

SALA

Reflective Practice

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SALA

Service and Leadership Award



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Learning outcomes: *by the end of the session you will have...*

- Refreshed your understanding of critical reflection
- Thought about how you can apply it in a professional setting
- Analyse your skills from an employability perspective



Why reflect?

“It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential lost. It is from the **feelings** and **thoughts** emerging from this reflection that generalisations or concepts can be generated. And **it is generalisations that allow new situations to be tackled effectively.**”

Gibbs, 1998



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What is Reflective Writing?

[video](#)



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Some Attributes of a Critical Thinker

Asks pertinent questions

Curious

Innovative

Seeks new solutions

Open to
change

Accepts others beliefs and opinions

Willing to examine
beliefs,
assumptions and
opinions

Careful and active observer

Evaluates statements and arguments

Seeks proof

Problem solver

Reflective

Actively shares new knowledge

Admits a lack of
knowledge and
understanding

Distinguishes
between facts
and opinion

Sees critical thinking as a life-
long process of self-assessment

Evidence-based beliefs

Seeks clarity and exactness

Actively enjoys learning



Models of Reflection

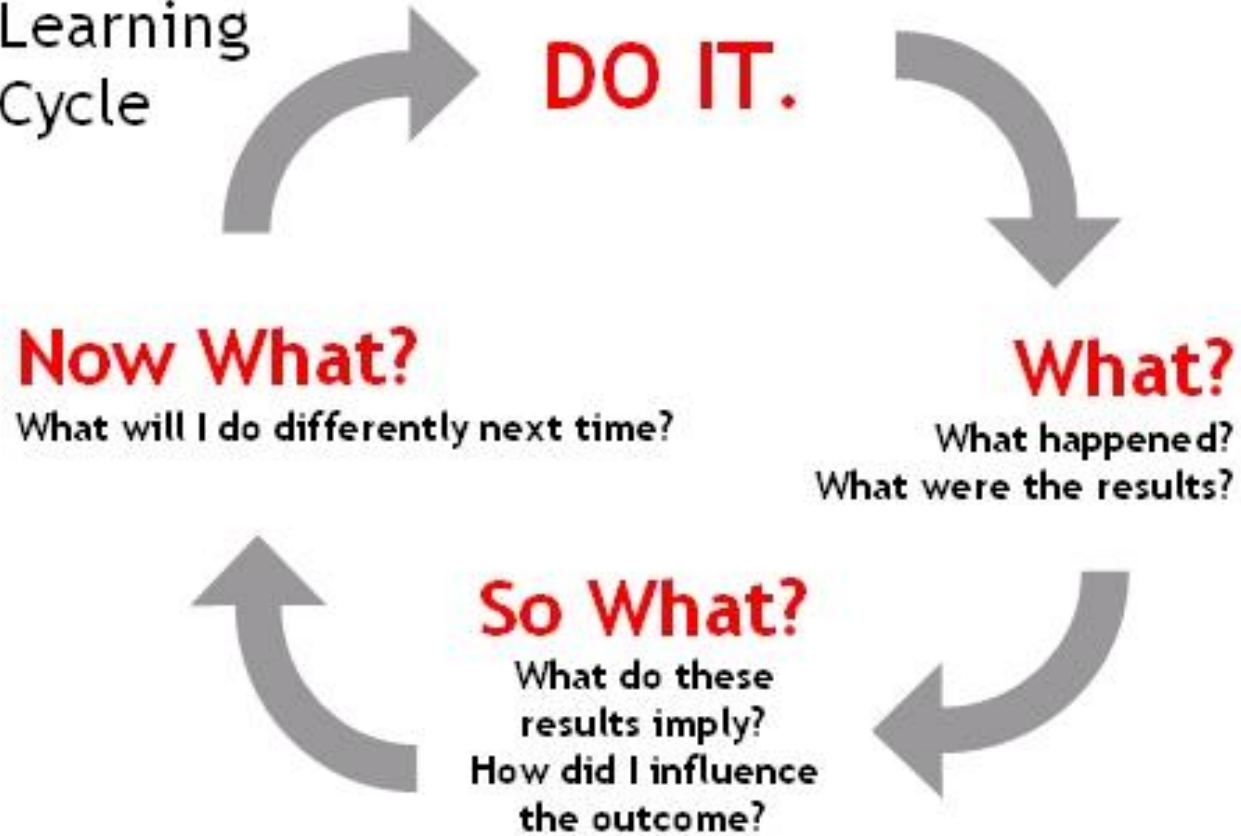


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The reflective model (Rolfe 2001)

The Simplest
Experiential
Learning
Cycle



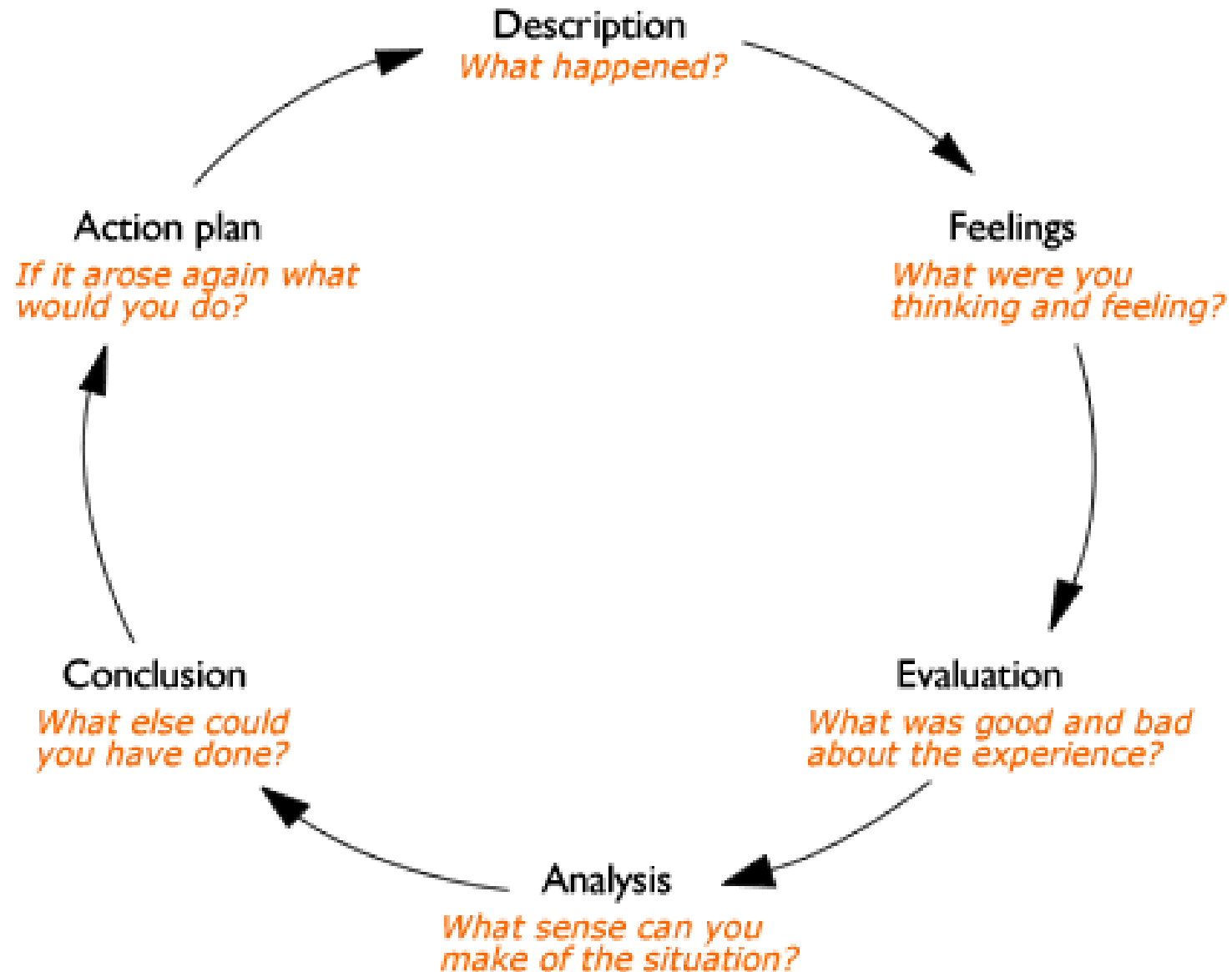
compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html



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The reflective cycle (Gibbs 1988)



John's (2000) Model of reflection

1. Description of the experience

- Phenomenon – describe the here and now experience
- Casual – what essential factors contributed to this experience?
- Context - what are the significant background factors to this experience?
- Clarifying – what are the key processes for reflection in this experience?

2. Reflection

- What was I trying to achieve?
- Why did I intervene as I did?
- What were the consequences of my actions for:
Myself? / Service users? The people I work with?
- How did I feel about this experience when it was happening?
- How did the service user feel about it?
- How do I know how the service user felt about it?

John's (2000) Model of reflection

3. Influencing factors

- What internal factors influenced my decision – making?
- What external factors influenced my decision – making?
- What sources of knowledge did / should have influenced my decision– making?

4. Could I have dealt with the situation better?

- What other choices did I have?
- What would be the consequences of these choices?

5. Learning

- How do I now feel about this experience?
- How have I made sense of this experience in light of past experiences and future practice?
- How has this experience changed my ways of knowing

Empirics – scientific

Personal – self awareness

Ethics – moral knowledge

Aesthetics – the art of what we do, our own experiences

Action and Reflection in Action

People mainly reflect **on** action.

Schön (1991) wrote about **reflective practitioners** reflecting **in** action too.

Put simply this can be described as
“...professional practitioners often think[ing] about what they are doing,
sometimes even while doing it.” (Schön, 1991 p.50)



Professional Practice

- Reflecting on your work experience is important.
- This takes you from doing to learning (from passive observer to active participant).
- Employers expect graduates to be reflective thinkers, continually learning and looking to improve.



Gaining from your volunteering

- Skills Identification— what skills do you need to gain a job in the role/sector you're interested in?
- Skills Development – can you develop these while volunteering?
- Plan – think about your SMART objectives & volunteer providers objectives. Discuss these with your line manager/supervisor or SALA representative.

