



Lines of Enquiry

Reflective practice in context



Objectives for today

- To consider what is meant by the term 'reflective practice'
- To outline how we can apply reflective practice to our work
- To consider some possible models for engaging in reflection



Readings

Pring, R. (2012) IMPORTANCE OF PHILOSOPHY IN THE CONDUCT OF EDUCATIONAL RESEARCH Journal of International and Comparative Education, Volume 1, Issue 1

Richard Pring (2007) Reclaiming philosophy for educational research , Educational Review, 59:3, 315-330,

TASK

- What do you see as the key points from the readings?
- What do you see as the link between philosophy and educational research?
- What in your view does an educated 18 year old look like (skills, knowledge etc). Where have your views come from?

Some initial questions

- What do you understand by the term 'reflection'? How would you define it?
- Why do we do it?
- What experience do you have of reflection?

Some theories

- 'Common sense reflection' – Moon (2004)
- Reflective thinking, more linked to problem solving – John Dewey
- Reflective practice – Schön (1983)
- The need for reflective practice to be a constant state of being
- The need for practitioners to take responsibility – Bolton (2010)

Some benefits of reflective practice

- Increases confidence and problem solving ability
- Ownership of teaching and the learning process
- Encourages engagement and innovation
- Links to action research
- Develop critical thinking skills
- Impact on ability to deal with change
- Acknowledging values

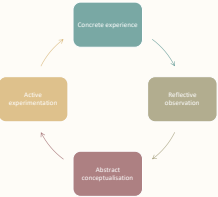


Reflection task

- Think back to a learning episode you disliked, write down some notes on why it was bad
- Now do the same for a good learning episode



Reflective practice and Kolb (1984)





Gibbs' reflective cycle (1988)





Donald Schön (1991)

Reflection in action

- Reflecting as something is happening
- Allows for immediate reaction and remedies

Reflection on action

- Reflecting after the event
- Allows for consideration for future changes



Relationships - The Johari Window

	Known to self	Not known to self
Known to others	1. Open	2. Blind
Not known to others	3. Hidden	4. Unknown



Stages in reflection

- Record
- Reflect

1. Visual, auditory, feelings (Knight 2002)
2. SHARK (saw, heard, action, result, knowledge)
3. Whys

- Links to professional practice
- Action plan (SMART)

TASK

Consider your experiences on your studies for the past academic year. Reflect on your experience in terms of your general engagement with the module and your assessments. Go through the stages above and draw up a SMART action plan for your future studies.



Reflective practice – writing The film of your life

- You are a film maker writing the story of your life
- What is the title?
- Write a brief synopsis of the film
- Write down the cast
- Write a brief story about one of the 'characters'
- Who would play you in this film and why?
- Write a brief ending to the film
- Read it carefully, change it if you wish, share it if you wish



Action research

- First identified by Kurt Lewin
- 'A method used for improving educational practice. It involves action, evaluation and reflection and, based on gathered evidence, changes in practice are implemented' (Koshy, 2010 p.1)



Stages in action research

1. Identify an area for improvement
2. Formulate a question that has arisen out of this issue
3. Literature review
4. Select measurement instruments
5. Collect data
6. Decide on action/intervention
7. Take action
8. Collect data to measure the action/intervention
9. Analyse the data
10. Conclusions and plan for further action

Remember – ethics!
