



LATERAL



Achredu Dysgu
Blaenorol

Accreditation of
Prior Learning



WORK BASED LEARNING
PROGRAMME RHAGLEN
DYSGU SEILIEDIG AR WAITH



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Gwireddu Gweledigaeth: Prifysgol Newydd i Gymru

Delivering a Vision: A New University for Wales



Nod

Trafod y cysyniad o adfyfyrio fel dull dysgu

Amcanion:

- Trafod:
 - cysyniad a phwpas adfyfyrio;
 - modelau adfyfyrio;
 - lefelau adfyfyrio.
- Dadansoddi egwyddorion adfyfyrio.

Aim

Discuss the concept of reflection as a learning strategy

Objectives

- Discuss:*
 - the concept and purposes of reflection;*
 - models of reflection;*
 - levels of reflection.*
- Analyse the principles of reflective practice*

C - Beth yw adfyfyrio a hunan-arfarnu?

A -Mae adfyfyrio a hunan-arfarnu yn golygu adolygu dysgu ac addysgu.

Q - What is self-reflection and self-appraisal?

A - Self reflection and self appraisal involves reviewing teaching and learning.



Looking at ourselves and our work with a critical eye and responding to what we see in a positive and professional way.' (Tolley et.al.1996)

Diffiniadau

Definitions

Dewey (1933)

An active persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends.

Dewey, J., *How we think*, Chicago 9: Henrey Regney, 1933.

Boud *et al* (1985) take a different perspective and define it as:

A generic term for those intellectual and effective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation.

Boud D., Keough, R, Walker, D., *Reflection: Turning Experience into Learning*, London: Kogan Page, 1985.

Schön (1987) in his work identifies two types of reflection, these are reflection-in-action (thinking on your feet) and reflection-on-action (retrospective thinking). He suggests that reflection is used by practitioners when they encounter situations that are unique, and when individuals may not be able to apply known theories or techniques previously learnt through formal education.

Schön, D., *Educating the Reflective Practitioner* San Francisco: Josey Bass, 1987.

Reid (1993) in her definition also noted reflection as an active process rather than passive thinking. She states: 'Reflection is a process of reviewing an experience of practice in order to describe, analyse, evaluate and so inform learning about practice'.

Reid, B., *"But we're doing it already" Exploring a response to the concept of reflective practice in order to improve its facilitation.* Nurse Ed Today 13: 305-309, 1993.

Louden (1991) describes in ordinary language reflection as:

Serious and sober thought at some distance from action and has connotations similar to "meditation" and "introspection ". It is a mental process which takes place out of the stream of action, looking forward or (usually) back to actions that have taken place.

Louden, W., *Understanding Teaching*. London: Cassell, 1991.

Roth (1989) summarized the basic elements of a reflective process as follows:

- Keeping an open mind about what, why, and how we do things
- Awareness of what, why, and how we do things
- Questioning what, why, and how we do things
- Asking what, why, and how other people do things
- Generating choices, options and possibilities
- Comparing and contrasting results
- Seeking to understand underlying mechanisms and rationales

- Viewing our activities and results from various perspectives
- Asking "What if...?"
- Seeking feedback and other people ideas and viewpoints
- Using prescriptive (advice) models only when carefully adapted to the individual situation
- Analysing, synthesizing and testing
- Searching for, identifying, and resolving problems and result limitations.

Roth, R. A., "Preparing the Reflective Practitioner: Transforming the Apprentice through the Dialectic." *Journal of Teacher Education*, 40, no. 2 (March-April 1989): 31-35.

Peters (1991) describes a four-step protocol called "DATA" (Describe, Analyze, Theorize, Act):

- 1.Describe: the basic elements of the problem, task or situation;
- 2.Analyze: identify assumptions beliefs, rules, motives and any other factors underlying the current approach;
- 3.Theorize: what alternatives are possible? Comparative merits and drawbacks?
- 4.Act: try out the new approach, evaluate the results.

Peters, J., "Strategies for Reflective Practice." In *Professional Development for Educators of Adults. New Directions for Adult and Continuing Education*, no. 51, edited by R. Brockett. San Francisco: Jossey-Bass, Fall 1991.

Bortons` (1970) Framework Guiding Reflective Activities

Borton, T (1970) Reach, Teach and Touch. McGraw Hill, London.

What? This is the *description* and *self awareness* level and all questions start with the word what

So What? This is the level of *analysis* and evaluation when we look deeper at what was behind the experience.

Now what? This is the level of *synthesis*. Here we build on the previous levels these questions to enable us to consider alternative courses of action and choose what we are going to do

Examples – what: What happened? What did I do?

What did others do? What was I trying to achieve?

What was good or bad about the experiences?

Examples – so what: So what is the importance of this?

So what more do I need to know about this? So what have I learnt about this?

Examples – Now what: Now what could I do? Now

what do I need to do? Now what might I do? Now what might be the consequences of this action?

Borton's model incorporates all the core skills of reflection.

Arguably it is focused on reflection on action, but with practice it could be used to focus on reflection *in* and *before* action.

PAM?

Dechreuir adfyfyrio
pan rydym yn dod ar
draws rhyw broblem
ac yna ceisio
gwneud synnwyr o'r
broblem / digwyddiad
hwnnw.

WHY?

*Reflection is often
initiated when we
encounter some
problem / happening
and then attempt to
make sense of it.*

BETH?

Term generig am
weithgareddau meddyliol
lle mae unigolion yn
ymchwilio i'w profiadau er
mwyn cyrraedd
dealltwriaeth a
gwerthfawrogiad newydd.

WHAT?

*A generic term for those
intellectual and effective
activities in which
individuals engage to
explore their experiences
in order to lead to a new
understanding and
appreciation.*

SUT?

Datblygiad Proffesiynol
Parhaus

Drwy bortffolio, lòg,
dyddiadur a/neu jwrnal i
wella'r dysgu

HOW?

*Continuous Professional
Development*

*Using portfolios, logs,
diaries, and/or learning
journals to improve
learning.*

Critical incidents journal

- record a critical incident ... The critical incident refers to events in which a decision was made, a conflict occurred, a problem resolved. The critical incident journal provides a systematic way to communicate problems and challenges involved in working with and can thus help in dealing with the affective dimensions of the service experience.

Pam ysgrifennu jwrnal?

Why write a journal?

Journals allow ... (learners) to establish an opinion about a topic before being asked to speak about it publicly. ... Journal writing turns students into active learners - it's difficult to fall asleep while writing! Journal writing also helps students to relax when they write and helps them to find their own voice and rhythm' .

(Carlsmith, (www) 'Academical Notebook'

Yn ôl Moon mae rhyw 18 pwrpas. Mae'n bwysig nodi y gall jwrnal gyflawni mwy nag un pwrpas, a bod y pwrpas a gyflwynir gan y tiwtor ddim bob amser yn cytuno â'r hyn a gyflawnir neu a welir gan y myfyriwr.

According to Moon there are some 18 purposes. It is important to note that most journals will fulfil more than one purpose, and that the purposes set by a tutor are not necessarily the same as those that will be fulfilled or perceived by a student.

(Moon, J., *Learning Journals; a Handbook for Academics, Students and Professional Development*, London: Kogan Page, 1999.

1. I gofnodi profiad
2. I hyrwyddo dysgu trwy brofiad
3. I gefnogi dealltwriaeth a darluniad o'r ddealltwriaeth
4. I ddatblygu meddwl beirniadol a datblygu agwedd ymholgar
5. I annog hunan-wybyddiaeth
6. I gynyddu cyswllt mewn, a pherchnogaeth o'r, dysgu
7. I gynyddu'r gallu i adfyfyrio a meddwl yn ddyfnach
8. I wella sgiliau datrys problemau

1. *Record experience*
2. *To facilitate learning from experience*
3. *To support understanding and the representation of the understanding*
4. *To develop critical thinking or the development of a questioning attitude*
5. *To encourage metacognition*
6. *To increase active involvement in and ownership of learning*
7. *To increase ability in reflection and thinking*
8. *To enhance problem solving skills*

9. Fel dull asesu mewn addysg ffurfiol
10. I wella adfyfyrio ymarferol
11. Er mwyn dablygiad personol a hunan-awdurdodi
12. Am resymau therapiwtig dull / cefnogi newid ymddygiad
13. I gynyddu creadigrwydd
14. I wella sgiliau ysgrifennu
15. I wella neu rhoi llais i hunan-fynegiant
16. I feithrin cyfathrebu, adfyfyrio a rhyngweithio creadigol o fewn grŵp

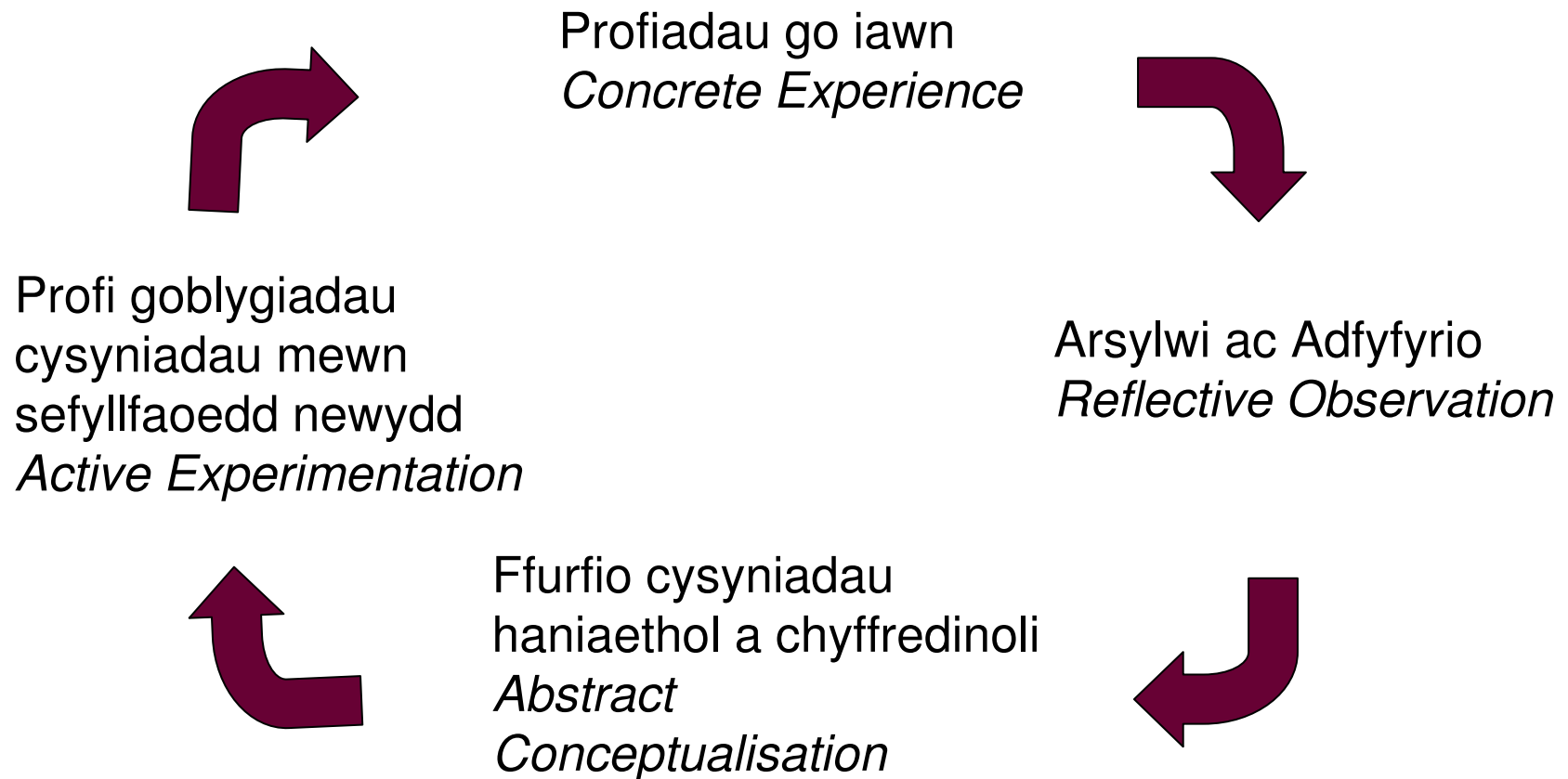
9. *As a means of assessment in formal education*
10. *To enhance reflective practice*
11. *For personal development and self empowerment*
12. *For therapeutic purposes / supporting behaviour al change*
13. *To enhance creativity*
14. *To improve writing*
15. *To improve or give 'voice'; as a means of self expression*
16. *To foster communication, reflective and creative interaction in a group*

17. I gefnogi cynllunio a datblygiad mewn ymchwil neu brosiect
18. Fel dull cyfathrebu rhwng dysgwyr

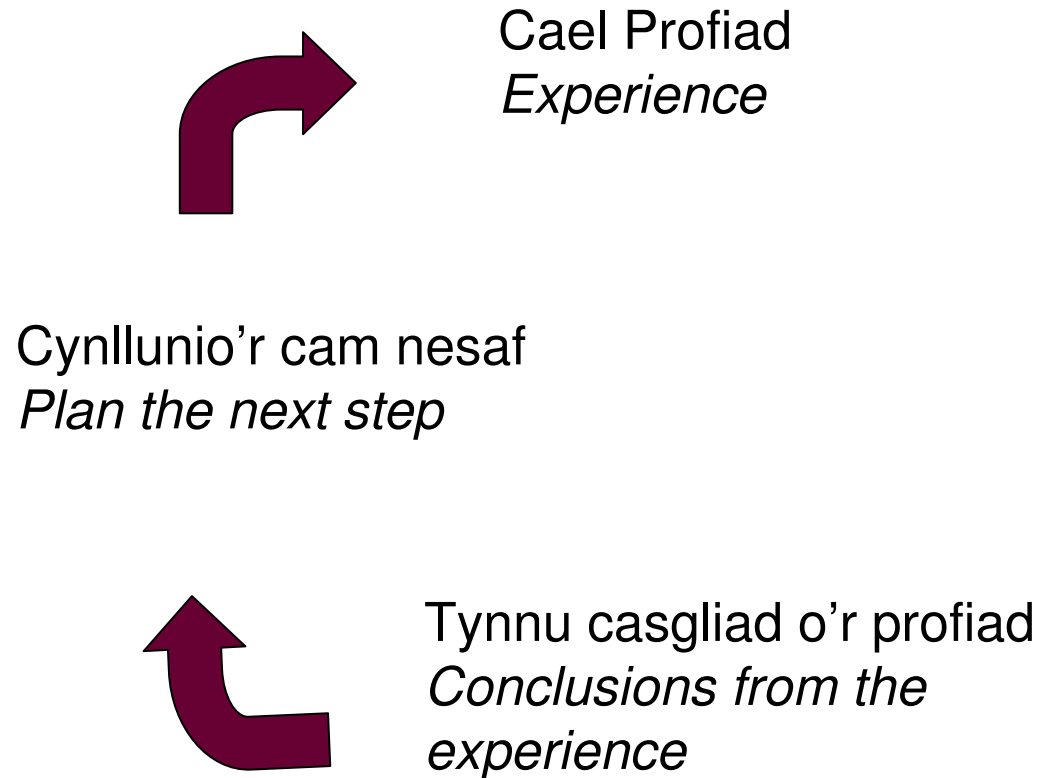
- 17. To support planning and progress in research or a project*
- 18. As a means of communication between one learner and another*

Cylch dysgu Kolb

Kolb's Learning Cycle

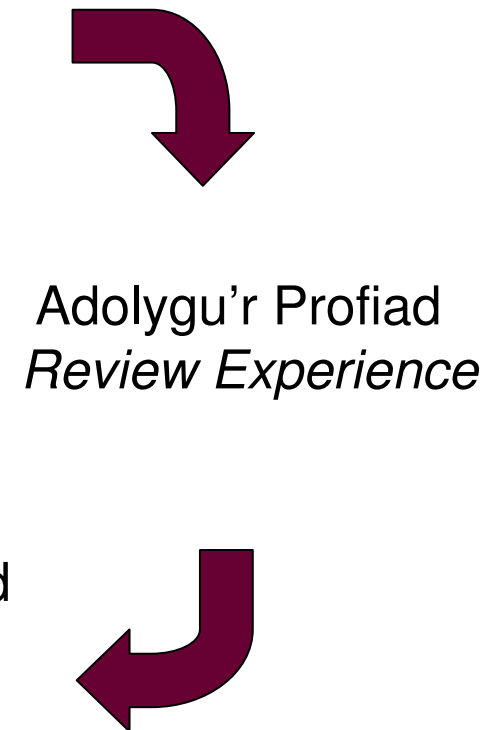


Cylch dysgu Kolb (1984)



Datblygwyd gan Honey & Mumford

Kolb's Learning Cycle (1984)



Developed by Honey & Mumford

Lefelau'r Adfyfyriad:

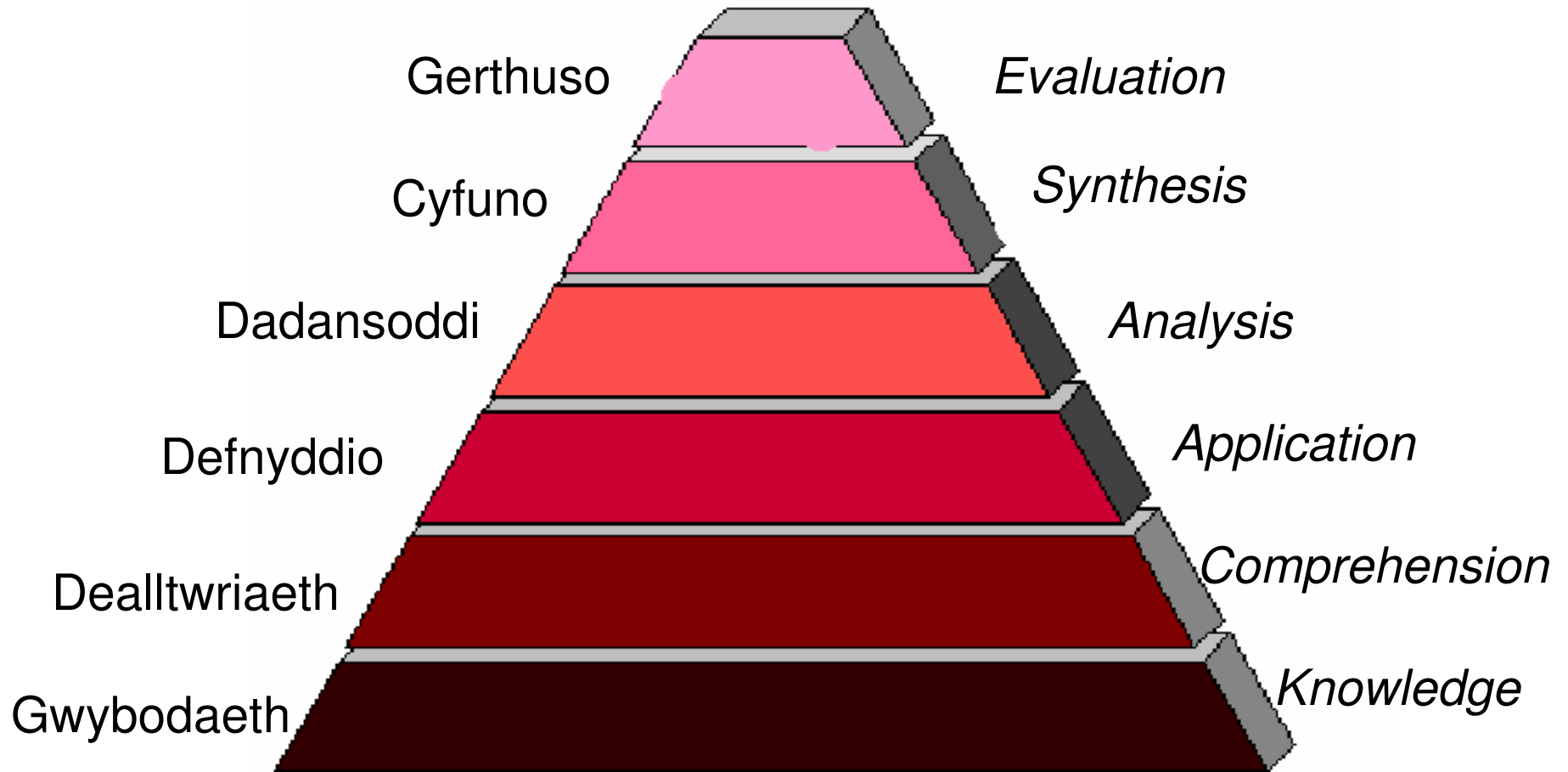
- Disgrifiadol
- Disgrifiadol gyda rhywfaint o adfyfyrio / gwerthuso
- Adfyfyrio catalogaidd gyda thystiolaeth ymarferol / enghreifftiau
- Adfyfyrio beirniadol gydag argymhellion a thystiolaeth ymarferol a llyfryddol

Levels of Reflection:

- *Descriptive*
- *Descriptive with some reflection / evaluation*
- *Catalogue reflection with some practical evidence / examples*
- *Critical reflection with recommendations and practical and literary evidence*

Pau gwybyddol

Cognitive Domain



Bloom (1956)

Gibbs' model of reflection (1988)



Gibbs, G., *Learning by Doing: A guide to Teaching and Learning Methods*. Oxford: Further Education Unit, 1988.

PWYSIG I ADNABOD

Y gwahaniaeth rhwng cofio
/ disgrifio ac adfyfrio.

IMPORTANT TO IDENTIFY

*The difference between
recollection / describing
and reflection*

