



PRIFYSGOL CYMRU

Y Drindod Dewi Sant

UNIVERSITY OF WALES

Trinity Saint David

**MODULE CODE/ COD Y MODIWL: LCBB4002 COMMUNITY
ENGAGEMENT**

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Assignment Title: Reflective Practice

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Content

1. Introduction

2. What is reflective practice

3. Benefits of reflective practice

4. Class presentation

5. Conclusions

6. References

Introduction

The practice takes place over time and has all the correlations characteristics, as irreversibility, which destroy the timing; its temporal structure, i.e. its rhythm, its themes, and its orientation, is essential for its meaning; as with music, any manipulation of this structure, whether of mere change of tempo, acceleration or slowing down, makes it suffer the possibility of destruction that cannot be reduced to the effect of simple reference axis change. In short [...], the practice has got part of time, not only because it is playing in time, but also because it is used in time and especially of tempo (Bourdieu, 2000, p. 130).

Reflecting practice, in general, involves incorporation of the evaluation into its own actions, an evaluation, within which even critical components are given the opportunity of exhibition and use as feedback for the correction of the action.

Freedom of practice can be manifested at the level of all actors involved in its deployment: Facilitators, assessors, supervisors, implementing agency managers, local participants involved in action and others. Strictly speaking, reflex involves twice the role in which the actor assumes outside the role of agent and, eventually, a critical assessment of his own action. This diagram of interpretation of reflection is fully appropriate to actions with a single actor. In the case of actions with multiple actors, reflection has 2 faces. On the one hand it involves the standard self-evaluation meaning and on the other hand, cross-evaluations between actors of the same project or course of action.

What is reflective practice

Reflective practice (PR) is a training methodology in which the main elements of departure are the experiences of each teacher in their context and the reflection on their practice. It is a training option that starts from the person and not from the theoretical knowledge, which takes into account the personal and professional experience for updating and improving the teaching task. This training model, in addition to deepening the knowledge of the subject, teaching and pedagogy, also aims to enable teachers to self-educate, as it transforms reflection into practice and practice into a conscious habit integrated into daily activity. The starting point is, as mentioned, the practice in the classroom of the teachers participating in the activity. It is about the analysis of the didactic action itself, the reflection and joint implementation of the improvement proposals in the points where the efficiency of the

learning of the students is not considered successful. All PR-based training activities take place in small groups of teachers of which an expert is a party that acts as a facilitator or trainer. Training is increased among "equals". The instructor is at the same level as the participants and adopts a symmetrical role, although it is appropriate to perform the functions of an expert. On the other hand, from the same PR process, the theoretical knowledge of the experts is available: documentation, articles, bibliography, presentations and many other.

To implement this methodology, a group or seminar of teaching staff must be created - figuratively called, small learning communities - where participants were interested in learning individually and cooperatively. This means that appropriate methods must be systematically worked to achieve the necessary climate of mutual trust between members, since they will have to share experiences, help each other, orient each other, etc. The core of the activity is called the "reflexive cycle" and this is what the participants of the group should follow. Communication between the participants and with the facilitator has a leading role; It must be a simple and above all permanent and very fluid communication. Once the PR methodology has been learned, it can also be used individually but with less enriching results.

On the purpose of the PR we can point out that what it intends is to transform the daily practice in the classroom into a research process rather than an application process. An action research process in which the teaching staff, in their context of intervention, tries to critically understand the situations they face. It is about entering the classroom with the objective of investigating, and not applying only what has been learned in the university or the training courses. It will be necessary to be critical, to enter into a process of questioning, of inquiry, of analysis and experimentation, of generation of new strategies of action, of reconceptualization and, where appropriate, of questioning of the most basic schemes of functioning, of beliefs and implicit theories.

Thus, acting as active teachers in the classroom is always accompanied by a research component. The PR thus becomes one of the main competences for the professional development of teaching staff.

The main training objectives of this methodology are summarized below:

Train reflective teachers capable of solving practical situations as expert professionals.

Teach teachers to immerse themselves in the continuous spiral of action-reflection-action, which bi-directionally integrates theory and practice, formal knowledge and practical knowledge, scientific criteria and ethical and social commitment.

Provide teachers with a methodology that improves their ability to properly manage the classroom: contextualization, complexity and decision-making in situations of uncertainty and immediacy.

Increase in the teaching staff the methodological preparation to innovate and research from their own practice. And to close this explanation, I quote some lines of Donald A. Schon referring to the reflexive professional that are stimulating for those good teachers who often do not find a way to combine teaching with research: “When someone reflects from the action it becomes a researcher in the practical context ”.

Benefits of reflective practice

By reflection, create an environment that focuses on the student. This environment will support students and teachers around you to become innovators, confident, employees, and responsible.

Once you start the reflection process, your teaching and learning quality will improve. You will consider the different learning styles of students and individual needs and plan new lessons based on them. Reflection helps focus on learning process so that results and learning results will improve as you reflect how students learn.

By involving the reflection process, you will create a collaboration environment in partnership as you ask questions and adapt both your practice and practice of students and other colleagues. The learning process then becomes an active one, as you are more aware of what your students want to achieve, giving results that can be shared across the institution. Working with other colleagues and students, the relationships become positive and demonstrate mutual respect. Students feel part of the learning cycle and are more self-aware. Colleagues can "team", relying on expertise and support. It will develop the best practices of the whole institution. All these things result in a productive working environment.

Class presentation

The first assessment I made was about Amazon because I work there. Therefore, the second one was on the same topic. Given that I store products for this company I chose to present a situation within my department. With the help of a colleague I prepared a dialogue and practiced it several times before the presentation in class. Although I prepared before, the

emotions were very high. I started by introducing myself and describing the incident in the Amazon. I told my colleagues that my role is a stower, my colleague is my manager and I chose to go talk to her because I saw one of my colleagues at work stealing an object. Once presented the situation I felt relaxed, I felt colleagues interested in the subject and they followed my presentation curiously. However, they did not intimidate me. I continued the discussion with the manager, I told her that I'm sorry because I have to give her bad news. The manager was shocked to find out that although the warehouse is monitored by both cameras and guards, one of the colleagues chose to steal a watch. Although the managers know what measures to take in such situations, he also asked for my opinion. Knowing the company policy very well, I was sorry to say that I know that Amazon has zero tolerance for theft and my colleague must be fired immediately. Both my manager and my colleagues appreciated my honesty. As a reward for this, the manager said that she would consider promoting me.

Conclusions

According to my colleagues' notes, I don't have to much to improve on my presentation. Three of my colleagues gave me a maximum score on all three criteria and the fourth colleague considered that I should work on the introduction and the practical demonstration of the presentation.

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Peer Evaluation Role Play Feedback Form

Name of Presenter *Daniela Patru* Date *12.08.2019*
Activity: *Warehouse operator AMAZON*

	Poor	OK	Good	Excellent
Introduction (Explanation)			✓	
Presentation (practical demonstration)			✓	
Conclusion (how well can you carry out the activity?)				✓

Any other comments

Well explanation of the problem, try to solve the problem with help of the Manager.

Signed: *[Signature]* Date: *12.08.2019*

LCBB 4002 Community Engagement
Peer Evaluation Role Play Feedback Form

Name of Presenter Dawela Patu Date 12.08.2019

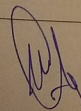
Activity: Warehouse operator at Amazon

	Poor	OK	Good	Excellent
Introduction (Explanation)				✓
Presentation (practical demonstration)				✓
Conclusion (how well can you carry out the activity?)				✓

Any other comments

Very good introduction, and very
good presentation as well.
Understands the job very well.
Honest is always good!

Signed:



Date: 12.08.2019

LCBB 4002 Community Engagement
Peer Evaluation Role Play Feedback Form

Name of Presenter

Date 12-08-19

Daniela Patru

Activity:

Warehouse operator
AMAZON

	Poor	OK	Good	Excellent
Introduction (Explanation)				✓
Presentation (practical demonstration)				✓
Conclusion (how well can you carry out the activity?)				✓

Any other comments

She is confident, good presentation
She showed her emotions about
what happen. I liked it.

Signed: 

Date: 12.08.19

LCBB 4002 Community Engagement
Peer Evaluation Role Play Feedback Form

Name of Presenter DANIELA PATRULI Date 12.08.2019

Activity: WAREHOUSE OPERATOR AMAZON

	Poor	OK	Good	Excellent
Introduction (Explanation)				✓
Presentation (practical demonstration)				✓
Conclusion (how well can you carry out the activity?)				✓

Any other comments

An excellent presentation. Very confident, strong with positive attitude. Excellent approach of the problem, good resolve. A group leader with a lot of experience. Excellent.

Signed: Volodca Varile Date: 12.08.2019
Craws

References:

<http://www.edu21.cat/ca/continguts/284>

Schön, D. A. (1998) *El profesional reflexivo*, p.72

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