

Writing Reflectively

- Identify the main points you have learned from the session
- Step back, exploring and analysing your own role, thoughts and feelings
- Consider potentially different perspectives of others involved
- Determine advantages and disadvantages, strengths and areas for development
- Make connections, where appropriate, with educational theories and research that support your ideas
- Consider potential wider implications, e.g. for your organisation, local communities, local and national government, even international developments
- Show awareness of social and political influences
- Identify anything you find puzzling, difficult or contradictory, and work out how you might go about understanding it better
- Record any *light bulb* moments, where something that was puzzling you suddenly becomes clear
- Identify points you need to explore further, and ways to organise this
- Identify practical skills for development and potential opportunities
- Evaluate resources that have been particularly useful and/or interesting, thinking how you might be able to adapt them for your own use
- Recognise new knowledge, skills or understanding you have gained

Writing reflectively also give you the opportunity to consider your long-term development.

You could ask yourself the following questions:

- Have you changed your beliefs, values or opinions during the experience?
- How can you improve your learning, thinking and working in the future?
- Have you identified the next step(s) for your further development?

“When the teacher begins to reflect on his or her role, that person is beginning to pass from preoccupation with the immediately practical to an examination of the theory that underlies practice ... Theory without practice is insufficient; practice unguided by theory is aimless.”

Gutok, G. (1997), Philosophical and ideological perspectives on education, 2nd Ed., Boston: Allyn and Bacon.

(Handout adapted from: Williams, J. (2012), *Study Skills for PTLLS*, 2nd Ed., London: Sage Publications Ltd.)