflecting-on-practice.
9. Reflection emphasises the links between values and actions.
10. Reflection can improve practice.
11. Reflective practitioners develop themselves and their work systematically and rigorously.
12. Reflection involves respecting and working with evidence.

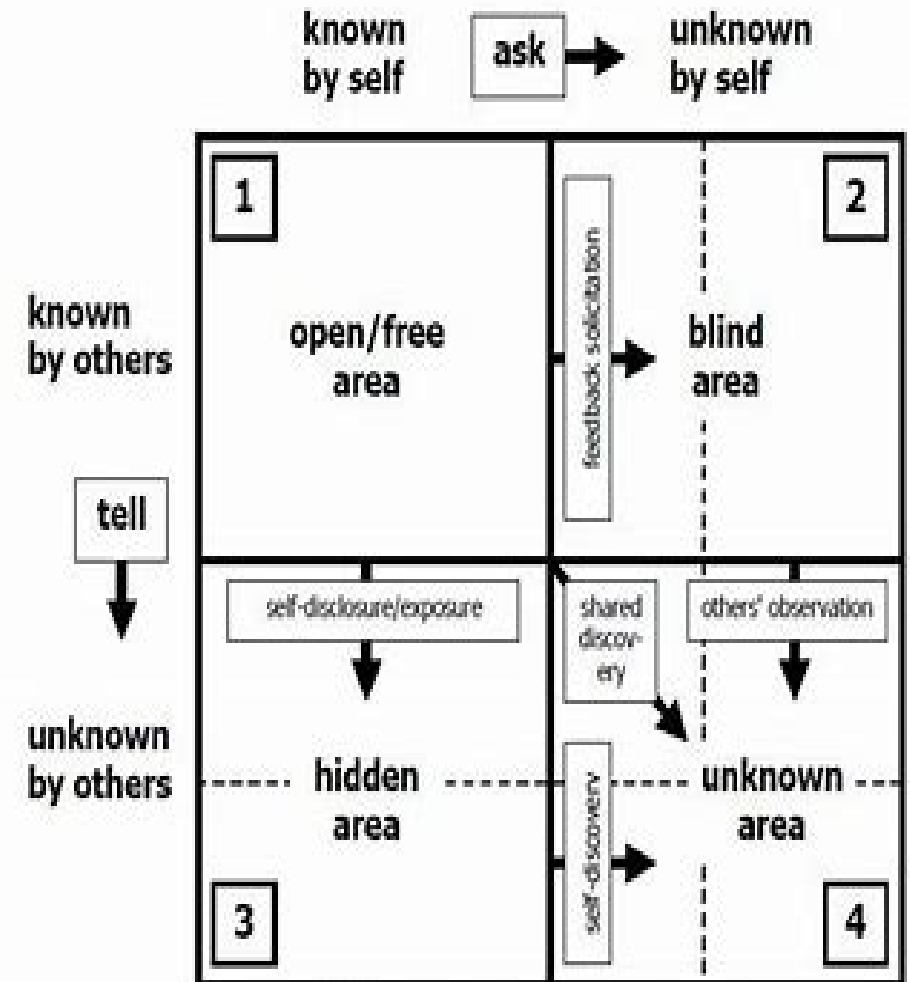


JOHARI'S WINDOW MODEL

A framework dividing information about oneself into four quadrants in an overall grid, mapping what other people do and do not know about us against what we know and do not know about ourselves.

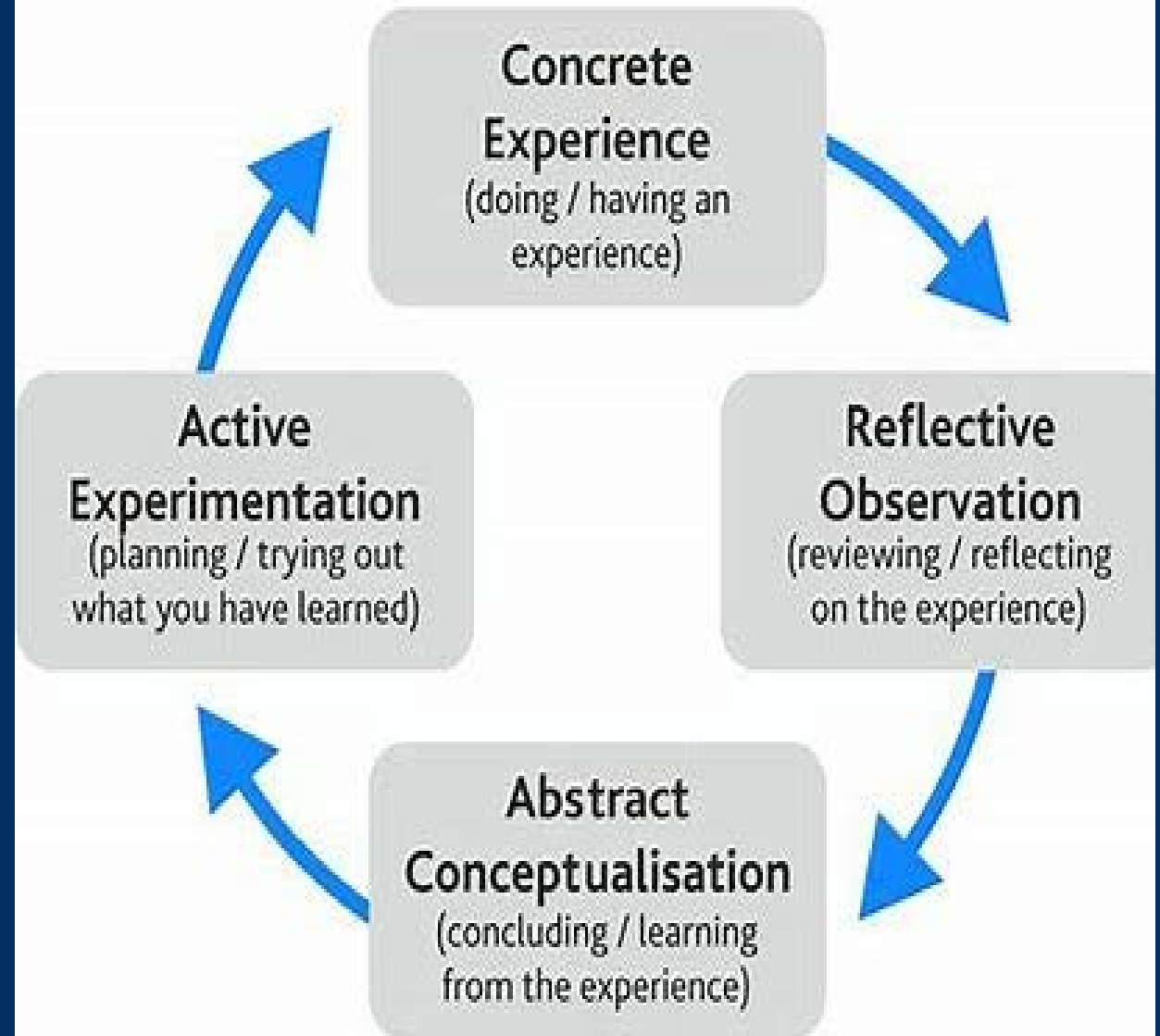
Luft and Ingram (1955) cited in Midwinter and Dickson (2015 p. 190)

Johari Window model



KOLB'S EXPERIENTIAL LEARNING CYCLE

The Experiential Learning Cycle



REFLECTIVE FRAMEWORK- (SCHÖN, 1987)

➤ ***In Action:***

Practising, influences decisions and care at that moment,

Promotes skilled and flexible responses of the expert practitioner

➤ ***On Action:***

After the event, views different interventions, adds knowledge

Promotes development of professional skills and knowledge

Reflection in action

Reflecting as something happens

- Consider the situation
- Decide how to act
- Act immediately

Reflection on action

Reflecting after something happens

- Reconsider the situation
- Think about what needs changing for the future

'We cannot stand outside ourselves and our work (from the cliff), in order to be objective and clear. We work in the swampy lowlands' (Schon 1987)

GIBB'S REFLECTIVE CYCLE

Description

Feelings

Evaluation

Analysis

Conclusion

Action Plan

Adapted from: Gibbs, G. (1988)
Learning by doing: a guide to teaching
and learning methods. Oxford: Further
Education Unit





REFLECTIVE WRITING

USING THE GIBBS FRAMEWORK

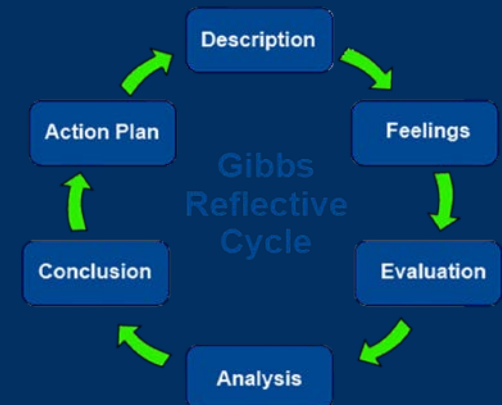
DESCRIPTION

In this section, you need to explain what you are reflecting on to your reader. Perhaps include background information, such as what it is you're reflecting on and tell the reader who was involved. It's important to remember to keep the information provided relevant and to-the-point. Don't waffle on about details that aren't required – if you do this, you're just using up valuable words that you'll get minimal marks for.



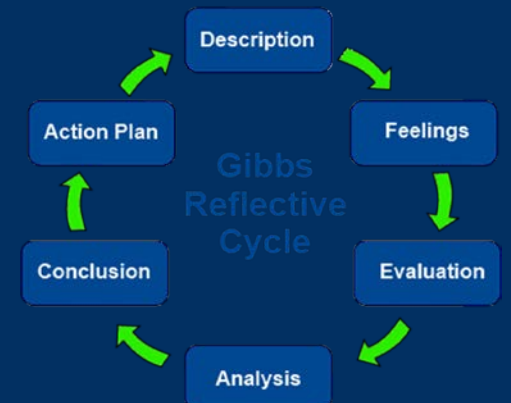
FEELINGS

Discuss your feelings and thoughts about the experience. Consider questions such as: How did you feel at the time? What did you think at the time? Give examples. What did you think about the incident afterwards? You can discuss your emotions honestly, but make sure to remember at all times that this is an academic piece of writing, so avoid 'chatty' text.



EVALUATION

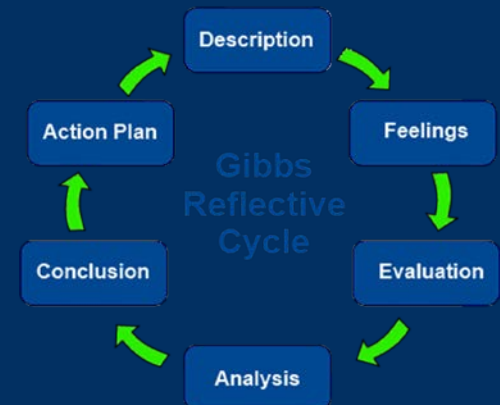
Here you have a chance to evaluate what worked and what didn't work in the situation. Try to be as objective and honest as possible. To get the most out of your reflection focus on both the positive and the negative aspects of the situation, even if it was primarily one or the other. Helpful questions: 1. What was good and bad about the experience? 2. What went well? 3. What didn't go so well? 4. What did you and other people contribute to the situation (positively or negatively)?



ANALYSIS

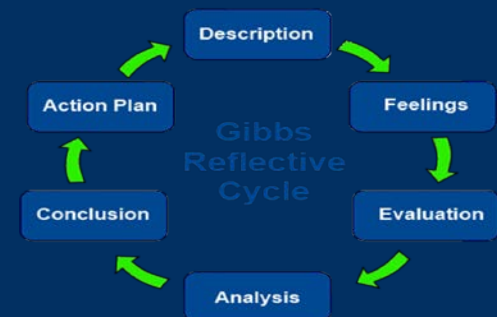
In your analysis, consider what might have helped or hindered the event. You also have the opportunity here to compare your experience with the literature you have read. This section is very important, particularly for higher level writing. Many students receive poor marks for reflective assignments for not bringing the theory and experience together

Linking theory to practice...



CONCLUSION

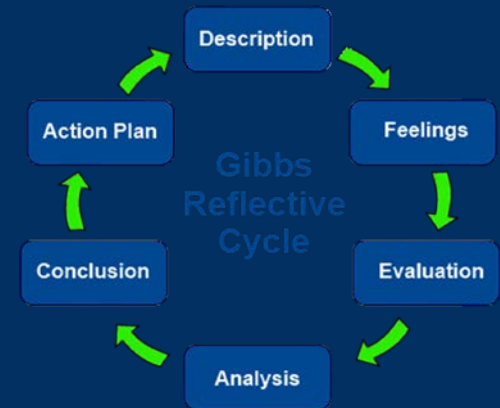
In your conclusion, it is important to acknowledge: whether you could have done anything else; what you have learned from the experience; consider whether you could you have responded in a different way. If you are talking about a positive experience...discuss whether you would do the same again to ensure a positive outcome. Also consider if there is anything you could change to improve things even further. If the incident was negative...tell your reader how you could have avoided it happening and also how you could make sure it doesn't happen again.



ACTION PLAN

Action plans sum up anything you need to know and do to improve for next time. Perhaps you feel that you need to learn about something or attend some training. Could you ask your tutor or placement supervisor for some advice? What can you do which means you will be better equipped to cope with a similar event?

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ACADEMIC REFLECTIVE WRITING

Academic Conventions

Reflective writing still has to comply with academic conventions, whilst being curious – reflect, reflect, reflect ... question ... reflect again ... Link your reflections to theory and practice and explore these links ... don't just describe.

Consider why you are doing this and what this means to you personally and to your practice, develop the art of reflecting whilst still being able to communicate your concepts in an academic format ... don't be overly subjective.

Evidence and/or Examples

- Use evidence and/or examples to illustrate your reflections, use citations and reference your work, don't ditch the need to support and evidence.
- Reflection is an ongoing process, always beginning and never ending, evidence this in your writing ... what would you do if you were doing this again?

ACADEMIC REFLECTIVE WRITING

Keep to a Structure

Keep to a structure, understand the difference between free writing and academic reflection. Writing an academic piece needs careful structure, with high levels of grammatical application, spelling and punctuation – don't mix this up with journaling.

Try to be specific rather than vague - narrow and deep, rather than broad and superficial. Consider events from the perspective of another individual, as well as your own perspective.

Recall how you were feeling at the time of the event - how did this influence your behaviour at the time or your subsequent interpretation of the event? Don't over generalise.

Transferable and Professional Skills

Use these skills to enhance you both personally and professionally – work to improve your ability to express your ideas and meaningfully explore a range of perspectives. Do not write as though your work on reflection is done – this will be ongoing throughout your professional life.

FINALLY....

We use the '**I**' in reflective writing to provide ownership of the feelings, experiences and learning being explored, but

Whilst you are writing in the first person and exploring subjective feelings and opinions you still need to use specific evidence to explain and support these them.





“We do not
learn from
experience...we
learn from
reflecting on
experience.”
—John Dewey

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