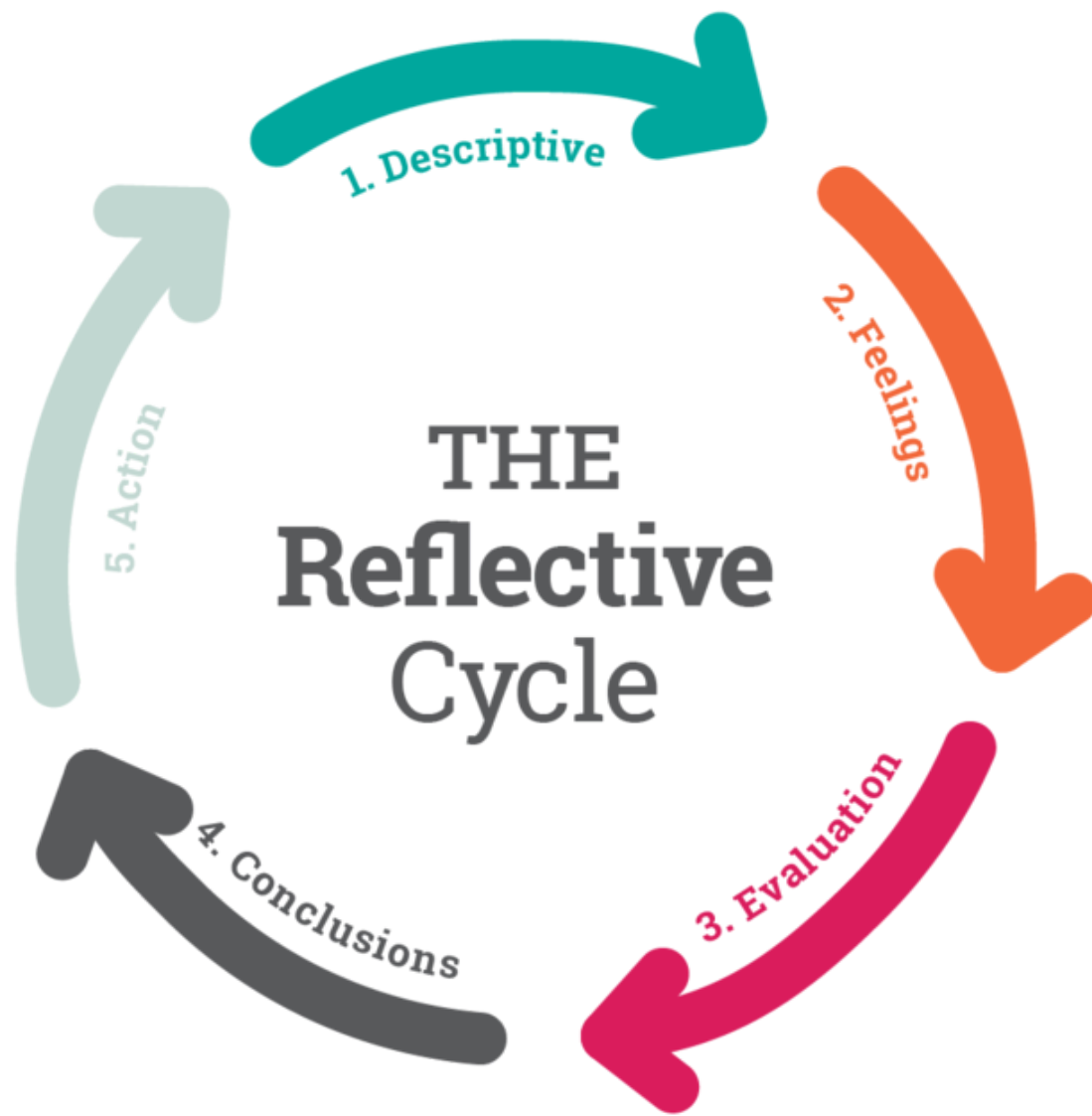




Gibbs, G. [1988] Learning by Doing

Time to reflect on our actions and decide what needs to change.

Reflective writing



Aims and Objectives:



1

Able to develop understanding what is reflective writing

2

Able to reflect on your own experience

3

Able to apply models to your academic works

4

To improve Academic Performance

What is Reflective Practice?

- Taking the opportunity to think about the work you are doing, as you do it , or after you have done it.
- Reflective practice is learning through and from experience towards gaining new insights of self and practice.
- Consider new ways that can improve the quality of your learning

"Reflective practice is the ability to reflect on one's actions so as to engage in a process of continuous learning."

– Donald Schon



What can reflective practice do for you?

- 👍 Enhance your problem-solving skills
- 👍 Enhance your ability to evaluate
- 👍 Enhance your ability to action plan for success
- 👍 Make you an effective student
- 👍 Help achieve your academic/carer goals

6 steps that can help:



1

Read – around the topics you are learning about or want to learn about and develop

2

Ask – others about the way they do things and why

3

Watch – what is going on around you

4

Feel – pay attention to your emotions, what prompts them, and how you deal with negative ones

5

Talk – share your views and experiences with others in your organisation

6

Think – learn to value time spent thinking about your work

Why should we reflect?

- Increasing self-awareness
- Help you to develop creative thinking skills
- Help you in your professional development.
- To improve academic performance
- Can help you to think about your goals for studying and your plans for the future.
- Reflection can help you to be more creative and try new things



How to reflect?



What did I learn?

What do I need to learn more about?

Why did I feel the way I did?

What was easy?

What went well?

What was difficult?

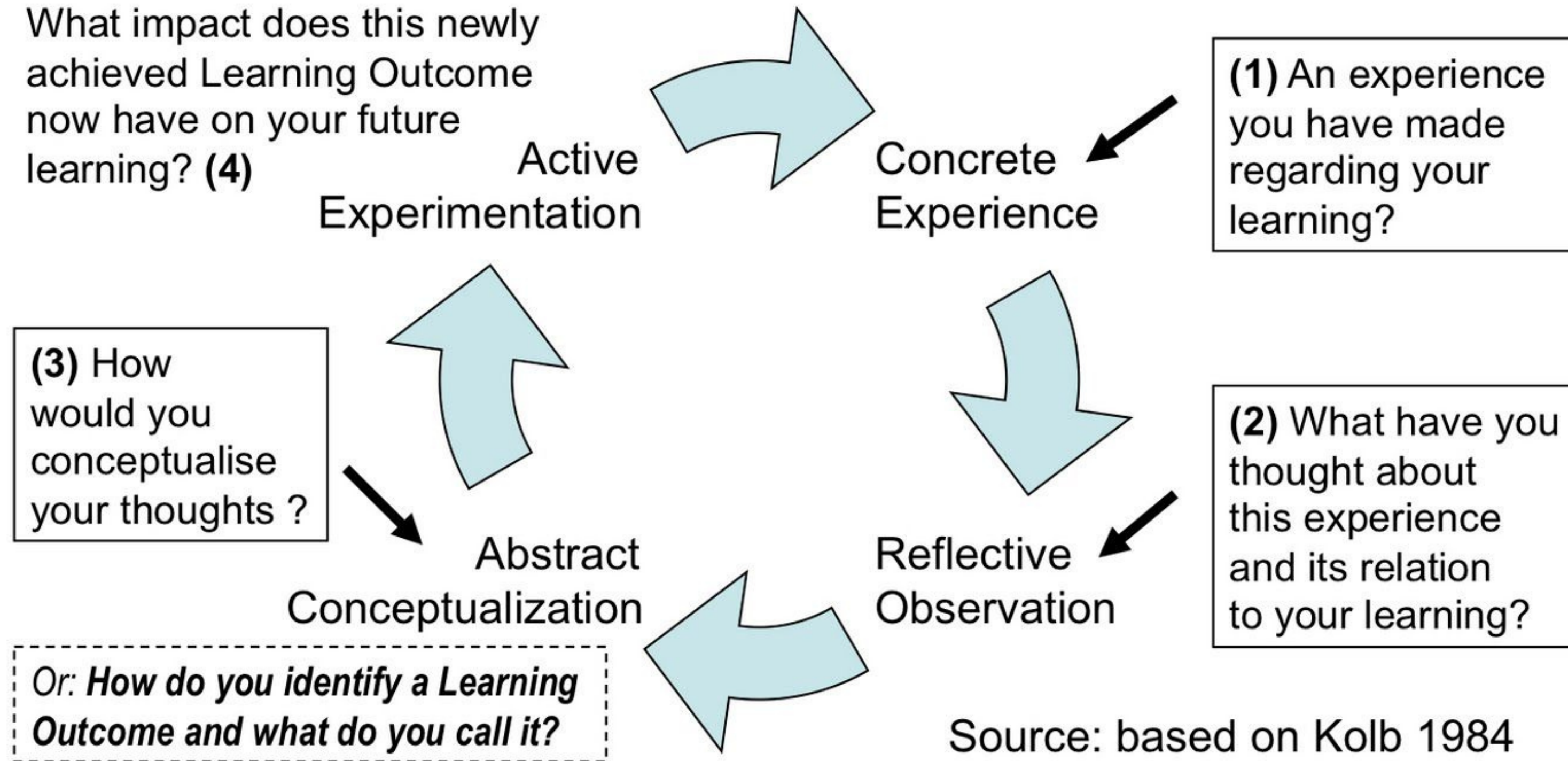
What went badly?

I wonder what would happen if...

How can I improve in the future?



Kolb's Model for the Learning Cycle



"Do something, think about what you did, come to conclusions about what you did and plan to try again. "
(Kolb, 1984)

The Simplest
Experiential
Learning
Cycle

DO IT.

Now What?

What will I do differently next time?

What?

What happened?
What were the results?

So What?

What do these
results imply?
How did I influence
the outcome?





Description- What happened?

Here you have a chance to describe the situation in detail. The main points to include here concern what happened. Your feelings and conclusions will come later.

Helpful questions:

- What happened?
- When and where did it happen?
- Who was present?
- What did you and the other people do?
- What was the outcome of the situation?
- Why were you there?
- What did you want to happen?

Feelings

Here you can explore any feelings or thoughts that you had during the experience and how they may have impacted the experience.

Helpful questions:

- What were you feeling during the situation?
- What were you feeling before and after the situation?
- What do you think other people were feeling about the situation?
- What do you think other people feel about the situation now?
- What were you thinking during the situation?
- What do you think about the situation now?

Evaluation

Here you have a chance to evaluate what worked and what didn't work in the situation. Try to be as objective and honest as possible. To get the most out of your reflection focus on both the positive and the negative aspects of the situation, even if it was primarily one or the other.

Helpful questions:

- What was good and bad about the experience?
- What went well?
- What didn't go so well?
- What did you and other people contribute to the situation (positively or negatively)?

Analysis

The analysis step is where you have a chance to make sense of what happened. Up until now, you have focused on details around what happened in the situation. Now you have a chance to extract meaning from it. You want to target the different aspects that went well or poorly and ask yourself why. If you are looking to include academic literature, this is the natural place to include it.

Helpful questions:

- Why did things go well?
- Why didn't it go well?
- What sense can I make of the situation?
- What knowledge – my own or others (for example academic literature) can help me understand the situation?

Conclusion

In this section, you can make conclusions about what happened. This is where you summarise your learning and highlight what changes to your actions could improve the outcome in the future. It should be a natural response to the previous sections.

Helpful questions:

- What did I learn from this situation?
- How could this have been a more positive situation for everyone involved?
- What skills do I need to develop for me to handle a situation like this better?
- What else could I have done?

Action Plan

At this step, you plan for what you would do differently in a similar or related situation in the future. It can also be extremely helpful to think about how you will help yourself to act differently – such that you don't only plan what you will do differently, but also how you will make sure it happens. Sometimes just the realisation is enough, but other times reminders might be helpful.

Helpful questions:

- If I had to do the same thing again, what would I do differently?
- How will I develop the required skills I need?
- How can I make sure that I can act differently next time?

References:

- Gibbs G. (1988). Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford.
- Kolb, D. A. (1984) Experiential learning: experience as the source of learning and development. Englewood Cliffs: Prentice-Hall.