

Unit 15 –Reflection :Performance of project

Unit 15 : Learning Outcomes

- 15.1 Models of reflective theory and the cycle of reflection, including Schon's model of reflective practice and Kolb's learning cycle.
- 15.2 Reflective writing. The challenges of reflective writing, the key features of reflective writing and getting the language right.

What is reflective writing?

“We do not learn from experience...
we learn from reflecting on
experience.”
Dewey (1933)

- Reflective writing involves ‘consideration of the larger context, the meaning, and the implications of an experience or action’
- A way to explore and clarify our response to ideas, opinions, situations or challenges which is an opportunity to examine links between theory and practice
- A way of learning through reflecting on our experiences
- By engaging in reflection on a regular basis, we continue to learn and develop as we study or work.

IT IS IMPORTANT TO VIEW REFLECTION AS A CONTINUAL, ONGOING PROCESS RATHER THAN AS AN OCCASIONAL ACTIVITY.

Similarities to core academic writing?

- ✓ It requires research and development
- ✓ Depending on the task, it should focus on the question and answer the question
- ✓ It involves critical thinking and analysis
- ✓ The writing should be organised into paragraphs with accurate sentence structure, etc.
- ✓ It requires a formal style
- ✓ The discussion should be clear and coherent

Differences to core academic writing?

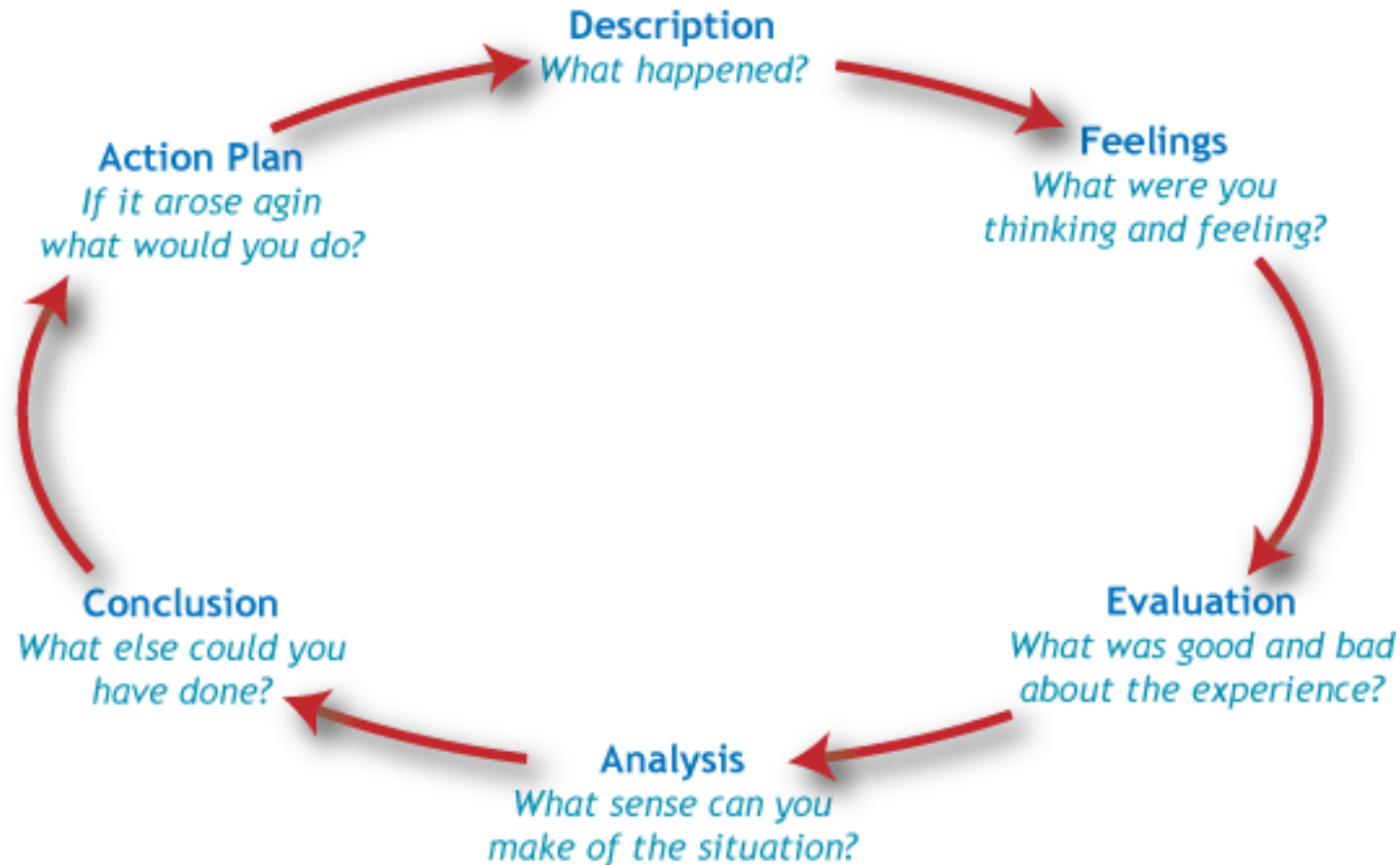
- ✓ It is usually used in critical incidents, journals, etc.
- ✓ It connects with personal feelings and behaviour
- ✓ It includes observation and evaluation
- ✓ It may be quite descriptive and informal
- ✓ The use of the 1st person is appropriate
- ✓ It tends to link theory to practice

Steps to reflect

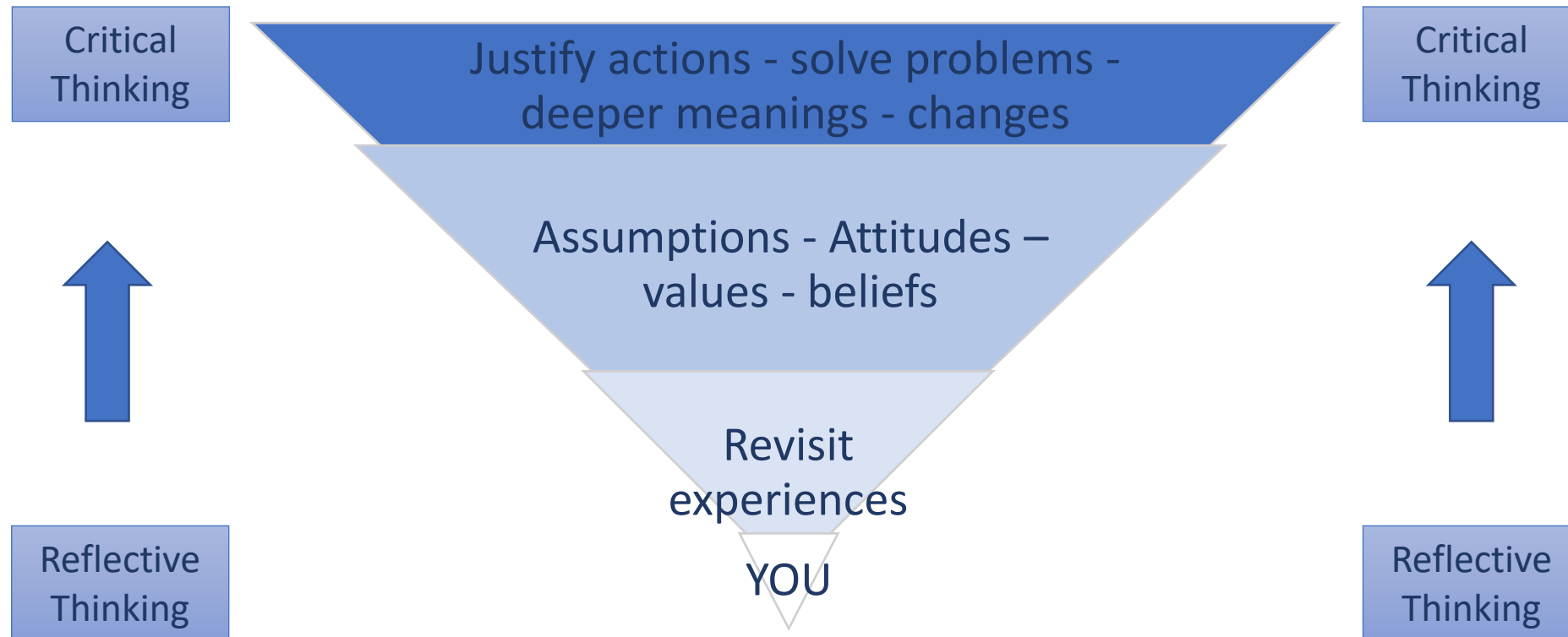
Before you go into a new learning/work environment:

- **Step one:** Tell the story of what you might experience in as much detail as you can. Make sure you note anything that you are confident about as well as anything you might find difficult.
- **Step two:** Try to identify the main themes. Look holistically at what you have written. Think about everyone involved.
- **Step three:** Consider the factors that might influence your behaviour and experiences. Include your feelings, beliefs and assumptions as well as any factual information you have been given.
- **Step four:** Link your thoughts to your previous experiences. What happened the last time you went into a new learning/work environment. How might the new experience reflect these previous experiences? Is it likely to be similar or different and why? How are you going to prepare for this new experience?

Gibbs' model of reflection



Reflection and critical thinking



The Thinking Process
(adapted from: The Learning Centre, 2010)

Forms of reflective writing

They may be structured or unstructured:

- ✓ Diary
- ✓ Log book
- ✓ Assignment

Types of reflective writing assignments

Journal: requires you to write weekly entries throughout a semester. May require you to base your reflection on course content.

Learning diary: similar to a journal, but may require group participation. The diary then becomes a place for you to communicate in writing with other group members.

Log book: often used in disciplines based on experimental work, such as science. You note down or 'log' what you have done. A log gives you an accurate record of a process and helps you reflect on past actions and make better decisions for future actions.

Reflective note: often used in law. A reflective note encourages you to think about your personal reaction to a legal issue raised in a course.

Essay diary: can take the form of an annotated bibliography (where you examine sources of evidence you might include in your essay) and a critique (where you reflect on your own writing and research processes).

Peer review: usually involves students showing their work to their peers for feedback.

Self-assessment: requires you to comment on your own work.

Reflection in practice : Major theoretical roots:

Dewey (1933: p.118) defined reflection as:

“An active persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends.”

Schön (1983, 1987) in his work,

identifies two types of reflection

reflection-in-action
(thinking on your feet)

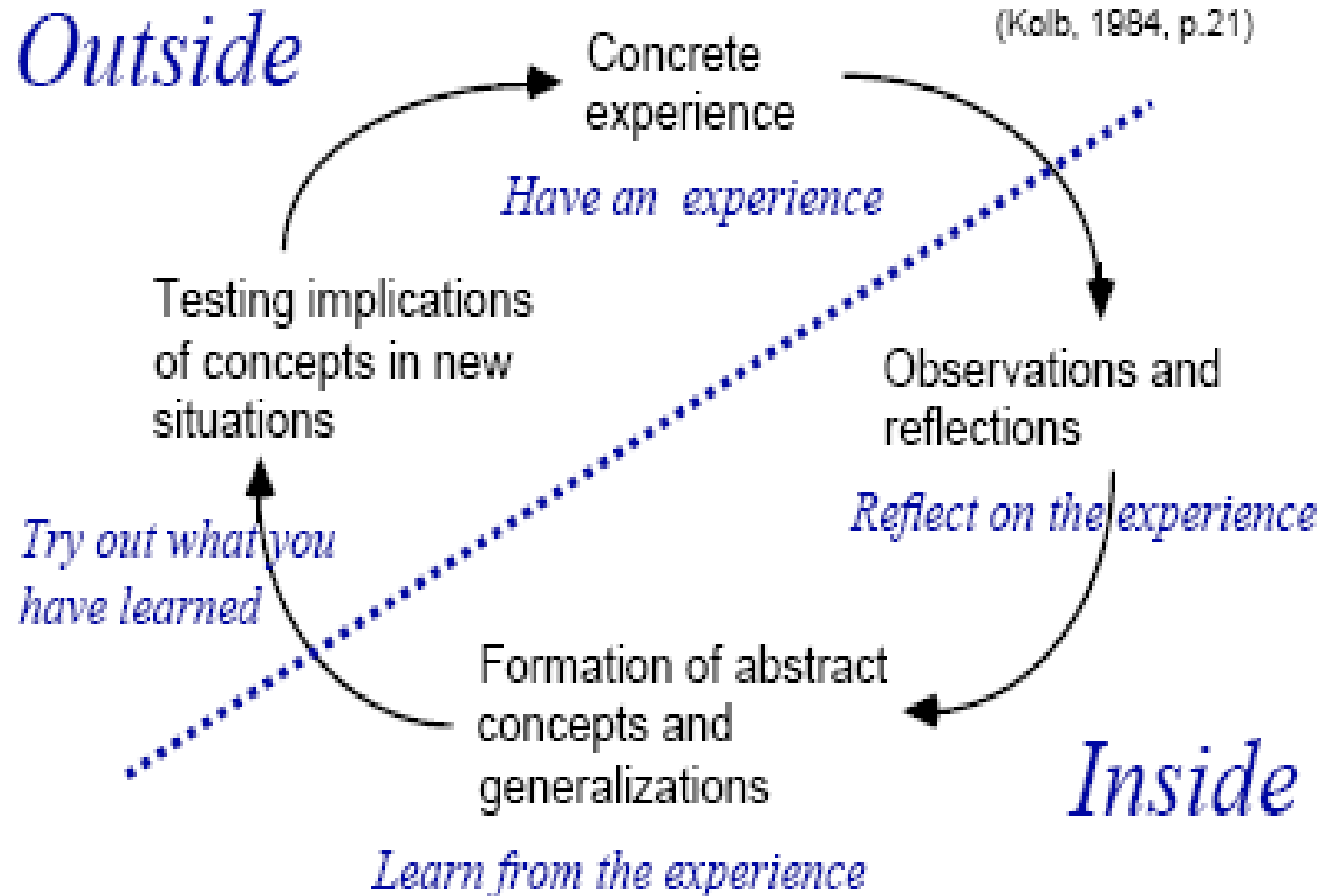
reflection-on-action
(retrospective thinking).

Ghaye and Ghaye (1998)

“Reflection is much more than simply thinking about what you do, it is about being self critical without being destructive and overly critical.”

Experiential Learning Model Lewin/Kolb

(with adaptations by Moon and Zull)



Schön Model

Reflection in action
(at the time the
event is happening)

- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

Reflection on action
(after the event)

- Reflecting on something that has happened
- Thinking about what you might do differently if it happened again
- New information gained and/or theoretical perspectives from study that inform the reflector's experience are used to process feelings and actions

Example

Description	Interpretation	Evaluation
<p>5 people</p> <p>Some steps</p> <p>A large building</p> <p>Three of the people look shocked</p> <p>One of the people is carrying a camera</p> <p>Two have not reacted</p> <p>Two of the people have hands over their mouths</p> <p>They are all looking in the same direction</p>	<p>In my experience, when people look shocked they have witnessed something unexpected</p> <p>People carrying cameras are usually tourists</p> <p>In my opinion, the gesture of the hand over the mouth indicates disbelief</p> <p>Because they are all looking in the same direction, I suspect they are all seeing the same event</p>	<p>The people in the picture are strangers but are witnessing a terrible and large event, perhaps some sort of disaster.</p>

Descriptive writing vs. reflective writing

- Contains little reflection.
- Describes what happened, sometimes mentioning past experiences, sometimes anticipating the future – but all in the context of an account of the event.
- There may be some references to emotional reactions, but they are not explored.
- External information is mentioned but its impact on behaviour is not subject to consideration.

- Self questioning is evident between different views/standpoints.
- Takes into account the views and motives of others and considers these against her own.
- Recognizes how prior experience, thoughts (own and other's) affect outcomes.
- Recognition that the personal frame of reference can change according to the emotional state in which it is written, the acquisition of new information, the review of ideas and the effect of time passing.

End of presentation

Thank You!

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