



**BRITISH  
EDUCATION  
GROUP**

*Rethinking Education*

**UWE  
Bristol** | University  
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## **WEEK -36**

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# Reflective Log

Here we learned about different reflective writing models to apply in our coursework.

## Reflective Writing Models Covered

### 1. Gibbs' Reflective Cycle:

It is a structured model which guides reflection through 6 major steps. They are:

1. Description: What happened?
2. Feelings: What were your thoughts and emotions?
3. Evaluation: What worked well or poorly?
4. Analysis: Why did it occur?
5. Action Plan: What will you do next time?
6. Conclusion: What did you learn?

### 2. Borton Framework:

This model main emphasizes critical reflection in 3 major aspects. They are:

1. What really happened?
2. So, what does it actually mean?
3. Now what should we do?

### 3. DIEP Model:

DIEP Model basically stands for Describe, Interpret, Evaluate, and Plan.

This model is a structured way of organising our thoughts and plans which helps us on improvising our reflective writing, making it easier to identify key points and proceed our future action.

### 4. SWOT Analysis:

SWOT basically stands for Strength, Weakness, Opportunity, and Threat.

This method is widely used for personal development and goal setting, helping individuals utilise on strength, address weakness, and identify actionable steps.

Among 4 of them, I prefer **SWOT Analysis**. It is widely used and it is compatible with our UWE Standard. It helps us to identify individuals' strength, weakness, opportunity, and threats.

## **SWOT Analysis**

### **S- Strength:**

1. Gained a better understanding of different reflective frameworks.
2. Learned how to perform SWOT Analysis.

### **W- Weakness:**

1. Lack of deep research about mentioned reflective frameworks.
2. Insufficient use of mention frameworks except SWOT Analyse.

### **O- Opportunities:**

1. It gives me deep knowledge to understand my team members working progress.
2. It can be applied to better academic skills regarding reflective writing.

### **T- Threats:**

1. Lack of understanding of other reflective frameworks.
2. Less experience with the use of reflective frameworks.