



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

200
1822 - 2022

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



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

200
1822 - 2022

Asynchronous Learning – Reflective Writing

Lisa Bassler
l.bassler@uwtsd.ac.uk

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

www.uwtsd.ac.uk





Foreign Languages & Cultural Awareness (BMIH5003)

Content

- What is reflective writing?
- Reflection in Academia
- Models of reflection
 - ERA Cycle
 - Driscoll's What Model
 - Kolb's Experiential Learning Cycle
 - Gibbs' Reflective Cycle

Reflective Writing

- What is Reflective Writing?
- Reflection in Academia

What is Reflective Writing?

- A reflection is a purposeful activity in which you analyse experiences, or your own practice/skills/responses, in order to learn and improve
- A reflection gives the reader a good understanding of **how you feel** and **what you think about** the subject
- First-person is used

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

“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

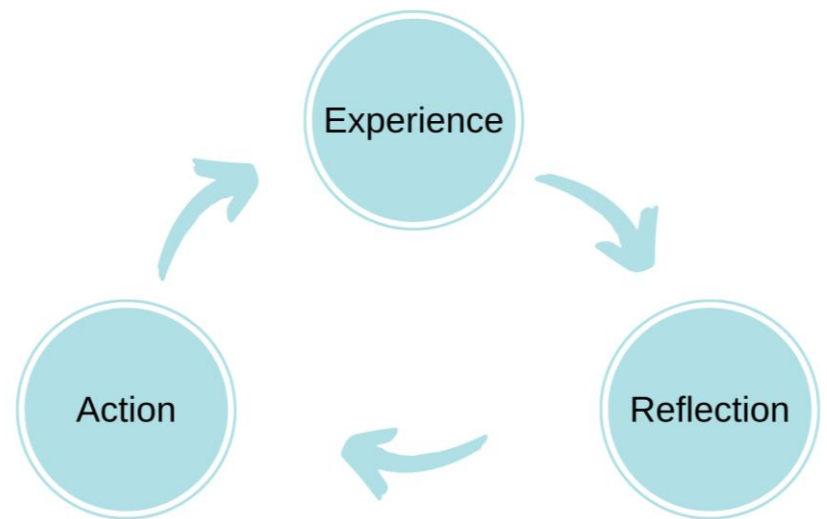
Models of Reflection

- ERA Cycle, Driscoll's What Model, Kolb's Experiential Learning Cycle, Gibbs' Reflective Cycle

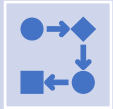
ERA Cycle

The ERA cycle (Jasper, 2013) is one of the simplest models of reflection and contains only three stages:

- Experience
- Reflection
- Action



ERA Cycle



The cycle shows that we will start with an experience, either something we have been through before or something completely new to us.



This experience can be positive or negative and may be related to our work or something else.



Once something has been experienced, we will start to reflect on what happened. This will allow us to think through the experience, examine our feelings about what happened and decide on the next steps. This leads to the final element of the cycle - taking an action.

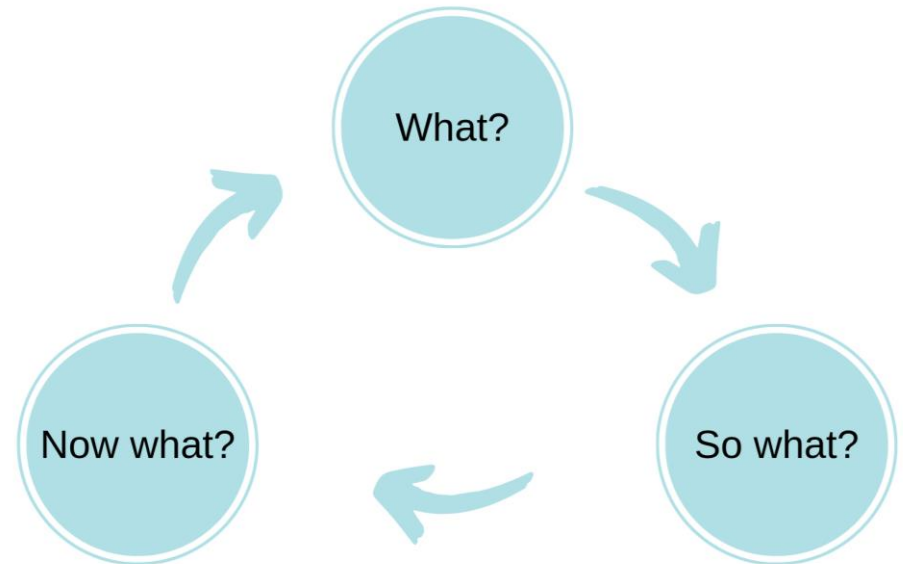


What we do as a result of an experience will be different depending on the individual. This action will result in another experience and the cycle will continue.

Driscoll's What Model

Another simple model was developed by Driscoll in the mid-1990s. Driscoll based his model of the 3 What's on the key questions asked by Terry Borton in the 1970s:

- What?
- So what?
- Now what?



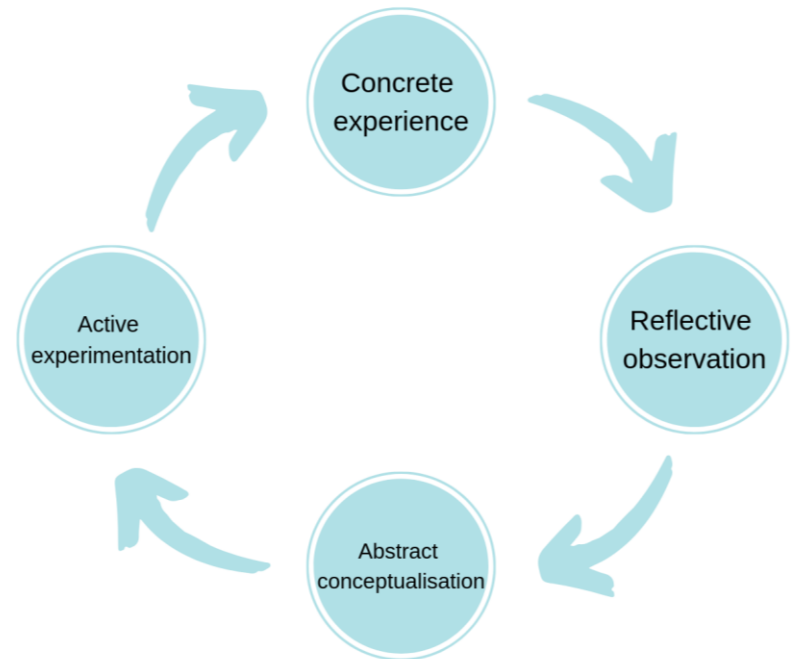
Driscoll's What Model

- By asking ourselves these 3 simple questions we can begin to analyse and learn from our experiences.
- Firstly, we should describe what the situation or experience was to set it in context. This gives us a clear idea of what we are dealing with.
- We should then reflect on the experience by asking 'so what?' - what did we learn as a result of the experience?
- The final stage asks us to think about the action we will take as a result of this reflection. Will we change a behaviour, try something new or carry on as we are?
- It is important to remember that there may be no changes as the result of reflection and that we feel that we are doing everything as we should. This is equally valid as an outcome, and you should not worry if you cannot think of something to change.

Kolb's Experiential Learning Cycle

- Kolb's model (1984) takes things a step further. 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



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.

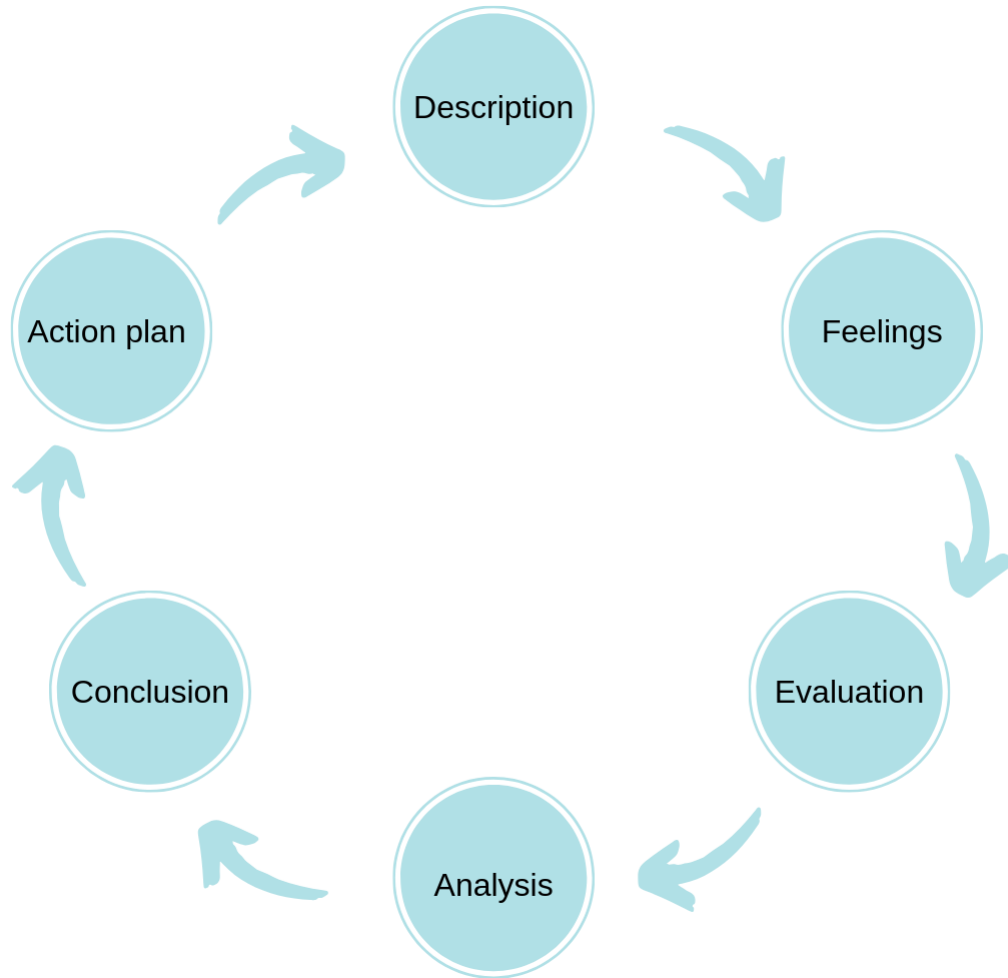
Kolb's Experiential Learning Cycle

- 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.

Gibbs' Reflection Cycle

- This model builds on the other three and adds more stages. It is one of the more complex models of reflection, but it may be that you find having multiple stages of the process to guide you reassuring.
- Gibb's cycle contains 6 stages:
 - Description
 - Feelings
 - Evaluation
 - Analysis
 - Conclusion
 - Action plan

Gibbs' Reflective Cycle



Gibbs' Reflective Cycle

- Gibbs' model begins with an outline of the experience being reflected on.
- It then encourages us to focus on our feelings about the experience, both during it and after.
- The next step involves evaluating the experience - what was good or bad about it from our point of view?
- We can then use this evaluation to analyse the situation and try to make sense of it.
- This analysis will result in a conclusion about what other actions (if any) we could have taken to reach a different outcome.
- The final stage involves building an action plan of steps which we can take the next time we find ourselves in a similar situation.

Gibbs' Reflective Cycle



The image features a dense, 3D-rendered field of question marks. Most of the question marks are a dark, charcoal grey color and are scattered across the frame, creating a textured background. In the center of the image, a single question mark stands out prominently, rendered in a bright, metallic yellow color. This central yellow question mark is slightly larger and more sharply focused than the others. Overlaid on this scene is the text "Any questions?" in a clean, white, sans-serif font, positioned horizontally across the middle of the image. The lighting appears to come from the upper left, casting soft shadows and highlighting the three-dimensional nature of the question marks.

Any questions?



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

200
1822 - 2022

I look forward to seeing you next week.

If you have any questions in the meantime, please send an email from your [student account](#).

l.bassler@uwtsd.ac.uk

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

www.uwtsd.ac.uk



References

- Borton, T. (1970) *Reach, Touch and Teach*. London: Hutchinson.
- Driscoll, J. (ed.) (2007) *Practicing Clinical Supervision: A Reflective Approach for Healthcare Professionals*. Edinburgh: Elsevier.
- EPM (2019) *Gibbs' Reflective Cycle Explained* [video]. Available at: <https://www.youtube.com/watch?v=-gbczr0lRf4> (Accessed: 8th September 2023).
- Gibbs, G. (1988) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Further Education Unit, Oxford Polytechnic.
- Jasper, M. (2013) *Beginning Reflective Practice*. Andover: Cengage Learning.
- Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Upper Saddle River: Prentice Hall.
- University of Birmingham (2015) *A short guide to reflective writing*. Available at: <https://intranet.birmingham.ac.uk/as/libraryservices/library/asc/documents/public/short-guide-reflective-writing.pdf> (Accessed: 8th September 2023).
- University of Cambridge (2023) *Reflective Practice Toolkit*. Available at: <https://libguides.cam.ac.uk/reflectivepracticetoolkit/models> (Accessed: 8th September 2023).