



Session 1

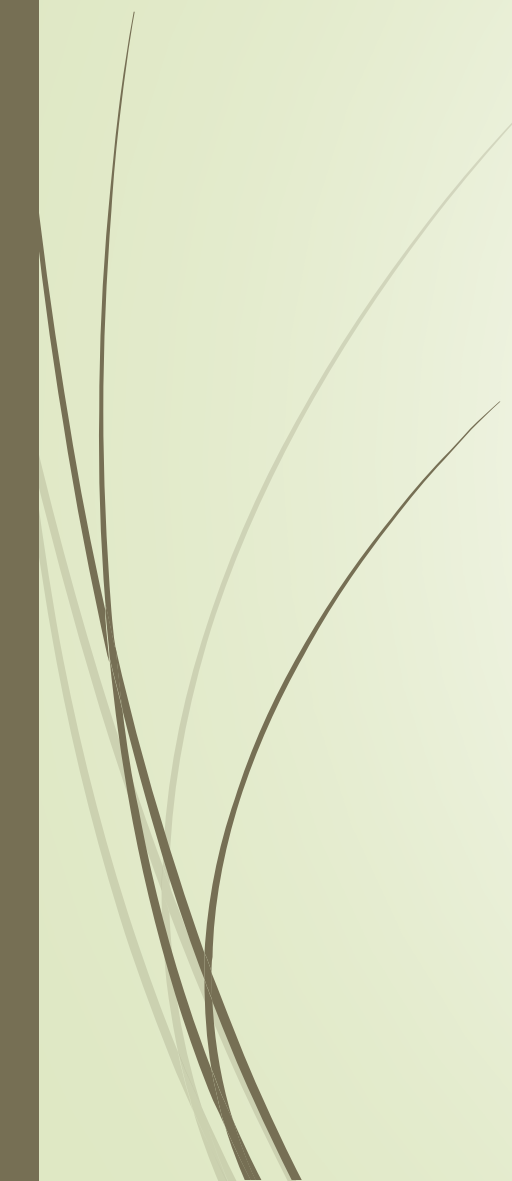
Module Overview and Reflective Practice

EC SO6001: Sustainable Communities & Global Development



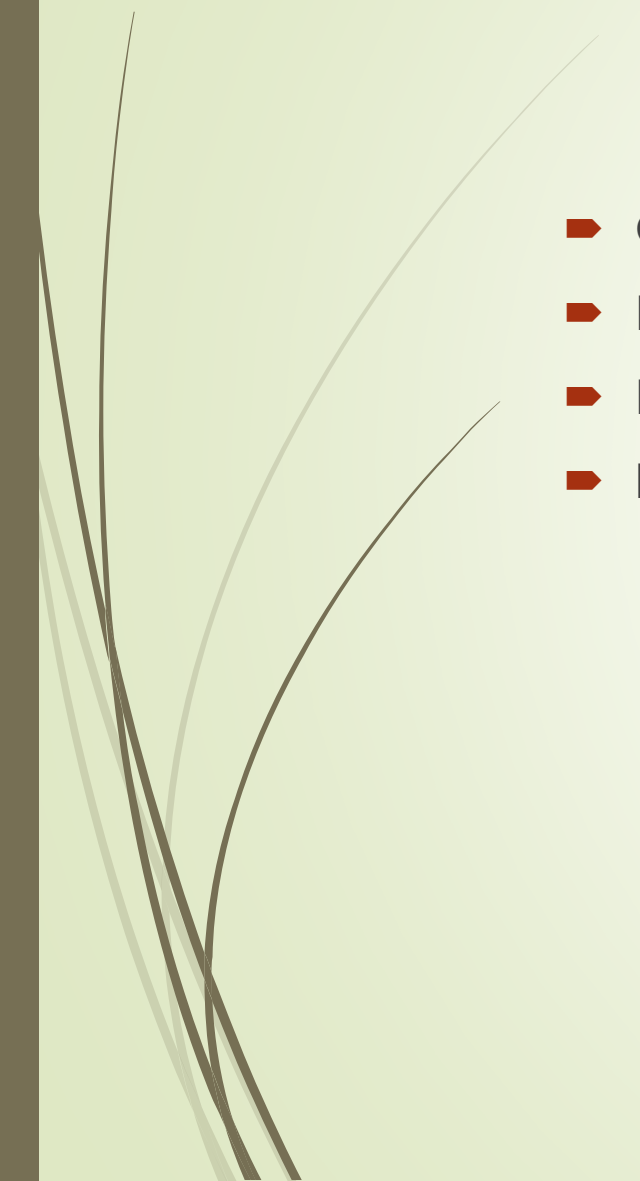


During this Module, We will....

- Explore what is meant by Sustainability
 - Explore how/if we can achieve Social Inclusion by understanding the idea of building sustainable communities
 - Look at different theories of sustainability
 - Enhance our ideas about what Social Equality is.
 - Assess our own contribution to sustainability
- 



Key Terminology

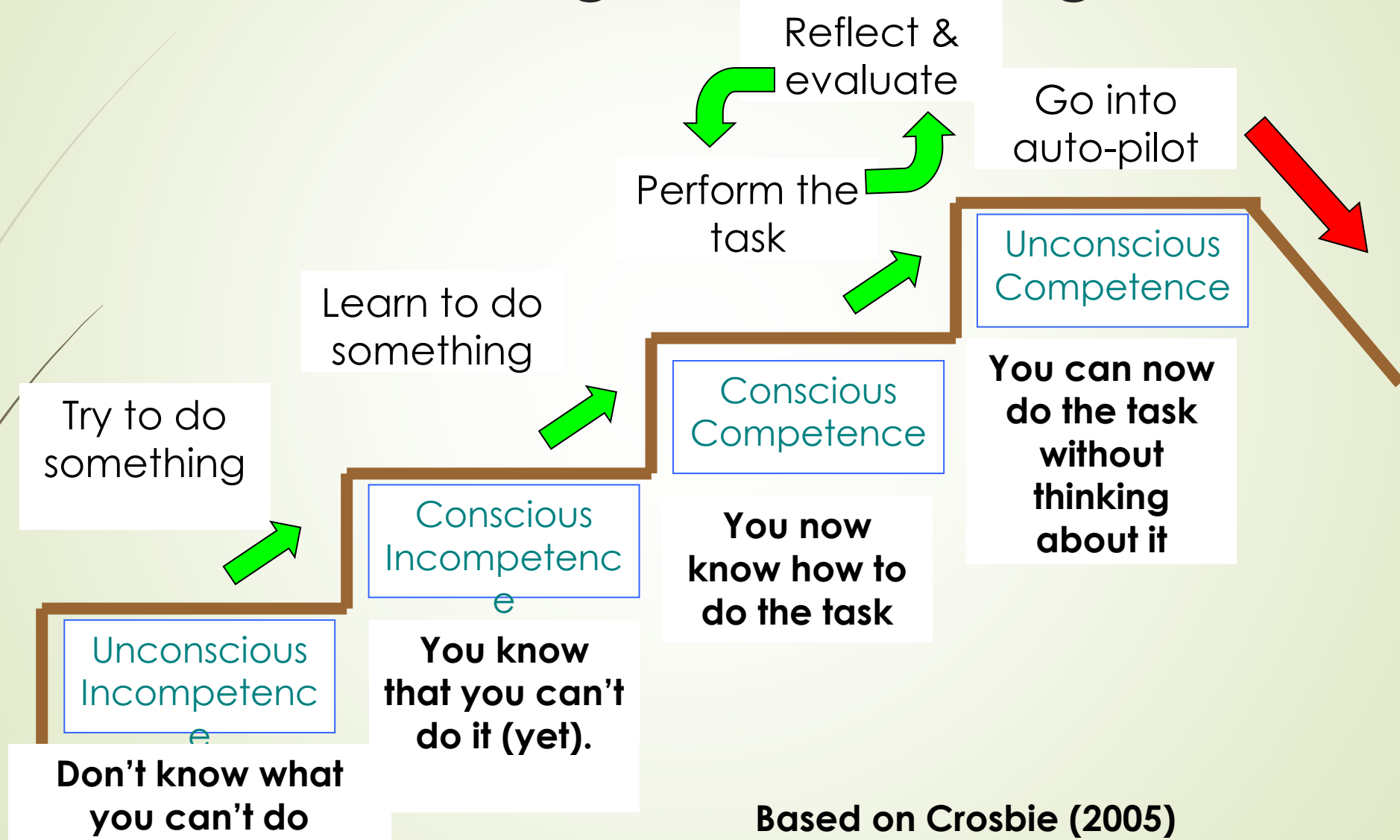
- Cognitive dissonance
 - Built-in obsolescence
 - Ethical consumerism
 - Instant gratification
- 

Reflective Practice: *What does it mean?*

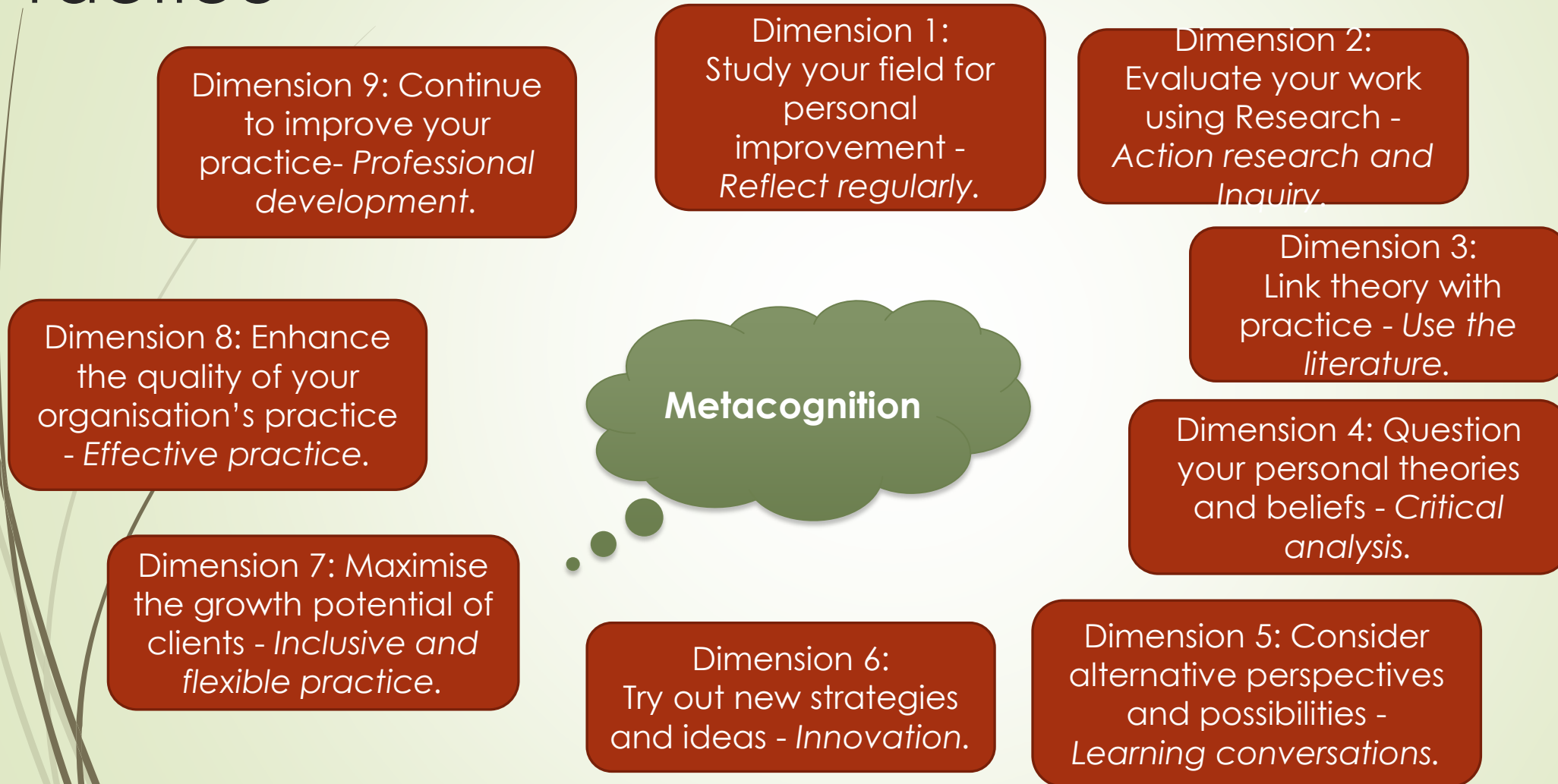
**Life is about
choices.**
**You make a
mistake once,
it's a mistake.**
**You make the
same mistake
again, that's
a choice.**



The Four Stages of Learning



The Nine Dimensions of reflective Practice



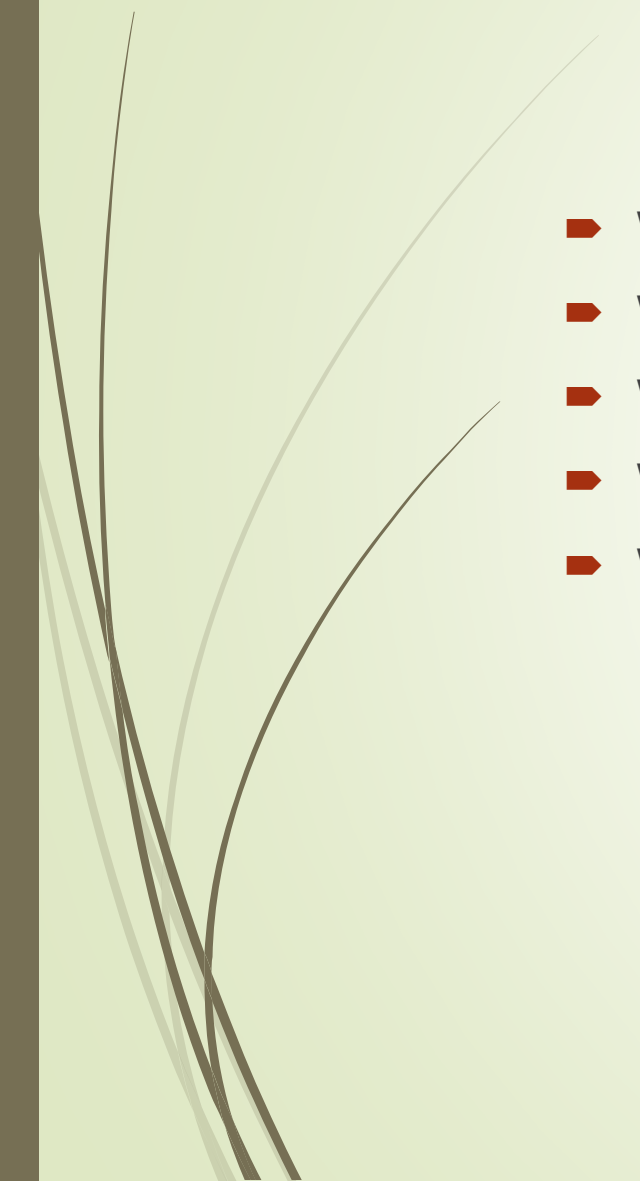


Reflective Practice in Practice

- In practical terms, reflective practice is a cycle which involves;
 - Planning some work, based on current knowledge and policies
 - Carrying out the work
 - Evaluation by self, by stakeholders, and colleagues
 - Research, dialogue, team meetings, strategic meetings
 - Creating a new plan
 - Carrying out work more effectively with increased positive outcomes for the people we work with

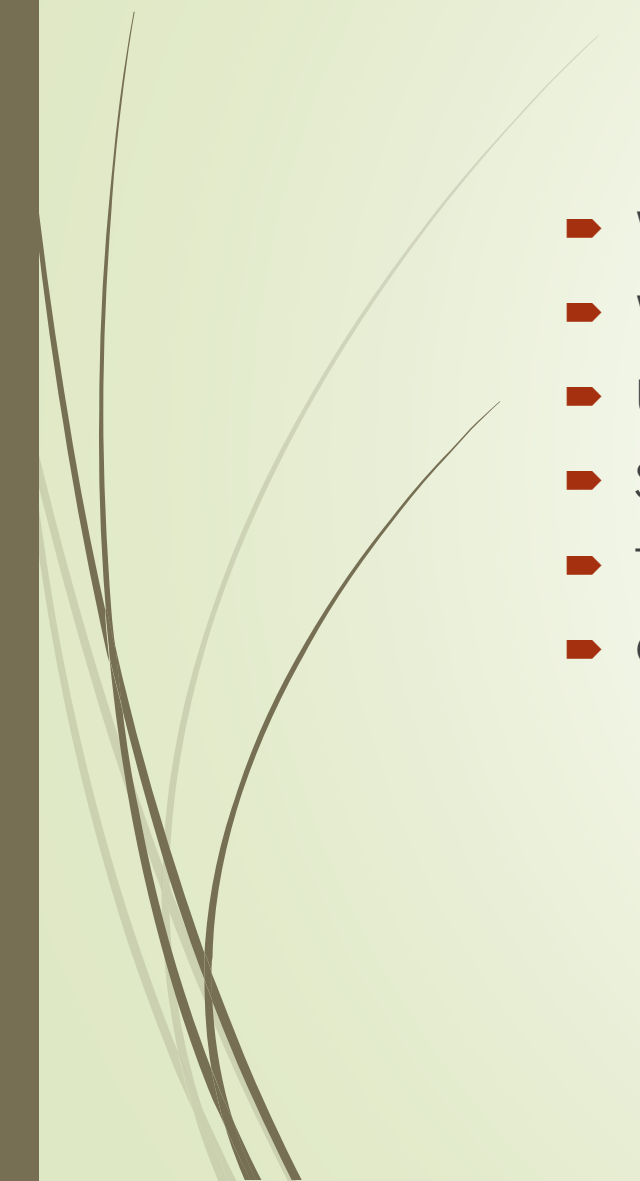


Reflective Practice in Practice

- What have we tried?
 - What went well?
 - What could have been better?
 - What will we do differently next time?
 - What actions do we need to take to achieve this?
- 



The Challenges of Reflective Writing

- Writing in a different way
 - Writing a personal but objective account
 - Using academic evidence in reflective writing
 - Selecting the content
 - The writing process
 - Getting the language right
- 



The Language of Reflective Writing – 'Person'

- Based on your own experience,
 - so it is appropriate to use the first person:
 - I
- However, most assignments containing reflective writing will
 - also include academic writing
- You are therefore likely to need to write both
 - in the first person e.g.
 - I felt...
 - and in the third person
 - Smith (2009) proposes that ...

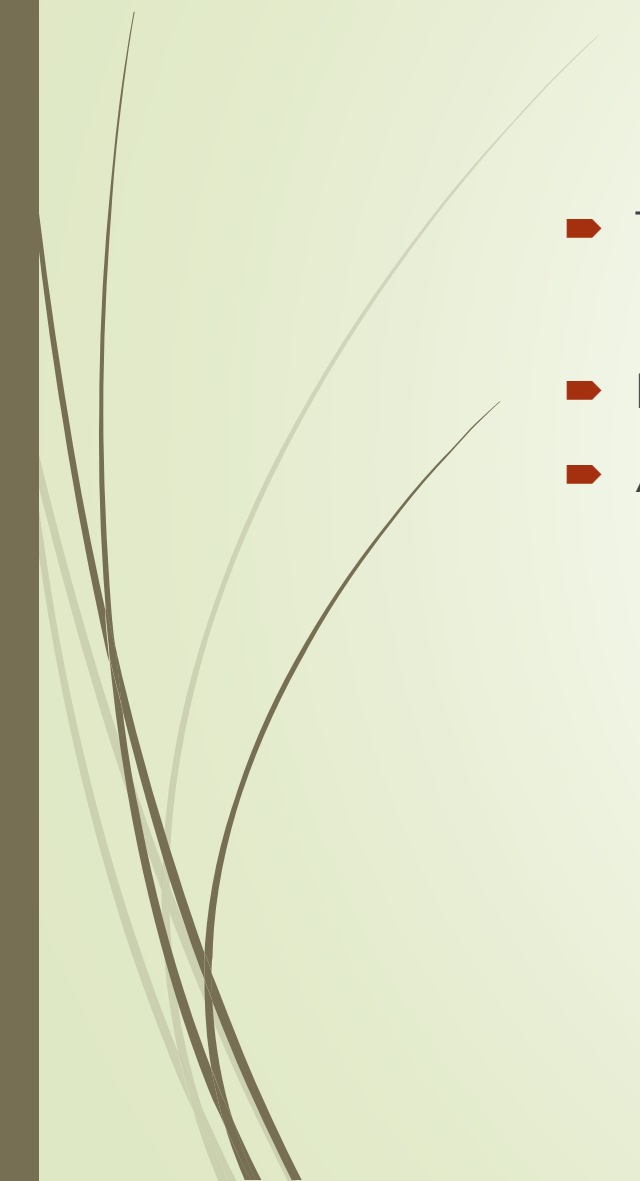


The Language of Reflective Writing: Tense

- ▶ Mixing experience with theory
- ▶ When writing about your reflections use
 - ▶ the past tense as you are referring to a particular moment:
 - ▶ I felt....
- ▶ When referring to theory use
 - ▶ the present tense as the ideas are still current:
 - ▶ Smith (2013) proposes that...



Reflective Writing



- Try to stand back from the situation,
 - give some distance in time before reflecting
- Be as objective as possible
- Although you are writing about your own experiences and feelings
 - you need to be as rigorous and thorough
 - as you would be for any other assignment



Reflective Writing



- Involves an exploration and explanation of
 - an event,
 - experience
 - or several connected events.
- May feel particularly difficult and more challenging than other forms of academic writing as it involves
 - thinking and writing about
 - anxieties and errors
 - as well as successes
 - in your interactions with an individual or group or when carrying out a practical task.

The Reflective Practitioner:

Why are We Reflecting?



High Ground 'I don't need to reflect'

**Over-confident &
Comfortable**

**No motivation to
develop & improve**

**'Edge of
Chaos'**



**Where we test
ourselves and
learn from the
process**

**Swampy
Lowlands**

**Unable to
reflect**



Unsure & Scared

**No ability to develop &
improve**

Based on Donald Schön (2016)



Why are We Reflecting?

- Reflection on Action
- Reflection in Action
- Reflection for Action
- Reflecting on a past event, action or experience in order to better understand ourselves and what happened
- The ability to analyse a situation whilst it is occurring and to try new solutions or actions 'in the moment'*
- Learning from a past event, action or experience in order to better prepare ourselves for a similar event in the future
- *Based on Donald Schön. Not as applicable to reflective writing



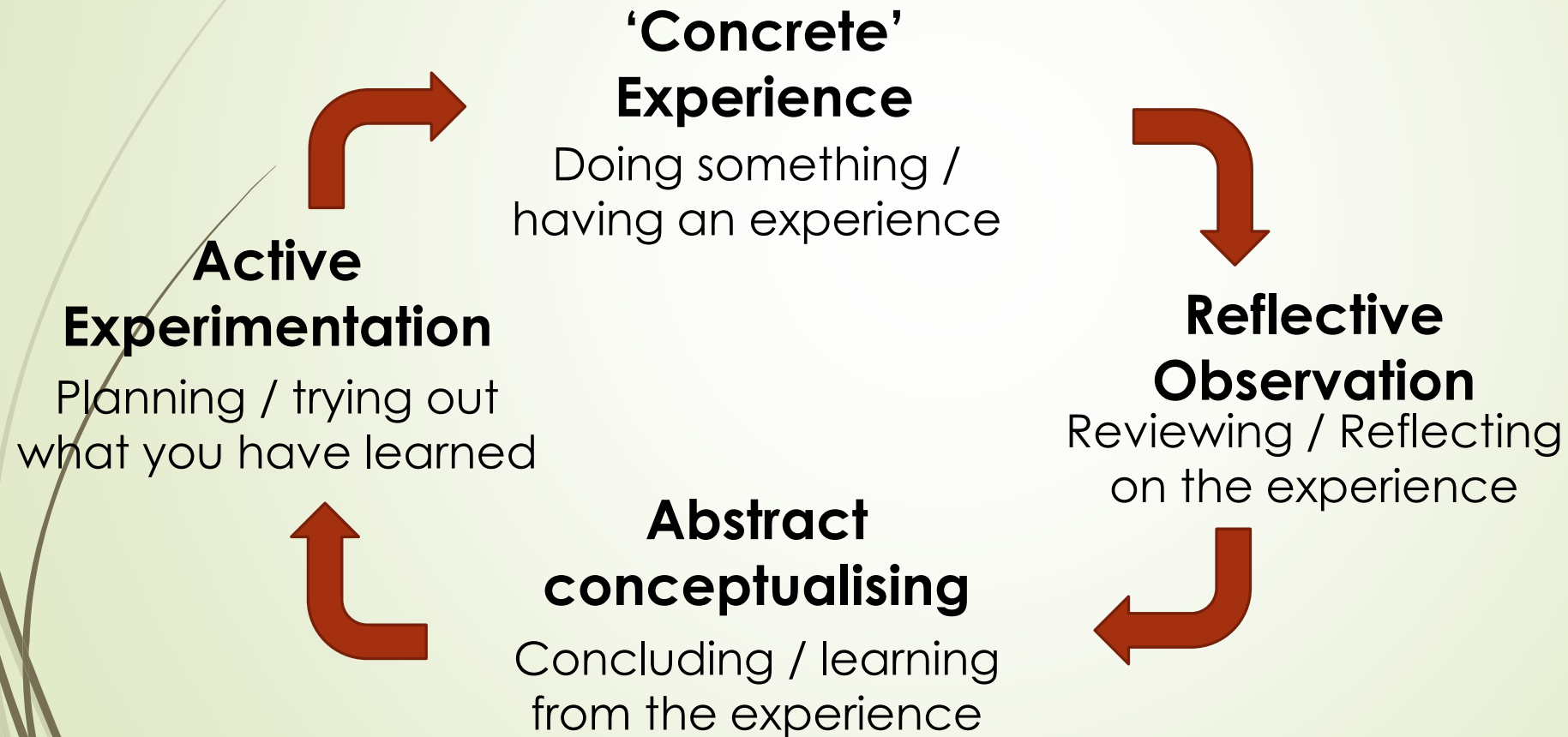
Different Models of Reflection:

In – On - For

- A rapid intuitive process
 - (in action)
- Is not the same as a slower, more deliberate, process
 - (on action, for action).
- A reflective account
 - analysing your experience (reflection on action)
- Effective reflective practitioners
 - plan for future events
 - (reflection for action)

Models of Reflection:

Kolb – Experiential Learning



Models of Reflection:

Gibbs – Reflective Model





Models of Reflection:

Boud *et al* – Returning to Experience

- Returning to Experience
 - recalling or detailing salient events
- Attending to (or connecting with) Feelings
 - two aspects:
 - using helpful feelings
 - removing or containing obstructive ones
- Evaluating Experience
 - re-examining experience in the light of one's intent and existing knowledge etc
 - integrating this new knowledge into one's conceptual framework
- What will I do differently next time
 - ???????

Models of Reflection:

O'Donnell et al – Reflecting for Action

Observation of Experience

I found it difficult to.....



Reflection

What is this an example of? Conjecture #1, Conjecture #2, Conjecture #3



Information Gathering

What information do I need to understand what happened, who should I ask?



Decision Making

Given what I have learned what is the best explanation of what happened?



Evaluation

*What would be the best thing to do
if it happens again?*



Combining Reflection and Theory

- You will gain more marks for
 - your reflective insights
 - not for the description of events
 - so keep your descriptions of what happened brief and to the point

Reflective Insight = $\frac{\text{Experience} \times \text{Theory} + \text{Policy}}{\text{Over Time}}$

Over Time



Reflective Writing

- Produce a balance
- by weaving together sections of
 - 'I thought...
 - 'I felt,...'
 - and the relevant academic theories
- This is more effective than having
 - a section which deals with the theory
 - And a separate section dealing with your experiences
- Try to avoid emotive or subjective terms



Using Academic Evidence and Policy in Reflective writing

- You are aiming to
 - draw out the links between theory and practice
 - keep comparing the two and exploring the relationship between them
- Analyse the event
 - think about it with reference to a particular theory or academic evidence
- Are your observations consistent with the
 - theory, policy, models or published academic evidence?
- How can the theories
 - help you to interpret your experience?
- Consider how your
 - experience in practice
 - helps you to understand the theories and policies
 - Does it seem to bear out what the theories have predicted; and the policies prescribe?
 - Or is it quite different?
 - If so, can you identify why it's different?
 - Perhaps you were operating in different circumstances from the original research, for instance



Reflective Writing



- Be selective:
 - Identify challenging or successful parts of the encounter.
 - Reflect deeply on a few significant aspects and learning points.
 - Discuss your reflections with others to
 - deepen your insight,
 - improve your ability to express your ideas and
 - help to explore a range of perspectives



Reflective Writing

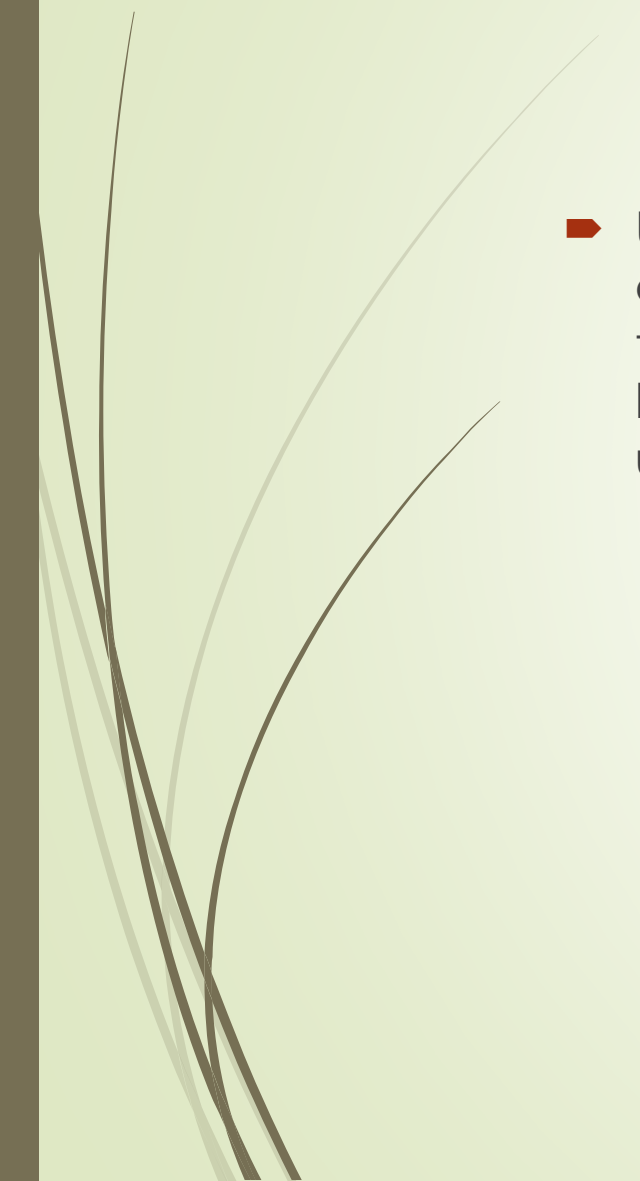


Collect evidence

1. Your reflections form essential evidence of your experiences
 - Keep notes on your reflections and the developments that have occurred during the process. Reflective accounts!
2. Academic evidence from published case studies and theories to show how your ideas and practices have developed in the context of the relevant academic literature.
3. Policies and reports.



Reflective writing

- Use the reflective learning cycle to structure your writing: plan; act; observe; reflect; gain insights, plan again etc. This will make sure you cover the whole process and explain not just what happened, but why it happened and what improvements can be made based on your new understanding.
- 



What could pose barriers to reflective practice?

- Time constraints (individually or on a team level)
- Organisational structures – we may reflect, but does this lead to any changes? (unchangeable procedures, decision-making rests with individuals who either don't reflect or who don't see the need to change)
- Cultural/individual attitudes
- Change is often resisted on



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