

COMMUNITY ENGAGEMENT ASSIGNMENT 2 – REFLECTIVE REPORT

Name of the student: Florin Dumitru

Module Code: LCBB4002

Student's ID: 2020479

Lecture's Name: Dale Clarke

Contents

Introduction	3
Elaborating my understanding on the nature and goal of reflective practice concerning a theoretical model	3
Reflection of personal experience using the recommended model	5
My reflection on the relationship between academic theories and experience	7
Conclusion	8
References	10

Introduction

Reflective learning refers to the thinking process of the students after reading or learning, relating the learned lesson to their lives and comprehending the meaning of the study material. There are many advantages of using reflective methods for the learning process. The benefits include personal growth by accepting the responsibility of my learning, becoming aware of the thought process to analyse the learning, clear motives to have a better understanding of the course, creating a link between the work done and the result I am getting out of it. One of the most effective methods of reflective learning is Gibbs' Reflective Cycle. The particular method can help to develop the skill management, communication and personal skills of the student for a better learning experience. In this report, I am going to discuss the nature and goals of reflective practices in light of Gibbs' Reflective Cycle. A detailed analysis of the recommended model is also presented here, and my reflection on the relationship between academic theories and experience is elaborated.

Elaborating my understanding on the nature and goal of reflective practice concerning a theoretical model

The reflective practice is a way to assess the thoughts of any particular person regarding the learning process. After reading any course material, the thought process becomes very important to comprehend the lesson to enhance the overall learning experience. For some people, the reflective learning style is an instinctive activity, but the majority of people need to acquire this qualification to develop their learning skills (Rahimah et al., 2020). The reflective practices are very adaptable, and any person can use the practices for the development of their own or help others develop. The main objective of reflective practice is self-development. There are bunches of rules for maintaining reflective practice. Each set of rules refers to different models of reflective practices. I believe that Gibbs' Reflective Cycle is the best fit for any learning experience among all theoretical models. The rules mentioned in this model are

description, feelings evaluation analysis conclusion and action plan. Gibbs' Reflective Cycle will help to enhance the learning experience. The purposes of using any kind of reflective learning style come in a wide range. The students feel motivated and have a clear idea about the goals of the course material. The understanding of brand new subjects and topics becomes very easy for the learners, as they have gathered similar learning experiences in the past. A student can use the already existing knowledge for developing an understanding of new concepts (Vos et al., 2018). The reflective learners can create a connection between several learning lessons to get a collaborative idea about the study materials. The students understand the importance of additional research and studying from different sources. The development of the learning and thinking process can be built by critical evaluation of the prior learning experience. The most important purpose of reflective learning is the self-awareness of the students, from which they can identify, explain and reflect on their strengths and weaknesses to grow as learners. The method I have chosen to elaborate in this report is Gibbs' Reflective Cycle. All the six steps in this reflective cycle can enhance the learning experience for any reflective learner. In the descriptive stage, the students should have an overall idea about the course material they are about to study (Baran and AlZoubi, 2020). The feeling refers to the feelings or thoughts about the study program. They have to evaluate the dos and don'ts regarding the learning process which will determine the effectiveness of the learning process for the future. Next, the learners need to analyse every step and aspect of the study material and the meaning of the material is to be extracted for a better understanding. The conclusion stage consists of making conclusions about the entire analysis of the overall learning materials and improving the learning process from next time. The final step, the action plan, includes the necessary steps to be taken from next time on, and the step is extremely helpful to determine the necessary plans for the future to enhance the overall learning experience for the reflective learners. Gibbs' Reflective Cycle is a very useful tool for the enhancement of the learning

experience of any reflective learner (Haack et al., 2021). The teachers should incorporate the ideas of reflective learning into the students' minds to help them grow as efficient learners.

Reflection of personal experience using the recommended model

Gibbs' Reflective Cycle is one of the most popular reflective styles that can make the learning experience more feasible for the students. Graham Gibbs first improvised the method in 1988. It provides a particular framework that can help the learners to be in a disciplinary system about learning (Johal, 2019). The cyclic nature of this model is proven to be very effective for repeated experience. As this method is a cycle, the learner can use the experience for the formulation of necessary steps required to learn more effectively, and the repetitive nature helps to detect the mistakes in the learning process. The cycle contains six parameters that can build the concept of reflective learning in the mind of a student. The six steps are description, feelings, evaluation, analysis, conclusion and the action plan. I will discuss all the steps of this cycle by reflecting on my personal experience regarding Gibbs' Reflective Cycle.

The first step in the cycle is the description. In this step, one must understand the overall idea regarding the course material (Shaharruddin, 2021). I always try to gather a general idea about the study material I am about to read. If the topics and ideas about the course have clarity, I tend to understand the topics even better. I always write the outline of a chapter beforehand to ensure that I am not missing any point regarding that chapter. Time management is also important to complete the course within a given time. I set timers to complete the scheduled tasks with time to spare. The reflective step has helped me a lot to grasp a better understanding of any topic.

The next step in the cycle is the feelings. Here, the learner must explore any kind of thoughts or feelings regarding the topic based on experiences. Previously, I always found myself very nervous while reading a completely new topic, and I could not understand the topic properly. I have overcome the situation by gaining confidence from activities like group studies and

research studies. Gibbs' Reflective Cycle has helped many students like me to gain confidence while learning a new idea.

After the feeling stage, evaluation comes into the act. Here, the student must evaluate all the possibilities of gaining knowledge from various sources (Mello and Wattret, 2021). The dos and don'ts for the process of learning should also be evaluated in this step to increase the learning experience and reduce all kinds of lacking. I tend to evaluate the pros and cons of the study process based on my experience. The proper evaluation of the study experience helps to increase the effectiveness of the learning process. By evaluating the entire process, I have evolved my learning capacity by a large margin.

The next step is analysis. In this step, the positive and negative of the study process is analysed to get a better result out of the learning experience. The meaning of the study topics and ideas should be extracted in this project for a better understanding. I analyse the study process to get an idea about where things went well and where things did not go well. The analysis helps me to assess the topic efficiently. I have also analysed my drawbacks to overcome the bad patch in my learning experience.

The conclusion step usually refers to the making of a proper conclusion of the entire course ideas (Jang, 2022). In this step, one must summarise their learning and the necessary tasks required for the learning. The summarisation of the learning and actions can help to improve the desired academic result in the future. After finishing any coursework, I always make a summary of the things I have read throughout the study process. The summary helps me to keep a track of the things I have learnt, and it benefits to determine the essential steps for upcoming learning processes.

The final step of Gibbs' Reflective Cycle is the action plan. In this step, all the learners must determine the necessary plans for upcoming coursework. It will also help any learner to act differently in certain circumstances (Viquez Fernández, 2021). At the end of any study process,

I always determine the necessary actions for my next course. The steps to be taken by me are based on the experiences that will help me grow as a reflective learner.

My reflection on the relationship between academic theories and experience

There are many academic theories such as behaviourist learning theory, cognitive learning theory, constructive learning theory and information processing theory, adult learning theory, transformative learning theory and connectivist learning theory. Behaviourist learning theory is one of the best learning theories (Forsyth and Evans, 2019). With the help of the theory, the learners can motivate them. The theory offers the reduction of negative behaviour and encourages the learners. With the help of the behaviourist learning theory, I can create my learning environments. I create a traditional classroom, sit peacefully, and research on the topic that I want to learn. I can take tests on my learning to understand the learning. Cognitive learning theories define active agents in the learning process of the learners. This theory helps to enhance learners' memories, interest and knowledge by the learning process. It encourages the learning to ask questions and get the right answers. The learners can relate their learning scenarios with the real world (Dragseth, 2020). With the help of this theory, I can understand the outcome of my learning training. I can enhance my learning skills by creating interactive sessions with other learners. By implementing the theory, I can divide my issues of the learning process into different groups and solve them one by one. With the help of cognitive theory, I can enhance my knowledge and experience. Constructivist learning theory helps to discover things for the learners to achieve knowledge. With the help of this theory, I can create collaborative problem-solving sessions to enhance my learning styles. By implementing this theory I can understand the obstacles of my learning and future opportunities. I learn about my academic lessons through active sessions with the world. Connectivism is defined as the digital activities that help to identify the obstacle of gaining knowledge. It helps me to understand the potential of the uses of technology. The theory helped me to find my ability to update myself

with accurate information. By implementing the idea, I understand the reliable sources of information. With the help of academic theories, I can enhance my knowledge of different subjects. The theories can help me to change my perspective of my life experiences and I can pair them with the reflection critically. The social learning theory defines the interaction between the students and observing their behaviour to learn different matters (Epstein and Sheldon, 2019). With the help of the theory of social learning, I interact with other students socially to gain knowledge about different academic matters. I adapt the motivations from them and I am more productive. The theories provide me with a structure of a steady and comfortable environment for my learning. It helps me to set my goals and the ways of achievement. With the help of theories, I can understand the purpose of my learning process. I can determine the collaboration level that I need in the classroom by implementing the theories in my learning. I gained many experiences through interactions with different people socially. The academic theories help to be supportive in my studies. The experiential learning theory helps me to design my emotional engagements to enhance my skills and knowledge.

Conclusion

From the above report, it can be concluded that a reflective learning process is extremely beneficial for the welfare of a student. The model I have discussed here is Gibbs' Reflective Cycle. The benefit of this model and its implementation of it in my life is briefly discussed in this report. The relationship between academic theories and personal experience are also discussed here. If more students follow Gibbs' Reflective Cycle, the learning experience for them will be enhanced by a large margin.

References

- Baran, E. and AlZoubi, D., (2020). Affordances, challenges, and impact of open pedagogy: Examining students' voices. *Distance Education*, 41(2), pp.230-244.
- Dragseth, M.R., (2020). Building student engagement through social media. *Journal of Political Science Education*, 16(2), pp.243-256.
- Epstein, J.L. and Sheldon, S.B., (2019). The importance of evaluating programs of school, family and community partnerships. *Aula abierta*, 48(1), pp.31-42.
- Forsyth, H. and Evans, J., (2019). Authentic assessment for a more inclusive history. *Higher Education Research & Development*, 38(4), pp.748-761.
- Haack, S.L., Gnacinski, S., Mazar, I. and Hansen, A., (2021). Evaluating Reliability of the PRELOAD Rubric: Assessment of Service-Learning Course Syllabi. *International Journal of Research on Service-Learning and Community Engagement*, 9(1), p.31301.
- Jang, S., (2022), March. Video-based Reflective Practice (VRP). In *Voices: A World Forum for Music Therapy* (Vol. 22, No. 1).
- Johal, R., (2019). " Resistance to Change. *TOWARDS A SYSTEMIC UNDERSTANDING OF HONOUR-BASED VIOLENCE: A QUALITATIVE STUDY WITH SOUTH ASIAN WOMEN IN BRITAIN.*, p.29.
- Mello, L.V. and Wattret, G., (2021). Developing transferable skills through embedding reflection in the science curriculum. *Biophysical Reviews*, pp.1-7.
- Rahimah, R., Juriah, N., Karimah, N., Hilmatunnisa, H. and Sandra, T., (2020). The problems and solutions for learning activities during Covid-19 pandemic disruption in Hidayatul Insan Pondok school. *Bulletin of Community Engagement*, 1(1), pp.13-20.
- Shaharruddin, S., (2021). Collaborate and Engage with Students during the COVID-19 Pandemic: Transforming Teaching for the 21st Century Learners. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(3), pp.2357-2367.

Víquez Fernández, S., (2021). The importance of promoting self-reflection in the pedagogical practice of teachers.

Vos, S.S., Sabus, A., Seyfer, J., Umlah, L., Gross-Advani, C. and Thompson-Oster, J., (2018). Using continuing professional development to create meaningful co-curricular learning opportunities for all student pharmacists. *American Journal of Pharmaceutical Education*, 82(4).