

Writing Collage

Gibbs Reflective Cycle:

- Swot Analysis
- SMART Goals
- Johari Window
- PDP
- Learning styles

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I declare that this assignment is all my work and that I have acknowledged all materials used from the published or unpublished work of other people. All references have been duly cited.

Graham Gibbs introduced the Gibbs Reflective Cycle in 1988 as a tool to help individuals structure their learning, from experiences. This framework allows for an examination of experiences especially when they occur repeatedly. It consists of six stages;

1. Describing the experience
2. Exploring feelings and thoughts related to the experience
3. Evaluating both the negative aspects of the experience
4. Analyzing to understand the situation
5. Drawing conclusions about lessons learned and identifying areas for improvement
6. Developing an action plan for handling situations in the future or adjusting.

Each stage of the model is further elaborated with guiding questions and examples to facilitate reflection at levels. It is important to note that this reflective model is one approach among many. Experiment with it to see how well it suits your needs. If you find questions beneficial, then others focus on those specific aspects during your reflection process. Engaging thoughtfully with each stage can enhance your thinking and learning experiences.

The Gibbs Reflective Cycle is a framework commonly used in educational and professional settings to analyze and evaluate experiences and actions. When applied to a SWOT analysis, this reflective model can provide a structured approach to understanding strengths, weaknesses, opportunities, and threats of a particular situation or decision-making process. The first stage of the Gibbs Reflective Cycle is to describe the event or experience being analyzed. In a SWOT analysis, this could involve identifying the project, business venture, or decision being evaluated. It is important to provide detailed information about the background and context of the situation to accurately assess the strengths, weaknesses, opportunities, and threats. The second stage of the Gibbs Reflective Cycle is to reflect on feelings and thoughts about the experience. (“Gibbs Reflective Cycle: Expert Guide to Effective Reflection”) This involves considering how the individual or team felt about the SWOT analysis process, as well as any concerns, fears, or uncertainties that arose during the evaluation. By examining emotions and thoughts, it is possible to gain insight into personal biases or assumptions that may have influenced the analysis. The third stage of the Gibbs Reflective Cycle is to evaluate the experience and identify any positive or negative aspects. In a SWOT analysis, this step involves assessing the strengths, weaknesses, opportunities, and threats identified during the evaluation process. By examining these factors, it is possible to gain a comprehensive understanding of the situation and make informed decisions about how to move forward.

The fourth stage of the Gibbs Reflective Cycle is to analyze the experience to make sense of it. This involves considering the implications of the SWOT analysis and how it can inform future decision-making processes. By critically analyzing the strengths, weaknesses, opportunities, and threats, it is possible to identify areas for improvement and develop strategies for success. The final stage of the Gibbs Reflective Cycle is to create an action plan based on the insights gained from the analysis. This involves setting goals, identifying potential challenges, and developing strategies to address weaknesses or threats identified. By taking proactive steps to address these issues, it is possible to optimize future decision-making processes and improve overall outcomes. In conclusion, the Gibbs Reflective Cycle provides a valuable framework for evaluating SWOT analysis processes and enhancing critical thinking skills in educational and professional settings.

The Gibbs reflective cycle is a widely used framework in education and professional development. By applying this model to the concept of SMART goals, individuals can effectively assess their progress, identify areas for improvement, and set more realistic and achievable objectives. The SMART goals approach, which stands for Specific, Measurable, Achievable, Relevant, and Time-bound, provides a structured method for setting clear and attainable goals. (“How to make resolutions you'll keep Transcript - Life Kit”) In the context of the Gibbs reflective cycle, the first step involves describing the goal in specific terms. This includes identifying the desired outcome, outlining the steps needed to achieve it, and defining the criteria for success. By taking the time to clearly articulate the goal, individuals can ensure that they are working towards a specific and measurable objective. This can help to prevent ambiguity and confusion and increase the likelihood of success. Next, individuals should consider how achievable and relevant the goal is to their personal or professional development. Reflecting on these aspects can help individuals to assess the feasibility of their goal, as well as its potential impact on their overall growth and success. Finally, individuals should set a timeline for achieving the goal, allowing them to track their progress and adjust as needed. By applying the principles of the SMART goals approach within the framework of the Gibbs reflective cycle, individuals can improve their goal-setting skills and increase their chances of success in reaching their objectives.

The Gibbs Reflective Cycle and the Johari Window are two powerful tools that can be used for self-reflection and personal development. The Gibbs Reflective Cycle is a structured model that allows individuals to reflect on their experiences and learn from them. It consists of six stages including description, feelings, evaluation, analysis, conclusion, and action plan. Each stage helps individuals to delve deeper into their thoughts and emotions, helping them to gain a better understanding of themselves and their actions.

On the other hand, the Johari Window is a model that helps individuals understand their relationships with others. It consists of four quadrants representing self, open, blind, hidden, and unknown areas of oneself. By using the Johari Window, individuals can improve their self-awareness, understand how others perceive them, and work on building better relationships with those around them. These two models can be used together to create a comprehensive framework for self-reflection and personal growth. By integrating the Gibbs Reflective Cycle with the Johari Window, individuals can gain a deeper understanding of themselves, improve their relationships with others, and become better versions of themselves.

Personal development planning (PDP) is a structured and systematic process that individuals undergo to work towards achieving their personal and professional goals. This process involves setting objectives, assessing current skills and abilities, identifying areas for improvement, and creating a plan of action to enhance one's skills and capabilities. PDP is important for graduate school students as it helps them to reflect on their strengths and weaknesses, set realistic goals, and take steps to continuously develop and grow throughout their academic and professional journey.

In the description stage of the Gibbs reflective cycle, individuals can identify and describe their learning style preferences. This could include visual, auditory, kinesthetic, or reading/writing learners. By recognizing and acknowledging their preferred learning styles, individuals can then move on to the next stage of feelings, where they can reflect on how these preferences impact their learning experiences and outcomes. This stage allows individuals to explore their emotional reactions and responses to their learning styles, providing insight into how their preferences influence their engagement and understanding of learning materials. In the evaluation stage, individuals can critically assess the effectiveness of their learning styles in different learning situations. This stage encourages individuals to consider the strengths and limitations of their preferred learning styles, and how these preferences may impact their learning experiences. By analyzing these factors in the next stage of analysis, individuals can gain a deeper understanding of how their learning styles shape their approach to learning, and how they can leverage their strengths while addressing their weaknesses. The conclusion stage of the Gibbs reflective cycle allows individuals to reflect on their learning style preferences in relation to their overall learning goals and objectives. By considering how their learning styles align with their educational aspirations, individuals can make informed decisions about how to best support their learning needs and enhance their academic performance. Finally, the action plan stage encourages individuals to develop strategies for incorporating their preferred

learning styles into their study routines and practices, to optimize their learning experiences and outcomes.

In conclusion, applying the Gibbs reflective cycle to learning styles can provide valuable insights into how individuals approach and engage with learning materials. By recognizing and reflecting on their preferred learning styles, individuals can tailor their study habits and practices to better support their learning needs and goals. This reflective approach to learning styles can empower individuals to take ownership of their learning experiences and make informed decisions about how to enhance their academic performance and achievements.