Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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1822 - 2022

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales

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Reflective Writing
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To Begin

Welcome!

- Please ensure your camera is on during lectures
- Please use the Teams university background to protect your privacy
- Please join via a laptop or PC/MAC
- Please feel free to ask questions

Content

- What is reflective writing?
- Reflection in Academia
- Models of reflection
  - Gibbs Model
  - Kolb’s Experiential Learning Cycle

Why is this important?

- It is vital to be using a **desktop or laptop device** with video, speakers and a microphone
- You may need to be able to access documents, write assignments and create presentations
- You may be asked to share your screen and “present” your work
- **These are all things that are either not possible or incredibly difficult to do on a phone**

Aims for today

- To understand the importance of reflective writing
- To understand reflective writing
- To practice reflective writing

Reflective Writing

- What is Reflective Writing?
- Reflection in Academia

What is Reflective Writing?

- A purposeful activity where you analyse experiences, your own practice/skills/responses, so that you can learn and improve
- A reflection gives the reader a good understanding of **how you feel** and **what you think about** the subject (in a clear and professional way)
- First-person is used

(University of Birmingham, 2015)

Describe

- What happened?
- What did you do?

Interpret

- What does the experience mean to you as a learner, thinker, writer?
- Why?

Evaluate

- How valuable was the experience?
- Why?

Plan

- What will you do with your learning?
- How will you do it?

Reflection in Academia

- We reflect quite naturally in our day to day lives, thinking about things that have happened, why they happened, whether we handled them well.
- In academia, you may be asked to formalise your reflections to show that learning is taking place.
- This may involve:
  - Reflecting on your own professional or academic practice
  - Scrutinising an experience and the way you dealt with it
  - Evaluating a project or experiment and considering how to do it better next time
  - Reflecting on things you have read and linking theory with practice/reality

(University of Birmingham, 2015)

Importance of Reflection

“It is not sufficient to have an experience in order to learn. Without reflecting on this experience it may quickly be forgotten, or its learning potential lost.”

Gibbs, 1988, p.9

Importance of Reflective Learning

- Reflection is an integral part of experiential learning, **turning everyday experiences into formal learning opportunities** (Kolb, 1984)
- Helps to apply **theory to practice** (Schön, 1983)
- **Can keep a reflective/learning log**

Becoming a Reflective Practitioner

- The ability to listen and learning to hear what colleagues and subordinates are saying
- Caring for subordinates and peers and supporting their learning and development
- Integrating reflective practice into our daily routines in a way that allows us to interpret what is going on in the present, in a thoughtful manner
- Adopting a critical stance to challenge the status quo and develop professional and managerial practice

(Hartog, 2002).

Models of Reflection

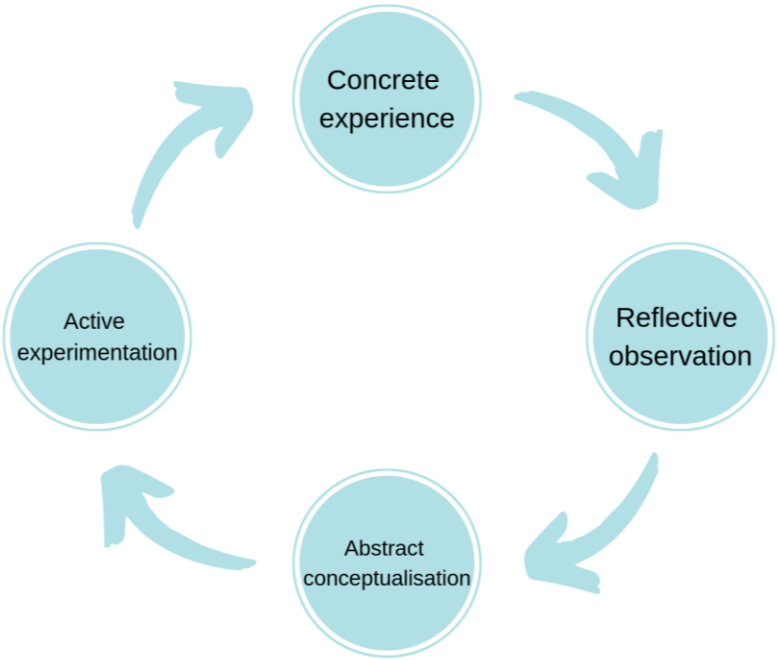
- Gibbs' Reflective Cycle
- Kolb's Experiential Learning Cycle

Gibbs' Reflective Cycle

- **Description** of the experience
- **Feelings and thoughts** about it (professional feelings)
- **Evaluation** of the experience (good and bad)
- **Analysis** to make sense of the situation (from academic literature)
- **Conclusion** what you have learned and what you would do differently
- **Action plan** to deal with a similar situation or general changes you would make
- **University of Edinburgh*

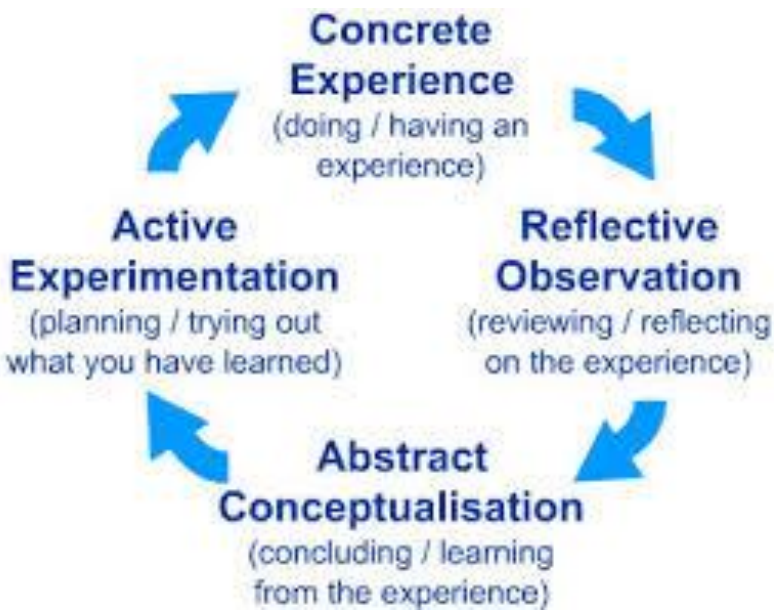
Kolb's Experiential Learning Cycle

- Based on theories about how people learn, this model centres on the concept of developing understanding through actual experiences and contains 4 key stages:
  - Concrete experience
  - Reflective observation
  - Abstract conceptualisation
  - Active experimentation



(University of Cambridge, 2023)

Kolb


Concrete Experience
(doing / having an experience)
Reflective Observation
(reviewing / reflecting on the experience)
Abstract Conceptualisation
(concluding / learning from the experience)
Active Experimentation
(planning / trying out what you have learned)

Kolb’s Experiential Learning Cycle

- The model argues that we start with an experience - either a repeat of something that has happened before or something completely new to us.
- The next stage involves us reflecting on the experience and noting anything about it which we have not come across before. We then start to develop new ideas as a result, for example when something unexpected has happened we try to work out why this might be.
- The final stage involves us applying our new ideas to different situations. This demonstrates learning as a direct result of our experiences and reflections.

(University of Cambridge, 2023)

Kolb's Experiential Learning Cycle

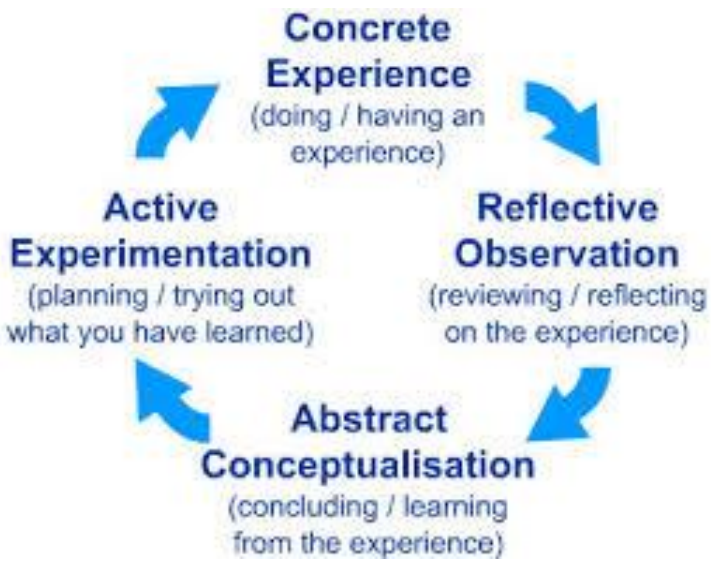
- This model is similar to one used by small children when learning basic concepts such as hot and cold. They may touch something hot, be burned and be more cautious about touching something which could potentially hurt them in the future.

(University of Cambridge, 2023)

Any questions?

Let’s Practice Self Reflection

Looking at your task/s, please choose an experience and follow the model.



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I look forward to seeing you soon.

If you have any questions in the meantime, please send an email from your *student account.*

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References

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