



University of Salford
A Greater Manchester University

What is reflective practice....and how might it contribute to your professional practice?

***A 1 Day Workshop
Tuesday 8th June 2010***

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www.supervisionandcoaching.com



Before we start....

**...perhaps this sums up reflection
and reflective practice....?**





**What do YOU need
to take away from
the workshop
today....?**

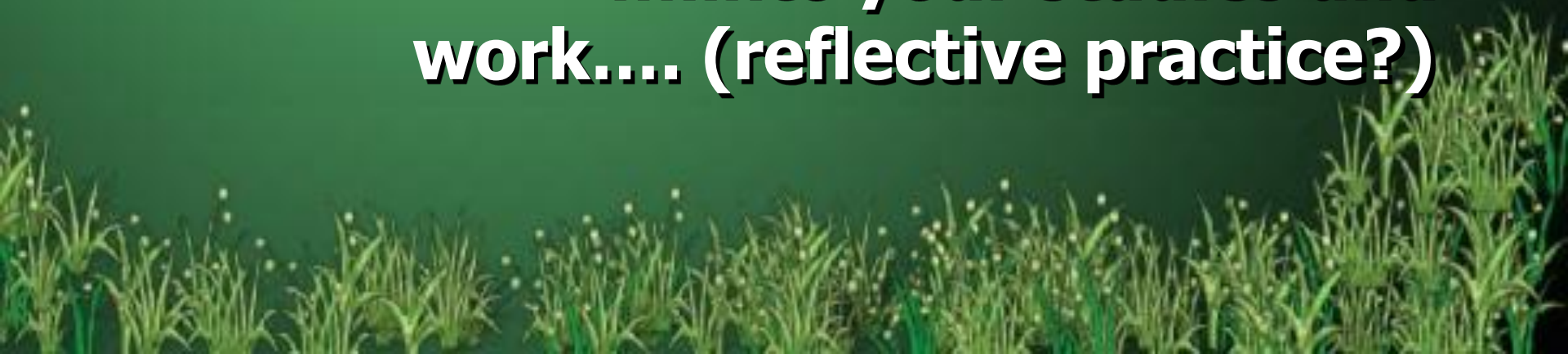
**.....and how does this compare
with what I thought....?**





**Key workshop aims.....
to enhance your own
understanding of
reflection... and ways in
which it can be applied....**

**....into your studies and
work.... (reflective practice?)**



Today is likely to address some or all of the following....

- **What's the difference between thinking and critical reflection?**
- **What is reflection?**
- **What is meant by the 'process' of reflection?**
- **Shall I reflect alone..... or with others?**
- **Why the need for reflective frameworks?**
- **What do markers look for in reflective assignments.... and how can I get better grades?**
- **Why the need for reflective practice in practice?**
- **Other.....?**

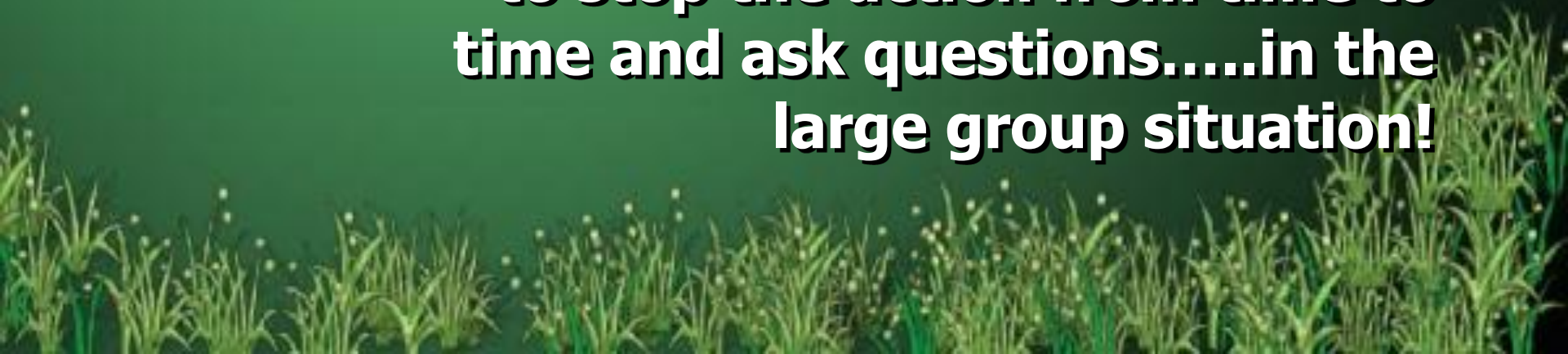
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**...MY challenge....is to
support YOU to 'reflect on
reflection' today...**

**WHOA!.....it's about being OK
to stop the action from time to
time and ask questions.....in the
large group situation!**





**Let's clear the mind
clutter.....**

**....and find some time to stop and
think in our busy worlds....!**





How did you find that 'listening' and 'thinking' exercise?

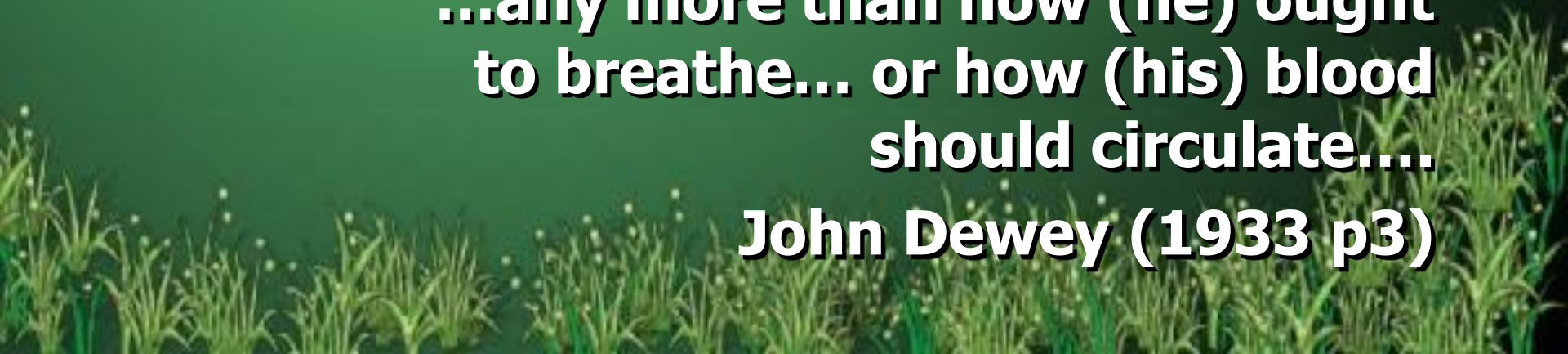
- Through the use of sensory language.... concentrating on the *imagined* ...rather than the *real*/world.....
- A different way of exploring ideas and developing insights.....
- Use of a range of your senses to increase the opportunity for making subconscious – conscious connections.....



**No one can tell
another person in any
definite way how to
think...**

**...any more than how (he) ought
to breathe... or how (his) blood
should circulate....**

John Dewey (1933 p3)



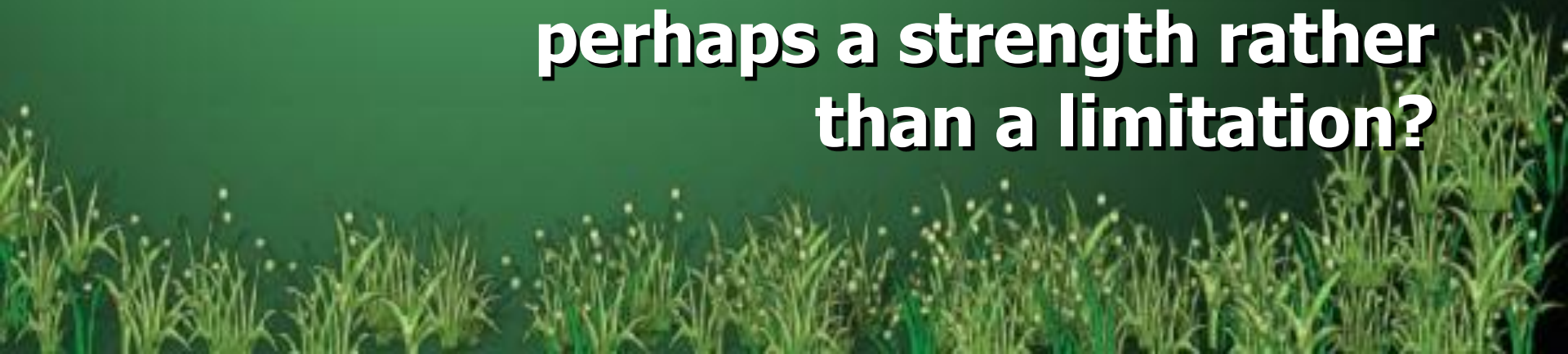
Reflection as a method of learning

- Can you remember your preferred learning styles and how you learn best e.g. Honey & Mumford?
- How did YOU shape up e.g. 'high' on reflection?
- How might YOUR preferred styles enable or disable YOUR learning?
- An *experiential* learning cycle incorporates ALL four learning styles e.g. Activists, Reflectors, Theorists and Pragmatists



**Reflection is a slippery
concept.... like the bar of
soap in the bath....just when
you thought you had it....**

**....it is argued that reflection
still lacks a clear definition.....
perhaps a strength rather
than a limitation?**



Reflection described.... (not a new idea)....key elements?

***.....we do not learn by
doing....we learn by
doing.....and then
realising what came of
what we did.....***

**(John Dewey 1929
p367)**

***..... a process of
internally examining
and exploring an issue
of concern, triggered
by an experience,
which creates and
clarifies meaning in
terms of self, and
which results in a
changed conceptual
perspective....***

**(Boyd & Fales 1983
p113)**

Reflection described (a newer idea)....key elements?

- *....the practitioners ability to access, make sense of and learn through work experience, to achieve more desirable, effective and satisfying work...(Johns 1995)*

Reflection as the development of professional knowledge (Schon 1987)

- **The high hard ground of scientific and factual knowledge – ‘technical rationality’ (researchable and teachable)**
- **Does not always match the ‘swampy lowlands’ of actual practice that often defies easy solution (tacit knowing)**
- **When might the ‘ideal’ of practice (taught) not match up to...the ‘real’ world of being a student or in clinical practice! Examples?**
- **Sometimes referred to as.....**

**....the theory-
practice gap...**



**..... reflection as 'bridging' the
knowledge for practice and doing it?**



(Two) ways of reflecting: (Donald Schon 1983)

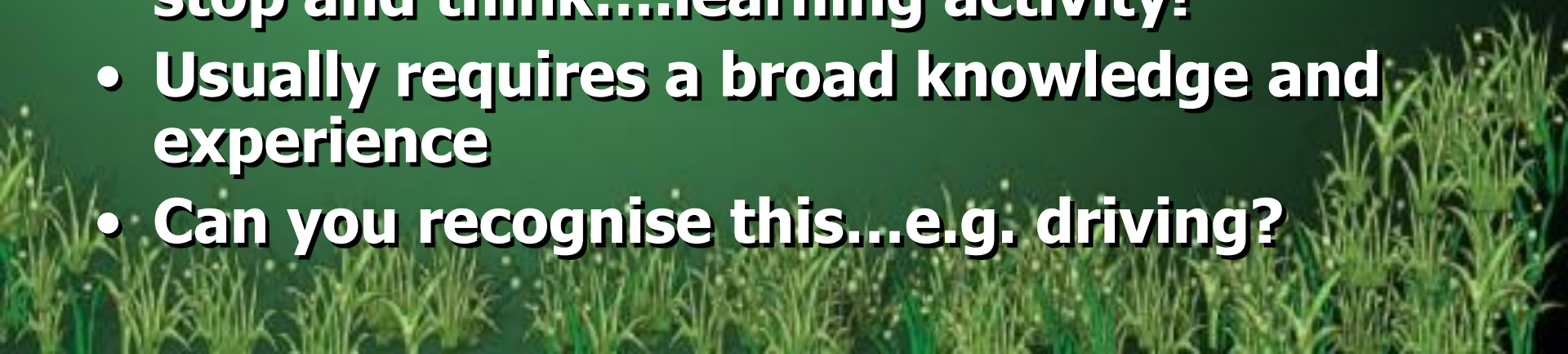
Reflection –in- action

Reflection –on- action



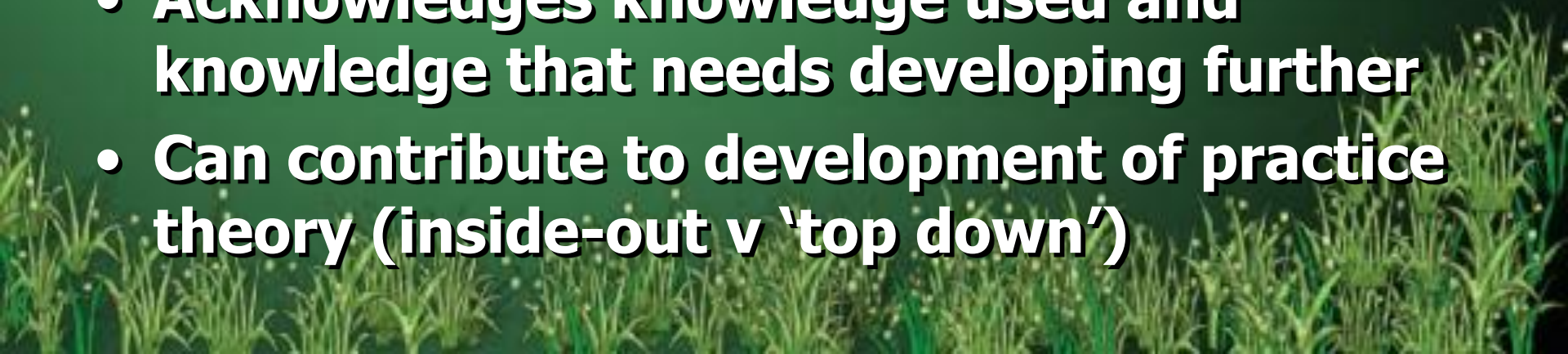


Reflection-in-action

- **More than simply 'thinking whilst doing'....**
 - **Two components – thinking about the action that is being taken and - thinking about the knowledge contributing to that action**
 - **Usually happens so rapidly that it is unconscious – not aware of it.... unless something happens to make the person stop and think....learning activity!**
 - **Usually requires a broad knowledge and experience**
 - **Can you recognise this...e.g. driving?**
- 



Reflection-on-action

- **When you take those 'stopped you in your tracks' moments and do further thinking about them after the event**
 - **Takes place away from the situation**
 - **Conscious, deliberate activity**
 - **Can result in new perspectives**
 - **Acknowledges knowledge used and knowledge that needs developing further**
 - **Can contribute to development of practice theory (inside-out v 'top down')**
- 

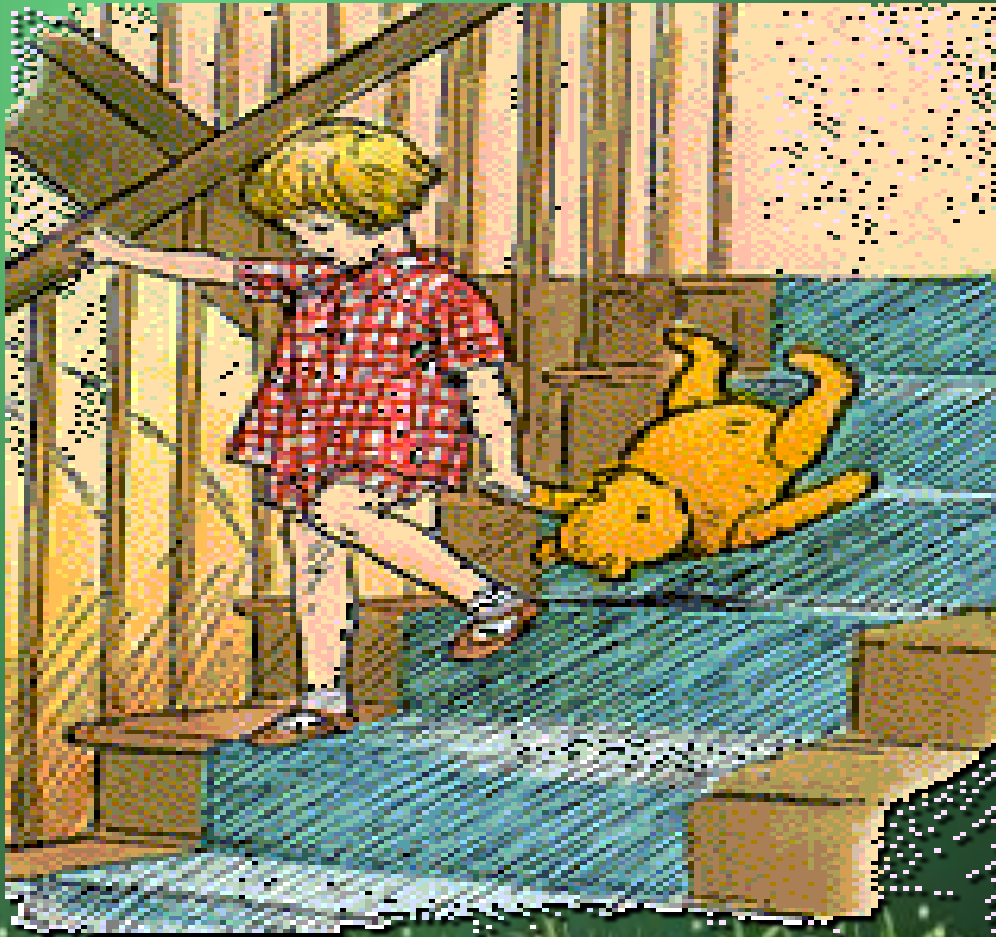


Another....? anticipatory reflection

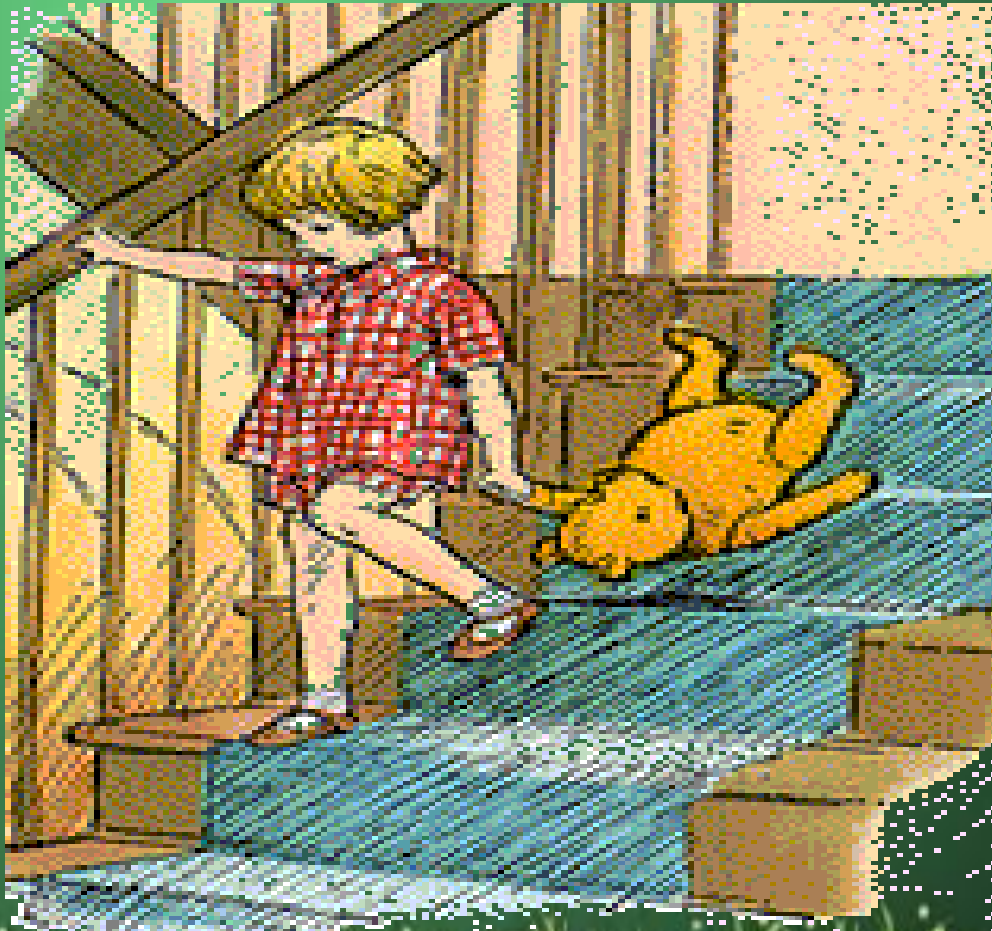
**...preparing for interview....or this
lecture today?**



Christopher Robin, Winnie the Pooh and reflective practice.....!



Bumping down the stairs can be useful....but painful sometimes!



Key components of becoming reflective 'on' action

- a) Having a something happen to YOU***
(experiences) that causes YOU to think more deeply about the situation – can be positive or negative
- b) Using reflective processes*** to help YOU make sense and learn from those experiences
- c) Move from image to action*** - 'the past' cannot be changed, but 'in future' YOU can be very different!

Summarising some reflective skills (Cottrell 2003)....being able to;

- **Make sense of personal experience**
- **Stand back from the 'action'**
- **Going over situations from a number of different perspectives**
- **Acknowledging things we find difficult to admit in the normal course of events**
- **More able to offer a reasoned judgement or evaluation through 'weighing things up'**
- **Opens up further learning possibilities**
- **More able to come to some conclusions and then acting on these**



How do others view reflection / reflective practice?

[http://www.youtube.com/watch?
v=T_4PhA3XC8o](http://www.youtube.com/watch?v=T_4PhA3XC8o)



Some challenges to overcome through engaging in reflection

- **Finding time to 'do it'**
- **Increased worries about YOUR practice when already not sure**
- **Often difficult choices to be made**
- **Isn't reflective writing supposed to be 'academic'?**
- **Where might my reflections end up?**
- **Not really sure about the value of writing diaries/logs/journals....I am OK talking though!**
- **Can't get started...what should I write about?**
- **Not sure how to structure my diary/log/journal**
- **Others.....?**

Some ideas of what to reflect upon (Driscoll 2007 p43)

- **Something that went really well was....**
- **What drove me mad about the situation was...**
- **What worked well that I hadn't tried before was...**
- **A recurring pattern I have noticed in practice is...**
- **Something that concerns me is...**
- **There seems to be a contradiction between what I am supposed to do and the way I do it....**
- **What really puzzled me about today was....**
- **If I had the chance to do that again..... I would....**
- **I felt really stupid about....**

Some tips for maintaining a reflective record

- **Find out what the purpose of keeping a reflective record is**
- **Remember YOU are in control of the content and can choose to disclose or not**
- **Try to write regularly... 'evidence' for assessments**
- **LEFT hand page (description) RIGHT hand page (analysis and actions)**
- **Can be useful to use a framework to get you started e.g. reflective spiral / cycle as triggers**
- **Written in the first person use of 'I'**
- **Can be electronic and (or) paper**
- **'Sun' / tabloid heading as a summary?**



Reflective Frameworks as supporting / guiding YOUR reflections

**.....the need for clear sets of rules
for student / practitioners to work
with in the beginning.....?**



Stages (process) of reflection (Freshwater 2007 p58)

- **1) Awareness of uncomfortable feelings and thoughts**
- **2) Critical analysis of the situation**
- **3) Development of a new perspective**
- **Experience of surprise, inner discomfort, judgemental reflectivity...**
- **Reflection and criticism, openness to new information and perspectives, making connections, validating.....**
- **Acknowledging the self with past, present and future deciding whether and how to change and move forward**

GIBBS's REFLECTIVE CYCLE (1988)

DESCRIPTION
What happened?



ACTION PLAN
If it happened again
what would you do?



**Further
Reflection?**

FEELINGS
What were you
feeling?



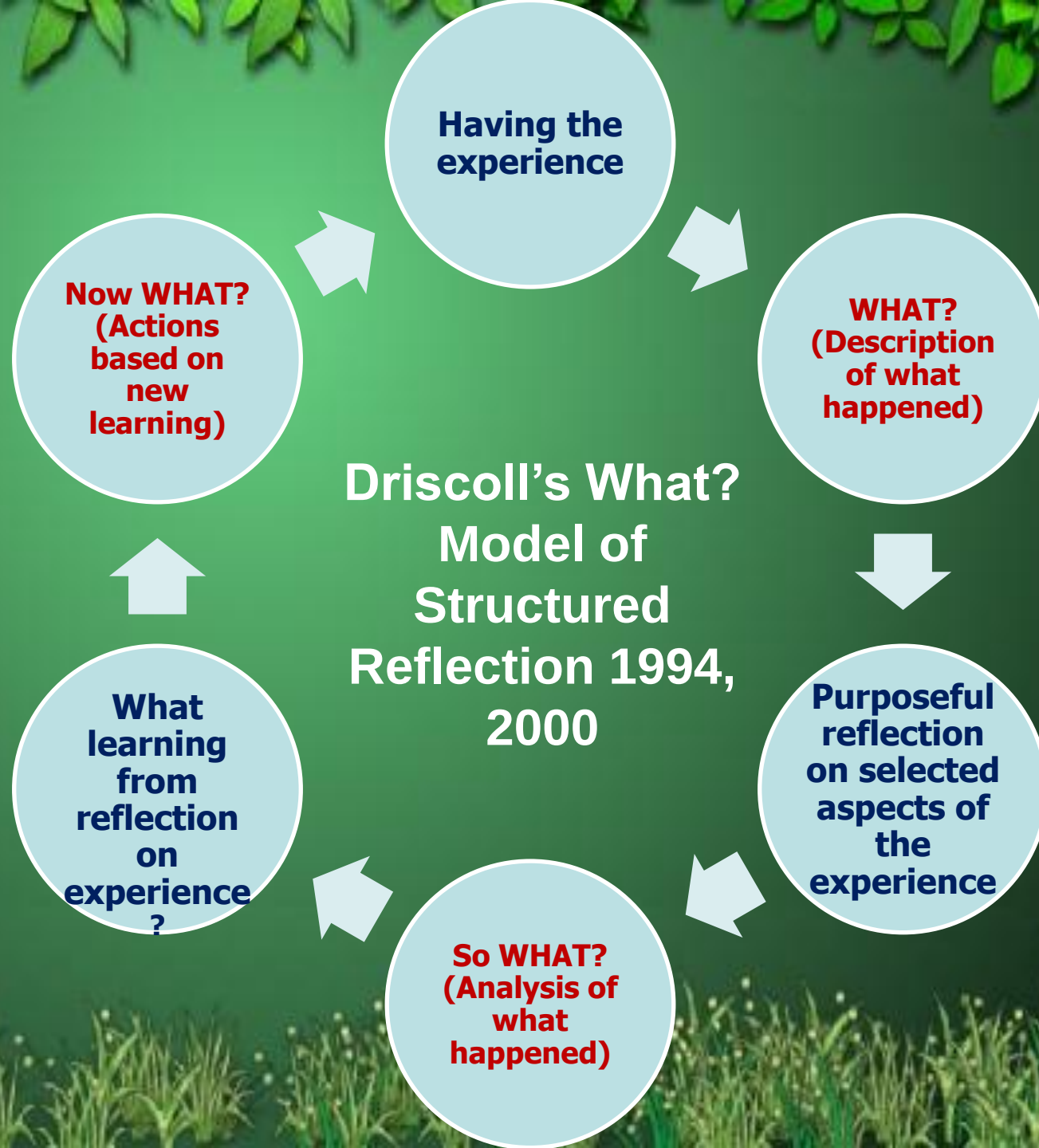
CONCLUSION
What else could
you have done?



EVALUATION
What was good or bad
about the experience?



ANALYSIS
What sense can you make of the
situation?

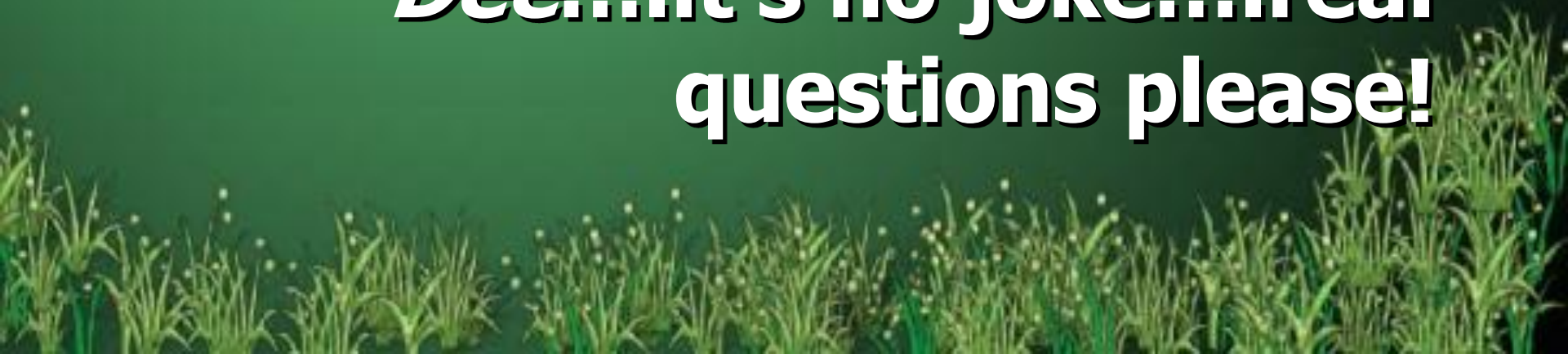






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***John Driscoll as Jack
Dee....it's no joke....real
questions please!***





Welcome back from Lunch....

**Activity 4: Identifying best
practice in written reflection –
student perspectives**



Some further questions....the essence of reflection....

- **What if no different at the end of the process?**
- **Different learning styles...different ways of tackling reflection**
- **Why so late in the course?**
- **Don't agree with being 'in control' of content**
- **Can we review reflective models?**
- **From story....if that's OK to reflection**
- **Use of references with reflection**

Getting to grips with reflective course work

a) Reflective accounts....learning portfolio

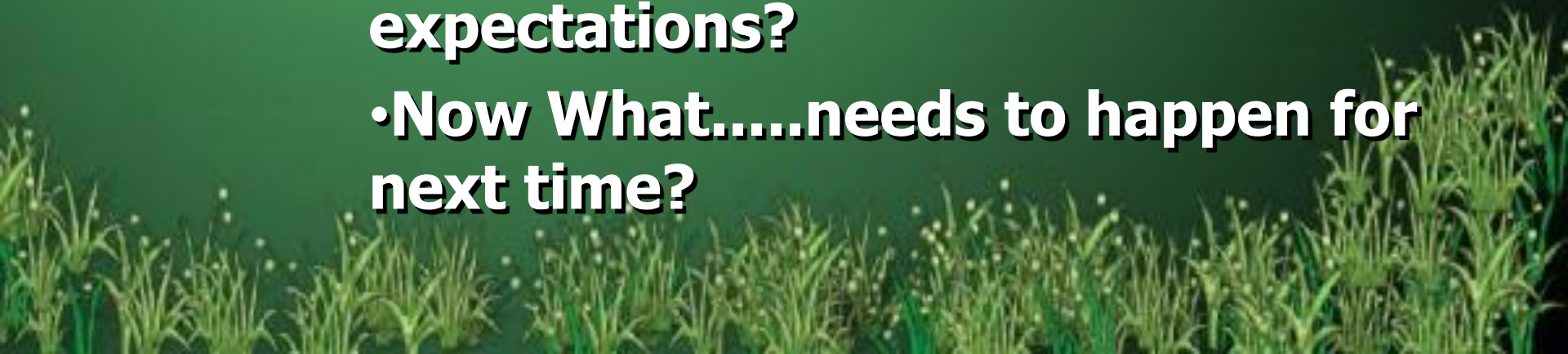
- What do YOU need (in the form of a
- question)?
- Overview
- Tips and hints based on questions

b) Reflective Essay....1000 words

- What do YOU need (in the form of a
- question)?
- Overview
- Tips and hints based on questions



Reflection on Reflective Practice.....today!

- What happened?**
 - So What....did it meet my expectations?**
 - Now What.....needs to happen for next time?**
- 

References

- Dewey, J. (1933) *How We Think: A Restatement of the Relationship of Reflective Thinking to the Educative Process* Lexington D.C. Health and Company.
- Dewey, J. (1929) *Experience and Nature* New York: Grave.
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- Johns, C. (1995) 'Framing learning through reflection within Carper's fundamental ways of knowing in nursing' *Journal of Advanced Nursing* (22): 226-234.
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