1. Note down the reasons you think reflective practice is important, think in particular of your experiences at university.

I think it’s so easy to see our jobs, our studies, and our personal lives as different parts of ourselves. But so often these elements and their emotions bleed into each other. So it’s important to reflect on why I’m feeling a particular way (hopeless, distracted, prideful etc) so I can help myself succeed in each of these elements separately.

1. Think about something that has happened today, it can be quite simple such as greeting a friend, entering the classroom or starting this unit!

I admitted to someone that I thought their writing was flat.

1. Can you recall what you said and/or what you thought?

I didn’t say anything originally when she brought it up because I’d been sick of her writing for a while but was too worried to say anything. Then I admitted it and it didn’t feel like such a big deal any more… mostly because she had started it first.

1. Now think about your motivations – why did you say those words, why did you react the way you did? Note this down.

I was relieved to have this out in the open, and a little guilty that I’d let her go this long without telling her myself.

1. Based on what you know at this point, how would you define reflective practice?

It’s about defining the different assumptions and reasons for the situation you’re reflecting about. It’s about understanding more often than problem solving.

The difference between technical reflection, communicative reflection, and transformative reflection:

* Technical reflection is reflecting on whether you’ve reached your professional goals, mandates and responsibilities. Communicative reflection is expressing what changes need to be made to improve (can be either individual or group reflection), and transformative reflection is putting those changes into practice.

So lets look at the identifiers first and then move on to examples of reflective writing.

**Recount: descriptive writing:**

* Not reflective – description of  events/interactions/experiences (what we call the critical incident).
* No attempt to provide reasons or justifications.

**Descriptive/Technical  (Ends/Means) Reflection:**

* Some attempt to provide reason(s) or justification(s) for the critical incident, however in a descriptive or reportive manner.
* No evidence of ‘dialogue with self or others’ to *unpack*the incident.

**Communicative/Hermeneutic/Dialogic Reflection:**

* Demonstrates a ‘stepping back’ from the critical incident. This leads to a different level of thinking (mulling) about the critical incident, typically including a conversation with self or others, to explore and re-frame the incident from different angles or perspectives. You may identify possible alternative outcomes or explanations and/or hypothesise about possible consequences of different actions.
* Such reflection is integrative of different factors/perspectives and more analytical in nature.
* Such reflection, however, only considers the **immediate**actors, context and/or site of the critical incident.

**Critical Reflection:**

* Evidence of *Dialogic Reflection*, **but going beyond** to demonstrate awareness of the larger context or conditions that may have a bearing on the critical incident.
* Explicit evidence of awareness that the critical incident and the reason(s) for its occurrence are not only located in the immediate context but in the wider **historical, political, social and economic**contexts of the region/state/nation/world:  justice, power, authority

Cooperative education is student driven learning, which increases the need for the student to be self-motivated, proactive, organised and reflective. The use of critical reflection in cooperative education increases the chances of the learning being relevant and meaningful to the student. Therefore the student’s engagement in reflection can assist them in making sense of themselves, their learning experience and preparation for the future.

Reflection is in-depth review of events while reflexivity is finding strategies to question our own attitudes, theories-in-use, values, prejudices, assumptions, and our roles in relation to others.

Reflective practice enables us to wonder at our own world, work, and ourselves by interrogating our assumptions (making the familiar strange) and accepting uncertainty.