



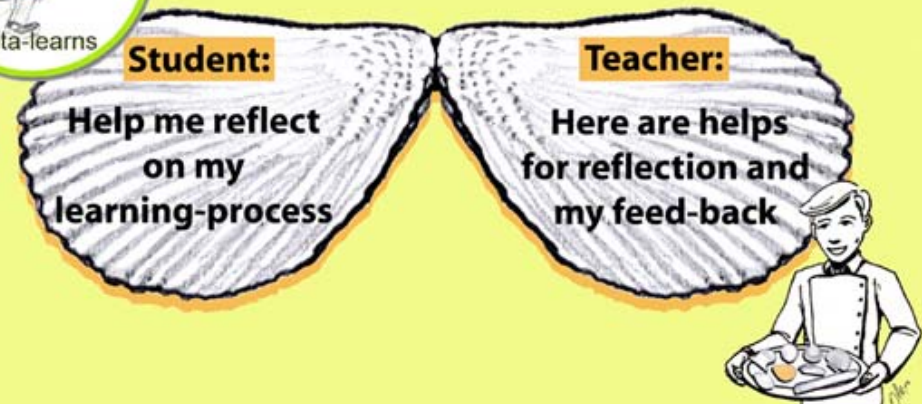
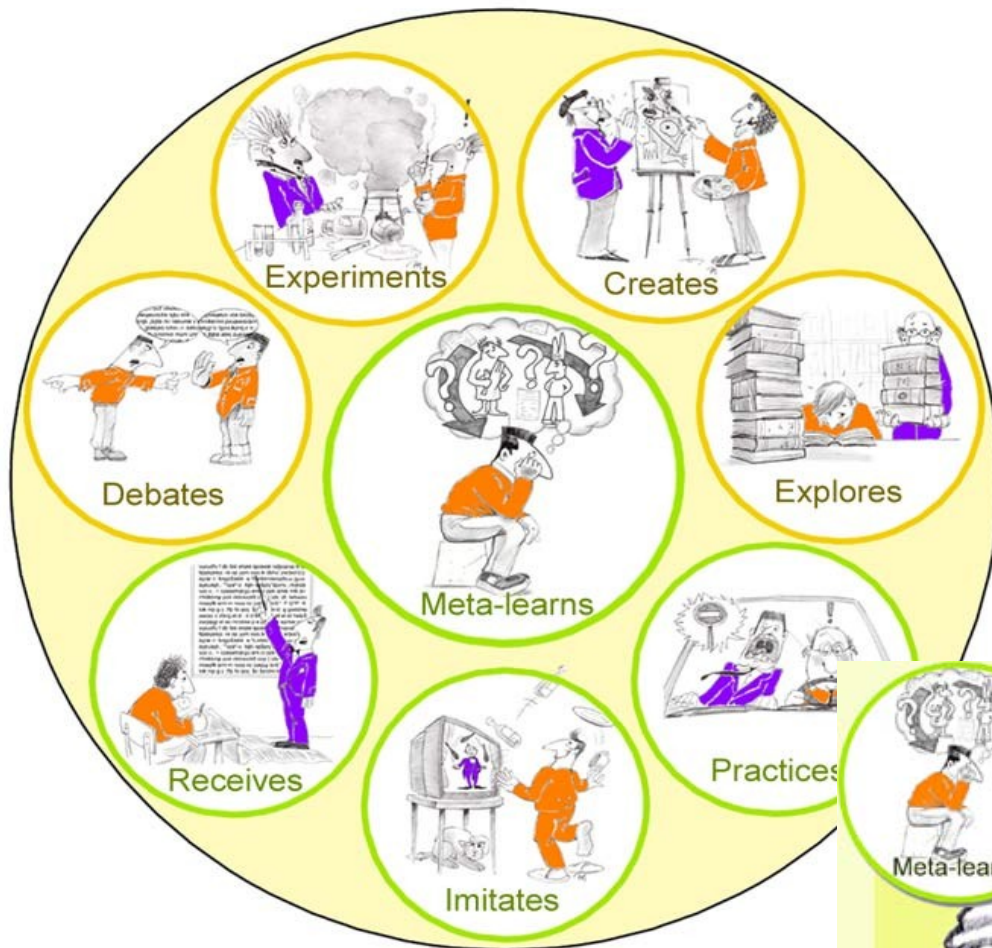
Reflective teaching & learning

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Lab Retreat, 28-29 november 2011



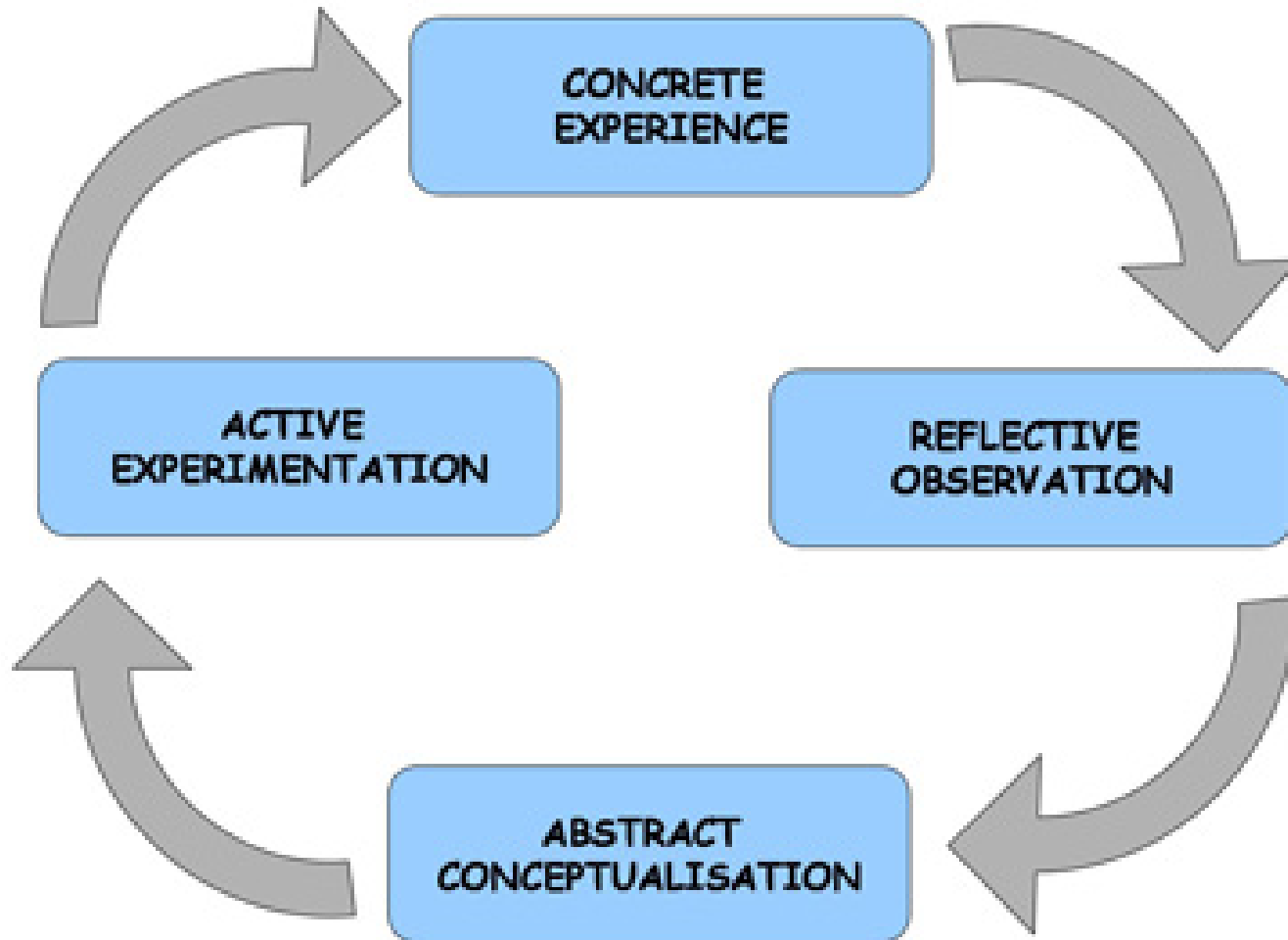
Objective

1. To get an insight into the main models of reflection
2. To get an insight into my research on reflection



Metareflection (Metacognition) / Coreflection

The Experiential Learning Cycle



(adapted from Kolb and Fry, 1975)



Models of Reflection

Kolb's (1984) Learning Cycle

1. **Concrete Experience:** The event
2. **Reflective observation:** Consider what has happened from a variety of perspectives e.g. own feelings, the group's, an individual student's view
3. **Abstract conceptualisation:** Re-package & process your reflections into a theoretical understanding (use theory to analyse the event)
4. **Active Experimentation:** Armed with this new understanding, you do it again, differently this time.



When to Reflect?

- Before an experience (anticipatory reflection)
- During an experience (reflection-in-action)
- Following experience (reflection-on-action)

Schon, D. (1983) *The Reflective Practitioner*. London: Temple Smith
(ultimately reflection leads to expertise)



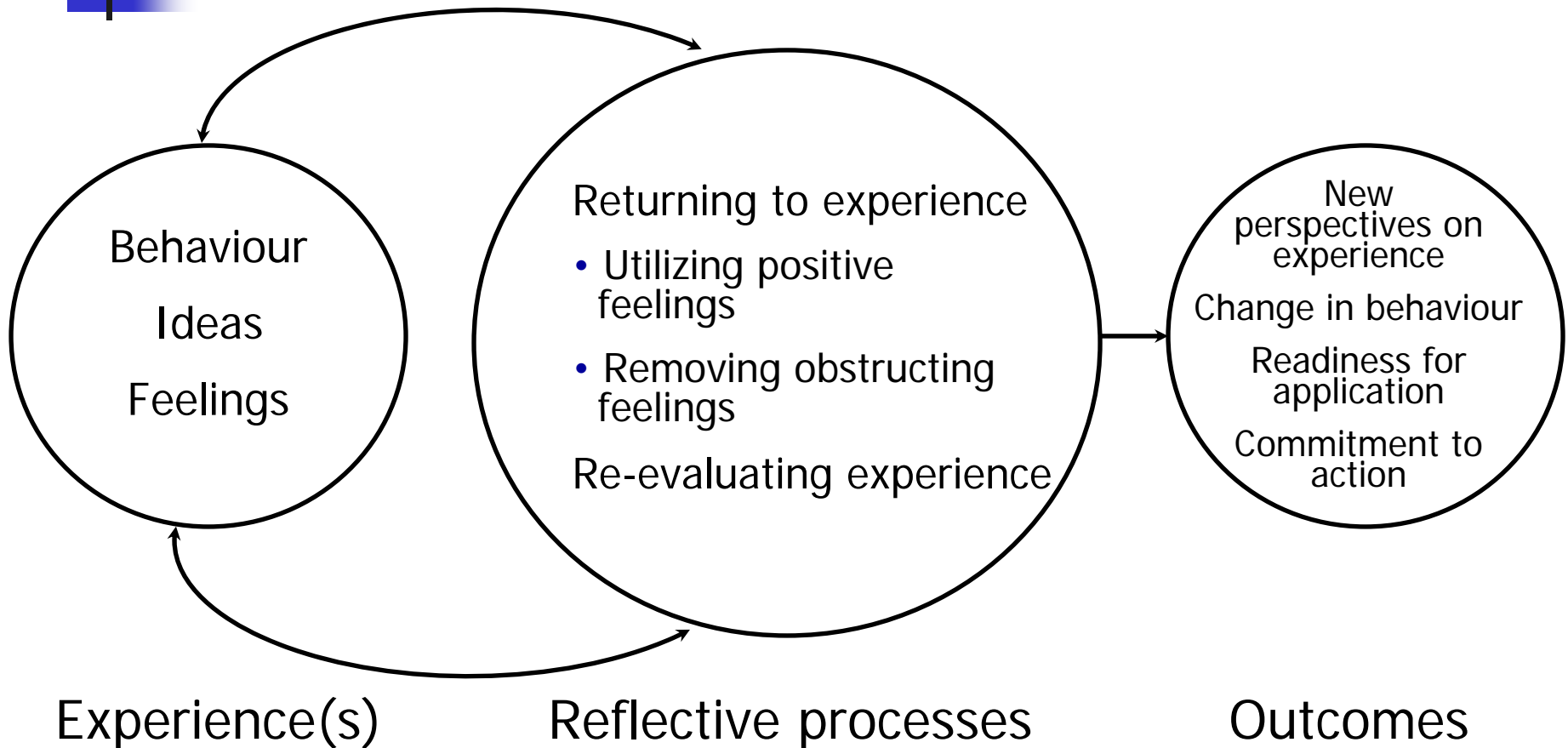
Definition

Reflection is an important human activity in which people recapture their experience, think about it, mull over & evaluate it. It is this working with experience that is important in learning'.

Reflection has been defined as "a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation."

Boud, D., Keogh, R., Walker, D. (1985). *Reflection: turning experience into learning*. London: Kogan Page.

Models of Reflection: Boud, Keogh & Walker



The reflection process in context

(Boud, Keogh and Walker, 1985.) 8



Definition

“Reflection is a basic mental process with either a purpose, an outcome, or both, applied in situations in which material is unstructured or uncertain and where there is no obvious solution.”

(Moon 1999, p.10.)



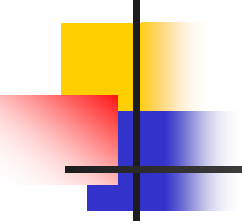
Definition

- Critical reflection
- Reflection including interactions



Models of Reflection

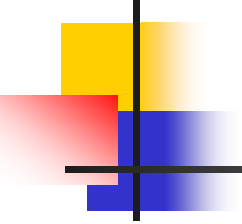
- Generally depict an iterative process
- Reflection as a retrospective dimension of thought remains common
- Some delineate different levels of reflection
- Deeper levels more difficult to achieve
- Few are explicit about role of emotions

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- Reflection is considered as a means by which learners can build and evolve a mental model of the learning process they are committed to and of their position inside this process (so that appropriate directions of actions can be procured).



Potential benefits of reflection

- Improved practice
- Development of self regulation
- Development of personal theories of practice
- Making learning visible
- Problematizing the act of learning (what to reflect upon?)

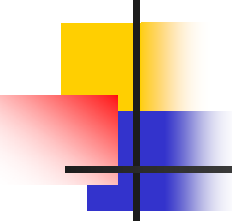
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- Making learning an object of attention
 - (Making learning an object of conversation)
 - Making learning an object of reflection\$
 - Making learning an object of learning

Watkins, C. (2010). Learning about learning enhances performance. The London Centre for Leadership in Learning. (Our adoption of any reflective model may be shaped by our underlying reason for using it. Moon, 2001)



Strategies for reflective learning

- Journals
- Critical Incidents
- Portfolios (Manchester, Maastricht)
- Role models – modeling reflection
- Facilitating reflection
- Providing feedback on reflection

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- “Reflection triggers” (RTs) refer to deliberate prompting approaches that offer learners
 - structured opportunities to examine and evaluate their own learning (Verpoorten, Westera, &
 - Specht, 2010). Whereas the promotion of reflection is often associated with post-practice
 - methods of experience recapture (Boud, Keogh, & Walker, 1985) through portfolios or
 - learning diaries (Moon, 1999) or with the use of dialogue and collaborative activities as levers
 - of thinking (Brockbank & McGill, 1998), RTs are nested in the study material and offered to
 - individuals during learning activities. They induce regular mental tingling for evaluating
 - one’s own learning and nurturing internal feedback (Butler & Winne, 1995). In the temporal
 - flow of learning, their contiguity to student’s doings commits RTs to reflection-in-action more
 - than to reflection-on-action, though Schön’s (1983) famous distinction is relative: even a
 - reflection that takes place “in action” bears on a pre-existing context but, in the case of a RT,
 - the interval is a matter of seconds. The concise reflection which they call for further
 - characterizes RT.
 - The
 - application of such compact opportunities for reflection touches on a principal question
 - though: is the very idea of a “short” reflection a contradiction or can embedded reflection be
 - brief and valuable at the same time?



Barriers to reflective learning

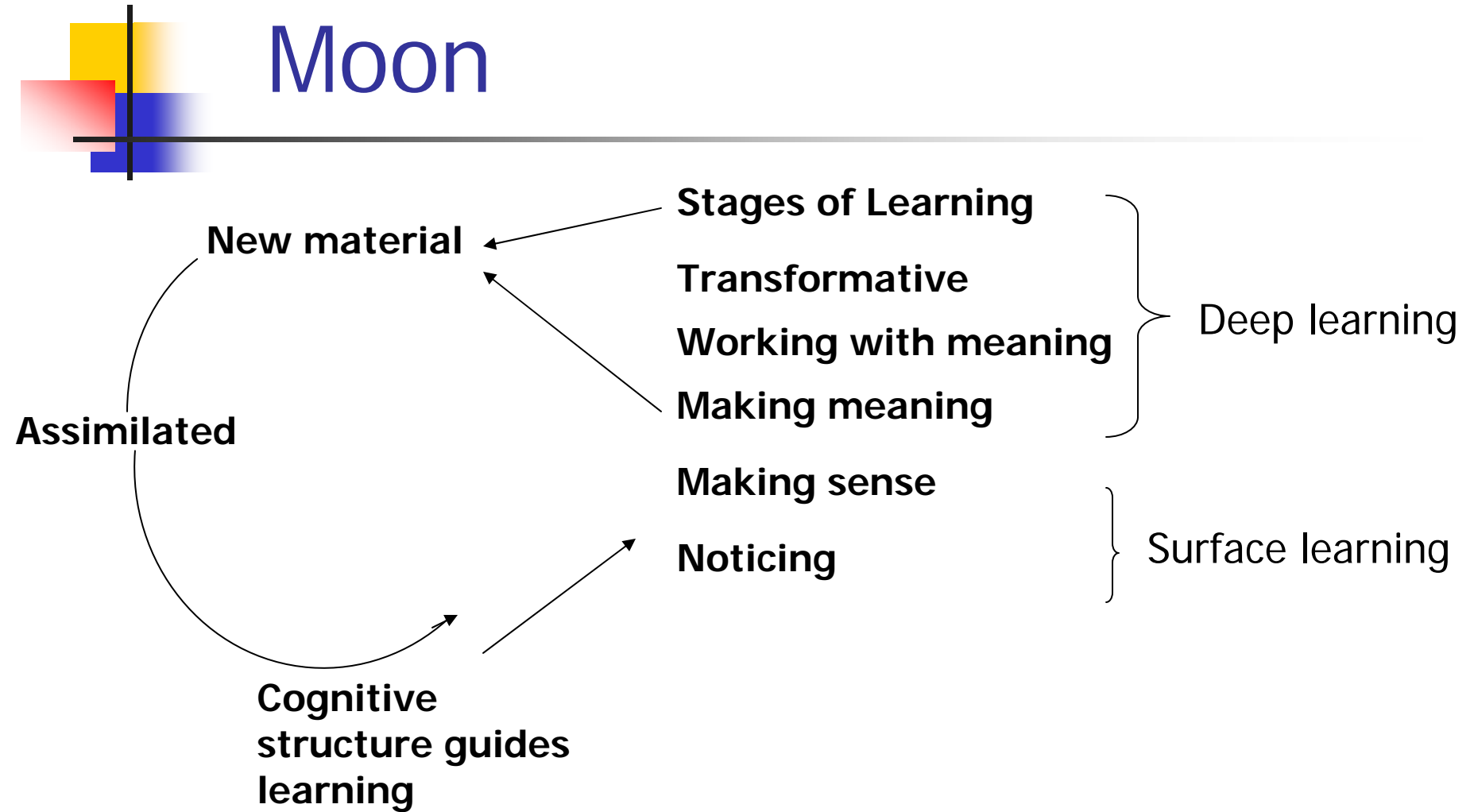
- Perceived usefulness of the activity (>< lack of impact)
- Organizational climate (surprise, rejection)
- Time for reflection (>< busy work, change of habits)
- Misplaced confidence
- Poor practice in reflection
 - Recipe following
 - Reflection without learning
 - Intellectualizing reflection
 - Inappropriate disclosure



Potential Benefits of Reflection

- Potential Positive Outcomes
 - Promotion of deep learning
 - Increased awareness
 - Improved thoughtfulness before and during practice

Models of Reflection: Moon



Moon, 1999.