

# Reflective Practice

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# Reflective Practice

What is it?

Why is it important?

How do you do it?

An exploration of the meaning and significance of Reflective Practice in Higher Education along with practical activities to help you evidence it – in written form and in dialogue.

# Aims of the workshop

For you to be able to define what Reflective Practice is and why it is important.

For you to be able to apply some reflective techniques in written and oral forms.

## Some terms

- Reflection
- Reflective Practice
- Written reflection (Reflective writing)
- Dialogic reflection (Reflective dialogue)

# Workshop structure

Part 1: Introduction to Reflective Practice

Part 2: Written reflection examples and practice

Part 3: Dialogic reflection example and practice

# Reflection

- Serious thought or consideration
  - A considered idea, expressed in writing or speech

*Concise Oxford Dictionary*

# Reflection

التذكر - مذكرة

التفكر

التفكير

التأمل

التطبيق المتفكر

التفكير التأملّي

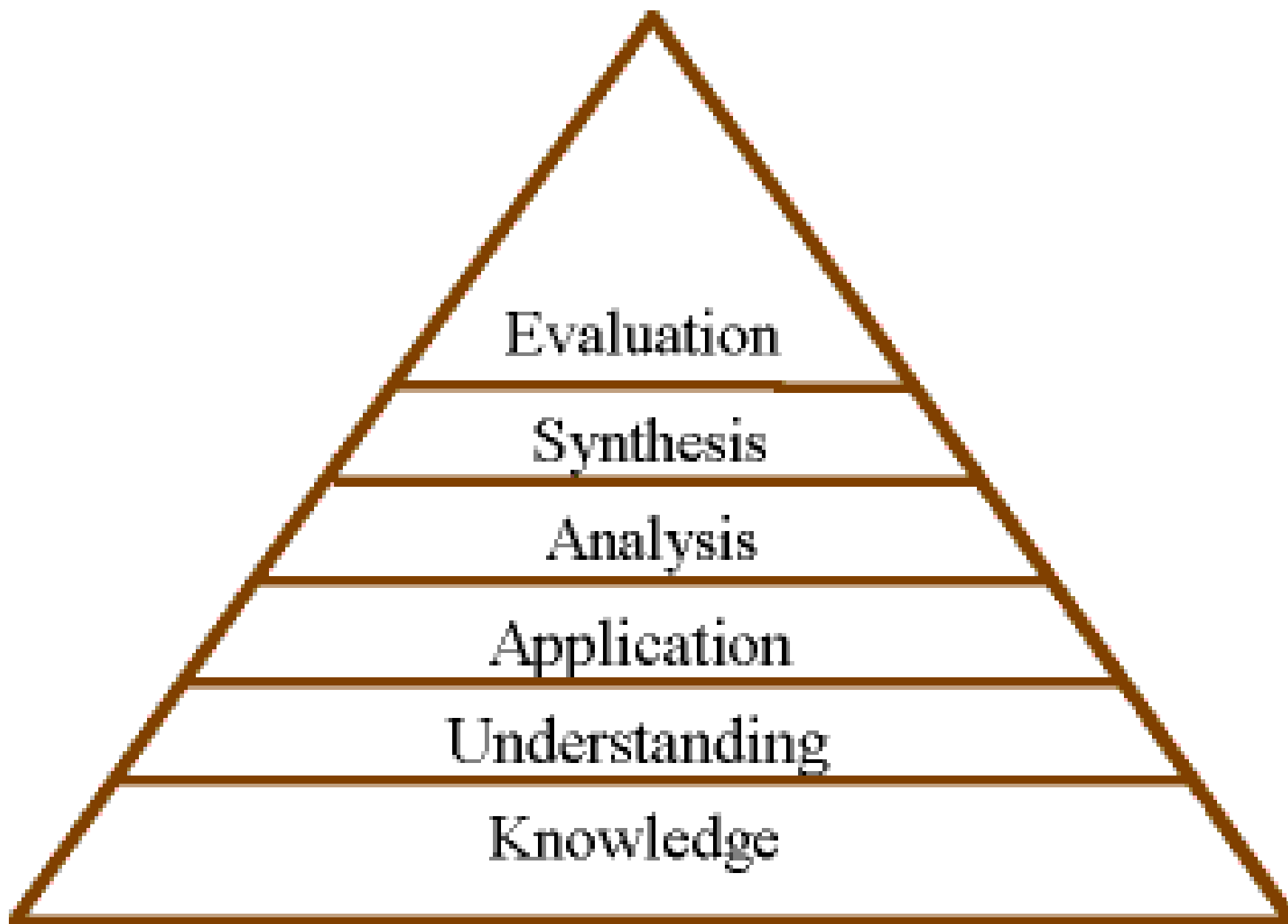
# Dewey

‘Reflection involves not simply a sequence of ideas, but a consequence – a consecutive ordering in such a way that each determines the next as its proper outcome, while each in turn leans back on its predecessors.’

(Dewey, 1910)



# Bloom's Taxonomy (1956)



# Schön

- Reflection – in – action ..... is critical practice, on the spot thinking [which] serves to reshape what we are doing while we are doing it.
- Reflection – on – action [is] making sense of the action after the event

(Schön, 1983)

# Race

‘The act of reflecting is one which causes us to make sense of what we've learned, why we learned it, and how that particular increment of learning took place. Moreover, reflection is about linking one increment of learning to the wider perspective of learning - heading towards seeing the bigger picture.’

(Race 2002, p.2)

# Reflection in an academic context

Likely to involve a conscious and stated purpose for the reflection, with an outcome that is specified in terms of learning, action or clarification.

The reflection is written or spoken and may be seen or heard by others and assessed. These factors can affect its nature and quality.

Based on Moon (2004)

# Reflective Practice

“The capacity to reflect on action so as to engage in a process of continuous learning ... one of the defining characteristics of professional practice.”

(Schon, D (1983) *The Reflective Practitioner*)

“Paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively... This leads to developmental insight.”

(Bolton, G (2010) *Reflective Practice, Writing and Professional Development* (3rd ed.), SAGE publications, California)

# Experiential Learning (Kolb 1984)

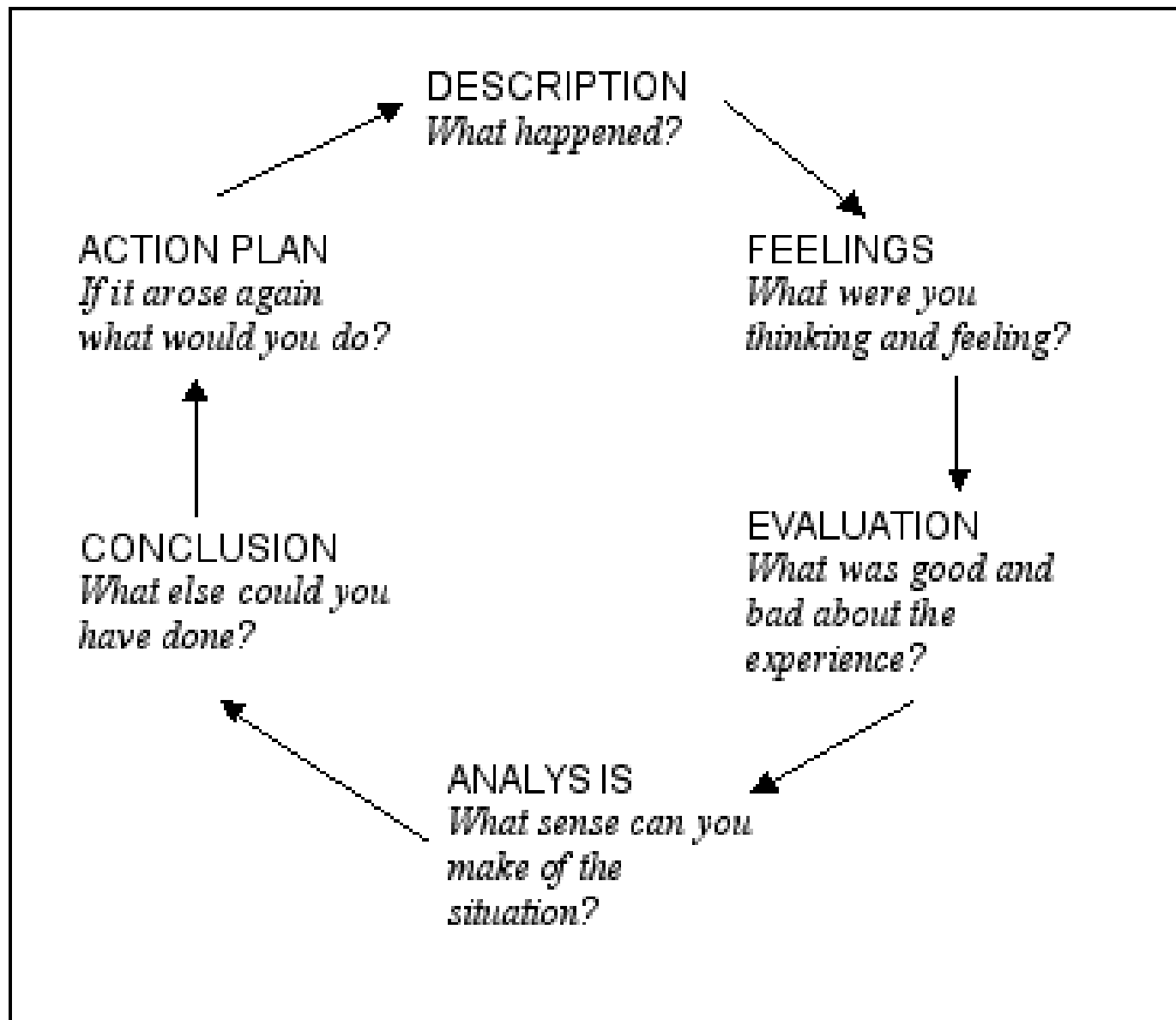
A four-stage cyclical theory of learning

- concrete experience (or “DO”)
- reflective observation (or “OBSERVE”)
- abstract conceptualization (or “THINK”)
- active experimentation (or “PLAN”)

# Importance of Reflective Practice

‘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 1988, p.9)



A cyclical model of reflection (Gibbs, 1988)

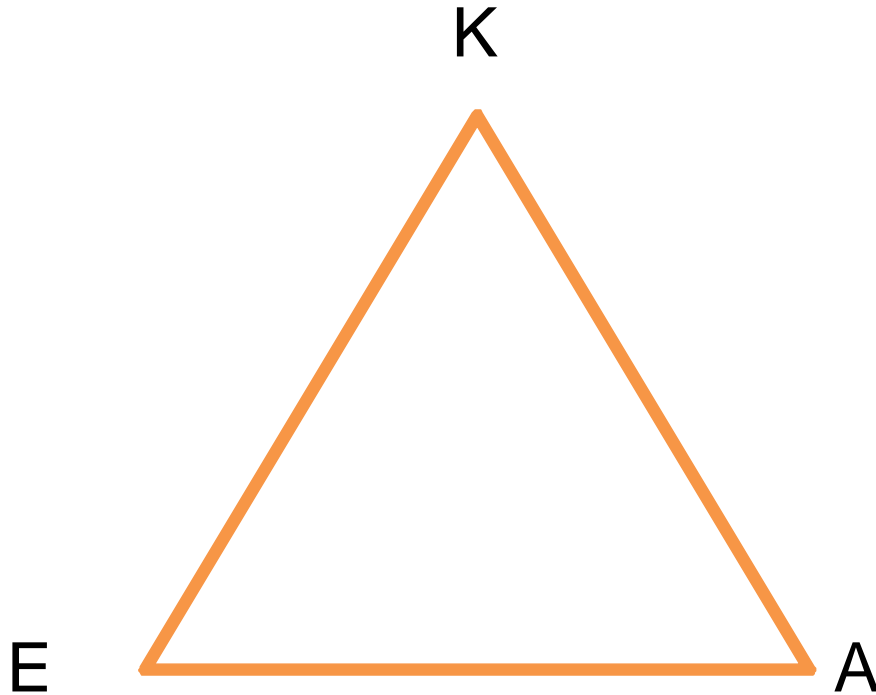


# Emotion and reflection

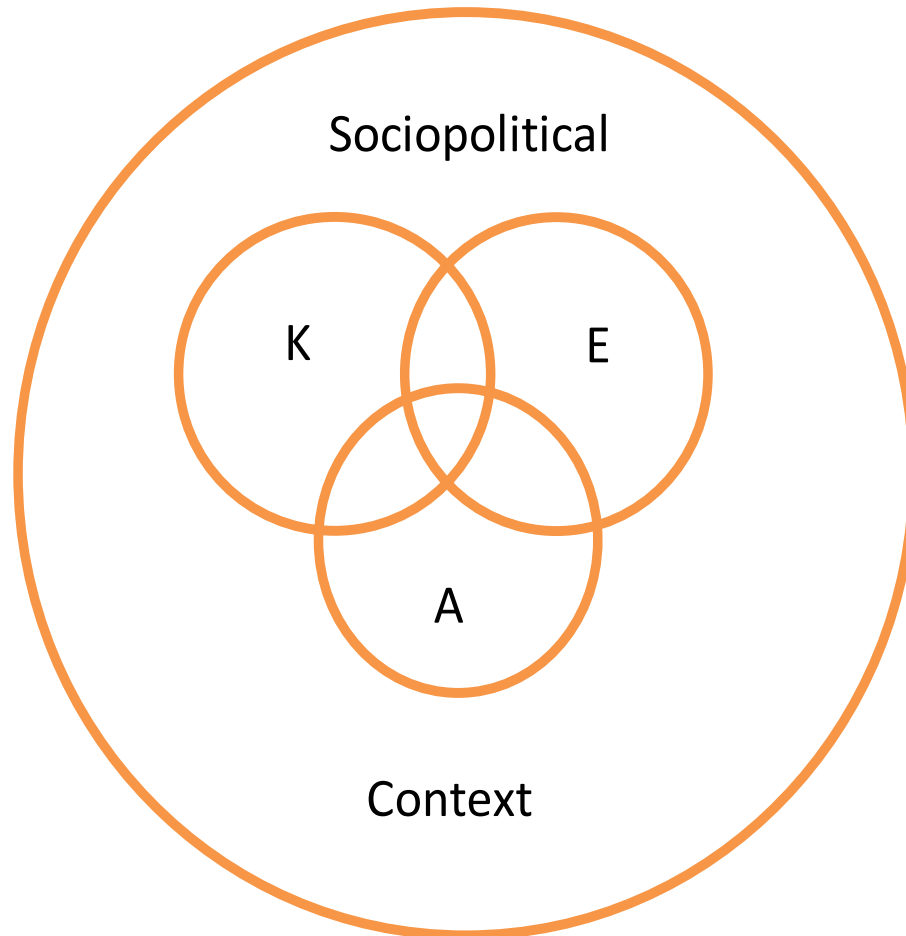
- Emotion is the subject matter of reflection.
- Emotion may trigger reflection.
- Emotion affects the process of reflecting.
- Emotion arises in the process of reflection.
- Emotions that are not directly related to the topic of reflection may block or facilitate reflection.

(After Moon, 2004)

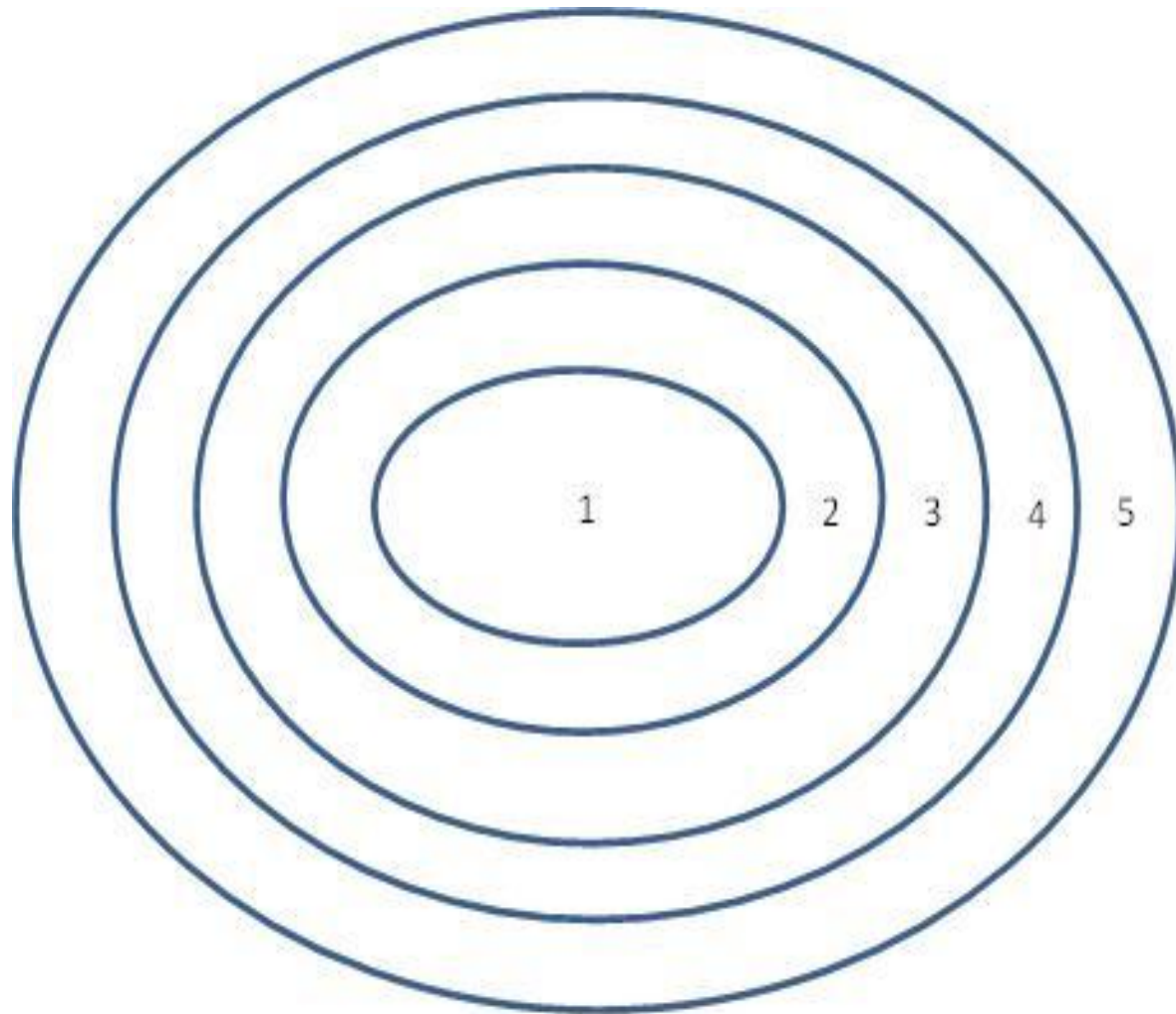
# The three domains of learning



# The three domains of learning



# Dimensions of reflection



# Dimensions of reflection

1. action
2. reflection-in-action
3. description of the reflection-in-action
4. reflection on the description of the reflection-in-action (reflection on action)
5. reflection on the reflection on action

End of part 1

# Part 2

Written reflection  
examples and writing

# Two types of reflective writing

## 1. Reflective Journal

- Raw material
- Each entry is a *product*, but can show a *process*.
- The series shows a *process*.

## 2. Reflective Portfolio



## Part 2

# Written reflection examples and writing

### 1. Read some examples

# Part 2

## Written reflection examples and writing

### Criteria

## Part 2

# Written reflection examples and writing

1. Read some examples
2. Write for 15 minutes about an emotional experience at work. A lecture you gave which went very well / badly. A good experience / argument you had with a student...

## Part 2

# Written reflection examples and writing

1. Read some examples
2. Write for 15 minutes about an emotional experience at work.
3. Give to a colleague to read and feedback

End of part 2

# Part 3: Dialogic Reflection

Dialogue: “Through word”.

“Constructive communication between different groups” *Shorter Oxford Dictionary*

A two-way interaction

A relationship

A journey

# Dialogic reflection

This reflects the view that learning is a social as well as an individual process.

The intention is to promote learner interdependence or collaboration between learners; communication.

# Dialogic Reflection Example

10 minutes dialogue

5 minutes discussion between presenter and enabler

10 minutes plenary



# Groups of 4

1. Presenter
2. Enabler
3. Reporter observing the presenter
4. Reporter observing the enabler

# Presenter

Talk about a lecture or class you will be giving in the near future, which you have a real issue about.

Start by describing what you wish to achieve in the session in terms of aims, content and methods and the issue.

# Enabler

Enable the presenter to define or redefine the issue and their relationship to it in specific terms and reflect on how to achieve the aims and deal with the issue.

# Dialogic Reflection Example

The purpose of enabling is to help the presenter:

- Focus on the issues
- To take and maintain responsibility for making her/his aims happen
- To move to some specific action(s) that s/he will adopt in the session

# Some helpful questions

- What do you want to achieve?
- How will you know if ...?
- How can you make it happen?
- How do you feel about that ...?
- What do you think would happen if ...?
- What could you do ...?
- What do you think really goes on ...?
- Do you think that ...?
- What would help?
- What might get in the way?
- What will you do ...?
- When will you do ...?
- What might happen?

# Dialogic Reflection Practice

In groups of 4 for 10 minutes:

- a. Presenter
- b. Enabler
- c. Reporter observing the presenter
- d. Reporter observing the enabler

Then 5 minutes discussion: a with b and c with d.

Then 5 minutes all 4 – write down main points.

Then 20 minutes plenary - feedback from each group.

# Groups of 4

1. Presenter
2. Enabler
3. Reporter observing the presenter
4. Reporter observing the enabler

End of part 3



# Deepening stages of reflection

1. description – what happened?
2. feelings – what were your reactions and feelings?
3. Evaluation – what was good or bad about the experience?;
4. Analysis – what sense can you make of the situation?
5. conclusions (general) – from these experiences and the analysis you have undertaken
6. Conclusions (specific) – your own situation or way of working; and personal action plans – what will you do differently next time?

(Gibbs, 1988)

# The deepening of reflection

There are shifts:

- from description to reflective account
- from no questions to questions to responding to questions
- emotional influence is recognised, and then analysed increasingly effectively
- there is a 'standing back from the event'
- self questioning, challenge to own ideas
- Clear learning points / action plan
- the taking into account of others' views
- metacognition - review of own reflective processes

# Levels of reflection

1. Rapid
2. Review
3. Repair
4. Research
5. Retheorising
6. Reformulating

(Bailey, K M (2005) *Promoting our own professional development through reflective teaching*)

# A good book on Reflective Practice

- Brockbank, A. & I. McGill (2nd ed. 2007) *Facilitating Reflective Learning in Higher Education*. McGraw Hill / Open University Press.

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# Aims of the workshop

For you to be able to define what Reflective Practice is and why it is important.

For you to be able to apply some reflective techniques in written and oral forms.

# Questions and Discussion

- Comments ?
- Questions ?
- Thank you







# Reflective learning

“An intentional social process, where context and experience are acknowledged, in which learners are active individuals, wholly present, engaging with others, open to challenge, and the outcome involves transformation as well as improvement for both individuals and their environment.”

“It incorporates thinking, emotion, and in-the-world action that a person undertakes, while recognising the social and political context and values within which the person lives.”

# A vital space

Dialogic spaces are increasingly marginalised in academic life... “To speak, to be entitled to speak and to share our perspectives is a vital space in academic life, and must be reclaimed so we are neither rendered, nor render ourselves, voiceless.”

(Savin-Baden, M (2007) *Learning Spaces: Creating Opportunities for Knowledge Creation in Academic Life*. Open University Press)

# Two types of reflective writing

1. Reflective Journal
2. Reflective Portfolio

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- Raw material
- Each entry is a *product*, but can show a *process*.
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## 2. Reflective Portfolio

# Two types of reflective writing

## 1. Reflective Journal

- Raw material
- Each entry is a *product*, but can show a *process*.
- The series shows a *process*.

## 2. Reflective Portfolio

- Secondary reflection
- Each commentary is a *product*, but must show a *process*.