

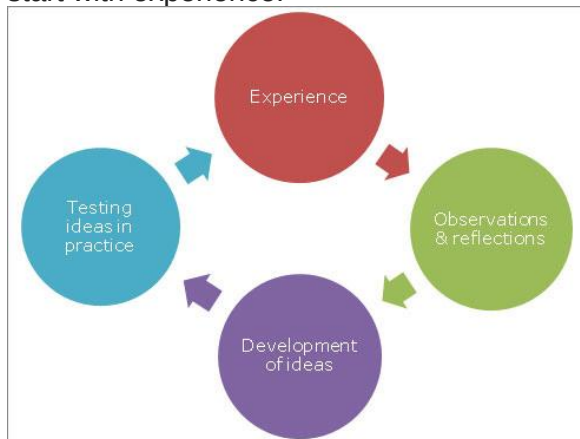
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COURSE TITLE: COMMUNITY ENGAGEMENT  
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#### INTRODUCTION:

We, Human beings, have the potential to think, and to think about thinking because we are endowed with the gifts of thought and reflection. When we take time to reflect, we enable ourselves to attune to deeper levels of awareness, even if simply in momentary flashes, as we raise thoughts to consciousness. That is not to say that we always turn our reflection towards useful or noble pursuits, such as to improve our lives or someone else's because we have the power of choice and we can live life as we choose, even if it means our reasoned choices are at someone else's interest.

The way of thinking of reflective  
Kolb's Learning Cycle

Kolb's Learning Cycle (1984) has 4 elements of points which we can start any point, mostly its start with experience.



**EXPERIENCE:** Kolb's learning process first stage is experience. To demonstrate, recharge or evaluate any topic you must have to gain experience first. To develop yourself with experience and knowledge then you can reflect anything.

**OBSERVATION AND REFLECTION:**

To reflect anything anyone must have to observe the topic and reflections. If you can observe the topic, then it's possible to reflect.

**DEVELOPMENT OF IDEAS:** To reflection any topic it must need to develop the ideas. By learning, recharging it has to develop main ideas.

Honey and Mumford

Learning styles were developed by Peter Honey and Alan Mumford, based upon the work of Kolb, and they identified four distinct learning styles or preferences: Activist, Theorist; Pragmatist and Reflector. These are the learning approaches that individuals naturally prefer and they recommend that in order to maximize one's own personal learning each learner ought to:

understand their learning style

seek out opportunities to learn using that style

To understand your particular learning style Honey and Mumford have developed a Learning Style Questionnaire [see further reading] and with this information you will be in a far better position to do three really useful things [quoting P. Honey]:

"Become smarter at getting a better fit between learning opportunities and the way you learn best. This makes your learning easier, more effective and more enjoyable. It saves you tackling your learning on a hit-and-miss basis. Equipped with information about your learning preferences, you'll have many more hits and fewer misses."

"Expand the 'band width' of experiences from which you derive benefit. Becoming an all-round learner, increases your versatility and helps you learn from a wide variety of different experiences - some formal, some informal, some planned and some spontaneous."

"Improve your learning skills and processes. Increased awareness of how you learn, opens up the whole process to self-scrutiny and improvement. Learning to learn is your most important capability since it provides the gateway to everything else you want to develop."

#### TESTING IDEAS IN PRACTICE:

When you gain knowledge, develop your mind you must need to practice the ideas practically. It is not possible anything to do successfully without practicing.

#### THE NATURE AND PURPOSE OF REFLECTIVE PRACTICE:

In the physical world, reflection means throwing back from a surface, such as that creating heat, sound or light. In connection with human reflection, I extend the definition to the throwing back of thoughts and memories, in cognitive acts such as thinking, contemplation, meditation and any other form of attentive consideration, in order to make sense of them, and to make contextually appropriate changes if they are required (Taylor 2000: 3). This comprehensive definition allows for a wide variety of thinking as the basis for reflection, but it is similar to many other explanations (Mezirow 1981; Boyd and False 1983; Boud et al. 1985; Street 1992) due to the inclusion of the two main aspects of thinking as a rational and intuitive process, which allows the potential for change.

The most notable name in the general reflective practice literature is Donald Schön, who emphasized the idea that reflection is a way in which professionals can bridge the theory-practice gap, based on the potential of reflection to uncover knowledge in and on action (Schön 1983). He acknowledged the working intelligence of practitioners, and their potential to make sense of their work in a theoretical way, even though they might tend to underestimate their practical knowledge. He referred to tacit knowledge, or knowing in action, as the kind of knowledge of which they may not be entirely aware.

The aim of reflective learning is to develop learning process, increase learning skill, wide thinking. It's help how to learn teaching systems.

## REFLECTION ON MY PERSONAL EXPERIENCE:

I been told by my tutor I have to present a role play practically. At first I was very unconscious about the role play. I never been done any role in my life before. I let her know that I'm totally ignore about the role play in practically. She gives me hope that she will help her best to help me. She demonstrated all her experience and shared with us few role play experience. At first I was very nervous about think that how I can present that role play.

My tutor suggested me I should choose a topic in which I'm very good, feel comfortable and confident.

According to my tutor suggestion I choose an easy game for my role play presentation.

I practiced a lots and about my role play presentation and got confidence.

In my presentation day I was the first student who going to present the role play. I felt a bit nervous at beginning and tried to overcome it.

I start my role play presentation about the game Dominos. My classmates no one don't have any idea about the game. I started to play with my 3 classmates as I wanted to give them the ideas practically. They were very interested to participating in the game. So we were 4 people playing the game. I just let them know all roles and regulations about the game before I start. So started as a group game. So 4 people in game and two are in a group. I try to teach them all trick, how to play the game, how count the point, how leading the game who lead by and what's the score of the game.

They learn it very easily and practically. I seem that they all were very attentive and interesting to learn.

The practical theory was so much effective.

My classmates they learn the game very easily and in short time.

It's easy to demonstrate practical theory and make confidence.

## PEER EVALUATION ROLE PLAY FEEDBACK:

DUSHAN: Very good introduction. Explain all roles of playing. Excellent presentation. All over very good.

MARA: He explained very well the game. We learn a new game. We really enjoyed a lots. Introduction, presentation, conclusion was excellent.

BRIJESH: He explained all the tricks and strategy of the game and it is very interesting ethnical game. We all understand the game. The presentation was excellent overall, we enjoyed the game.

Jamal Khaled: The Very good introduction. The presentation was really excellent. Explained all roles of game. He seems to be very professional in the game.

Lili: Very good presentation. We learn a new game. He explained everything very nicely and effectively.

I liked his all tricks what he shows in the game. Good conclusion as well.

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