

# Reflective Learning

Ultimately, the outcome of reflection is learning (Meziros, 1981).

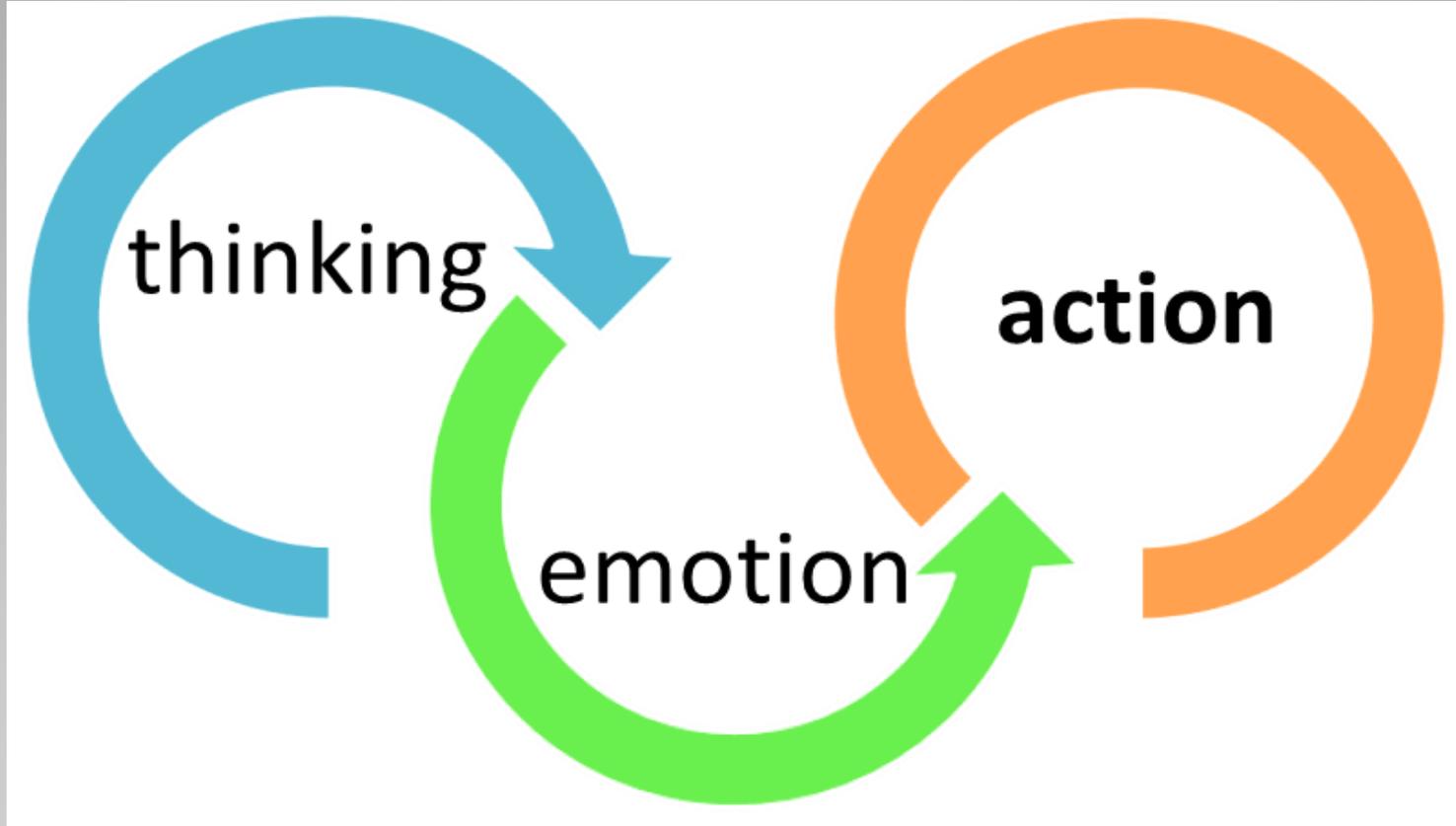
1. It widens our perspective on a problem (broadens **knowledge**)
2. It helps us develop strategies for dealing with it (develop **skills**)
3. It helps us acquire new insights into our behaviour (changes **attitudes**)

**K.S.A.**

# Reflection

“...reflection in the context of learning is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations”

Boud 1985



**Reflection involves...**

# What is Reflective Practice?

- Taking the opportunity to think about the work you are doing, as you do it, or after you have done it.
- ‘... looking back on an experience and making sense of it to identify what to do in the future.’

(Drew and Bingham, 2001 p221)

‘...do something, think about it what you did, come to conclusions about what you did and plan to try again.’

(Kolb 1984)

The key qualities (attitudes) individuals need to do proper reflection are:

1. Open-minded'ness
2. Commitment to self-enquiry
3. Motivation and
4. Readiness to change

*Richardson & Maltby (1995), Gillings (2000)*

# Attributes for reflection

# Barriers to Critical Thinking (Cottrell 2005)

- Misunderstanding of what is meant by criticism
- Over estimating personal reasoning abilities
- Lack of methods, strategies, practice
- Reluctance to critique experts
- Affective reasons
- Mistaking information for understanding
- Insufficient focus and attention to detail

## LEVELS OF REFLECTION

<b>Not acceptable</b>  <i>descriptive</i>	<b>Acceptable</b>  <i>analytical</i>	<b>Excellent (in addition to the acceptable column)</b>  <i>evaluative</i>
<b>Information Provided</b> Entirely descriptive e.g. lists of learning events/certificates of attendance with no evidence of reflection.	Limited use of other sources of information to put the event in context.	Uses range of sources to clarify thoughts and feelings.
<b>Self Awareness</b> No self-awareness.	Some self-awareness demonstrating openness and honesty about performance and some consideration of feelings generated.	Shows insight, seeing performance in relation to what might be expected  Consideration of the thoughts and feelings of others as well as him/herself.
<b>Critical Analysis</b> No evidence of analysis (i.e. an attempt to make sense of thoughts, perceptions and emotions).	Some evidence of critical thinking and analysis, describing own thought processes.	Demonstrates well-developed analysis and critical thinking e.g. using the evidence base to justify or change behaviour.
<b>Evidence of Learning</b> No evidence of learning (i.e. clarification of what needs to be learned and why).	Some evidence of learning, appropriately describing what needs to be learned, why and how.	Good evidence of learning, with critical assessment, prioritisation and planning of learning.

- **Information Provided**

*Describing what happened or what was achieved in enough detail. Should be honest and unbiased. This should be sufficient to give the feeling to an independent person that they were actually there throughout the process. Care is needed to include information that is assumed to be known.*

- **Self-Awareness**

*Being open and honest about performance but also writing about own feelings whilst doing the task and having completed it.*

- **Critical Thinking**

*Breaking the bigger picture into smaller parts, analysing the bigger and smaller pictures, identifying and challenging assumptions, problem solving, describing own thought processes, developing alternatives .....*

- **Evidence of learning** = [SYNTHESIS + JUDGEMENT + EVALUATION]

*Synthesis – integrating new with old information and taking into account feelings. Bringing existing and new elements into a whole.*

*Judgement – considering the possibilities and weighing them up. Describing what needs to be learned – knowledge and skills, why and how.*

*Evaluation – looking back to see what difference it could make.*

**IGCE criteria**

- **What happened?**
- **What did I need to do?**
- **How did I perform?**
  - *Well?*
  - *Areas of improvement?*
- **What did I think/feel before, during and after the task?**
  - *I think that...*
  - *I felt satisfied, pleased, bored ..*
- **Why did I think or feel this way?**
  - *New insights?*
  - *Related to past experience?*
- **How did my thoughts/feelings affect the outcome of the task?**
  - *Grades; relationship with teacher; confidence; pride.*
- **What are consequences?**
  - *short term, long term, for me, for others*
- **How can this reflection help me in the future?**
  - *goals, improve skills, learn new knowledge, stress levels etc*

**Reflective Writing Template by Shiela Bonas (2004)**