

The background features a dark blue gradient with a subtle pattern of white dots. Overlaid on this are several circular elements: a large scale on the left with markings from 140 to 260, and several smaller circles with dashed lines and arrows, some containing partial solid lines, suggesting a process or cycle.

REFLECTIVE WRITING 1

Post Graduate Diploma In Education

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ACKNOWLEDGEMENT

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OBJECTIVES

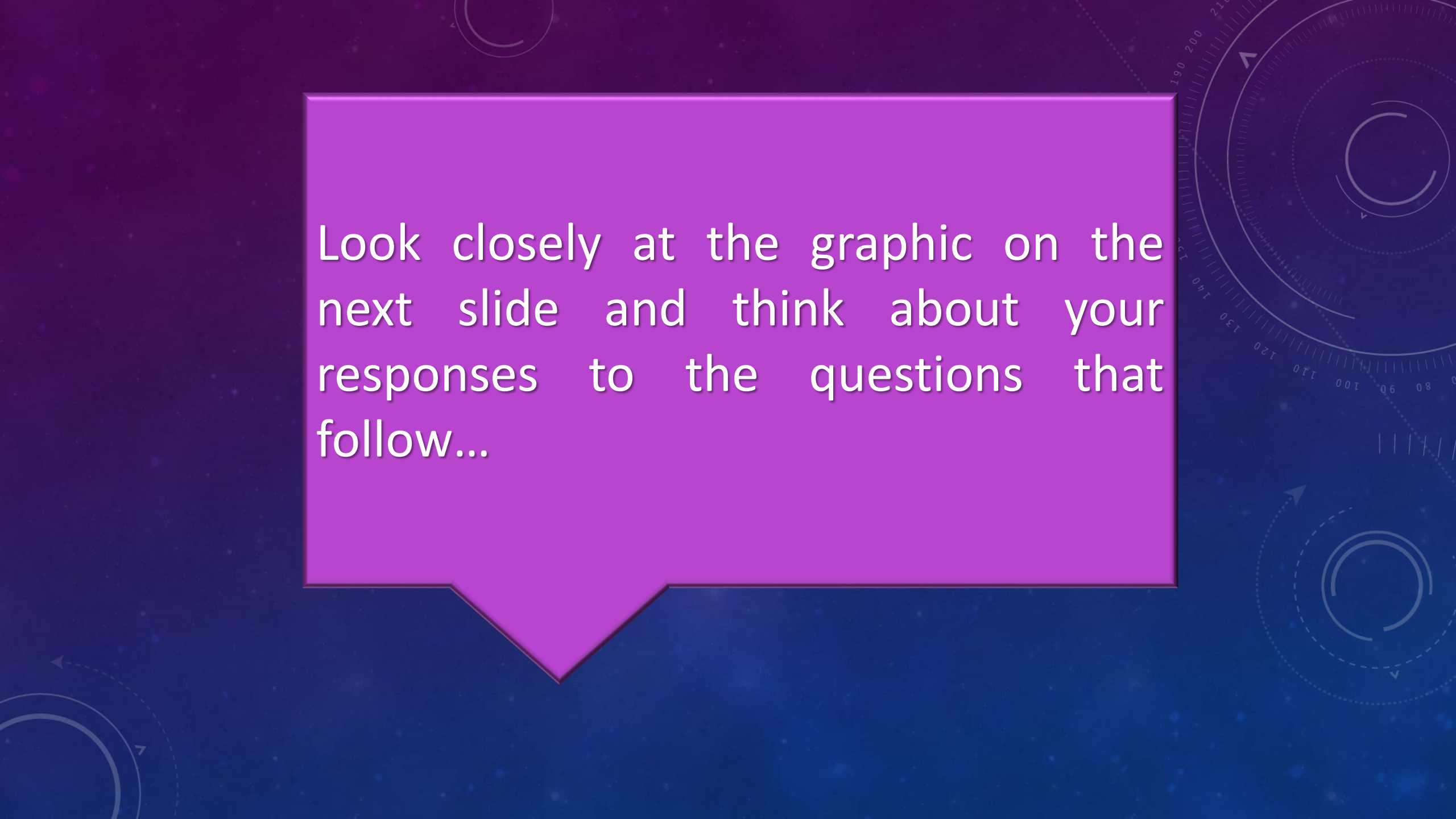
By the end of this presentation, you should be able to:

- become aware of the nature of reflection
- proffer a definition of reflection that can guide your practice
- produce a short piece of reflective writing
- use suggested criteria to determine how well it may be described as reflective

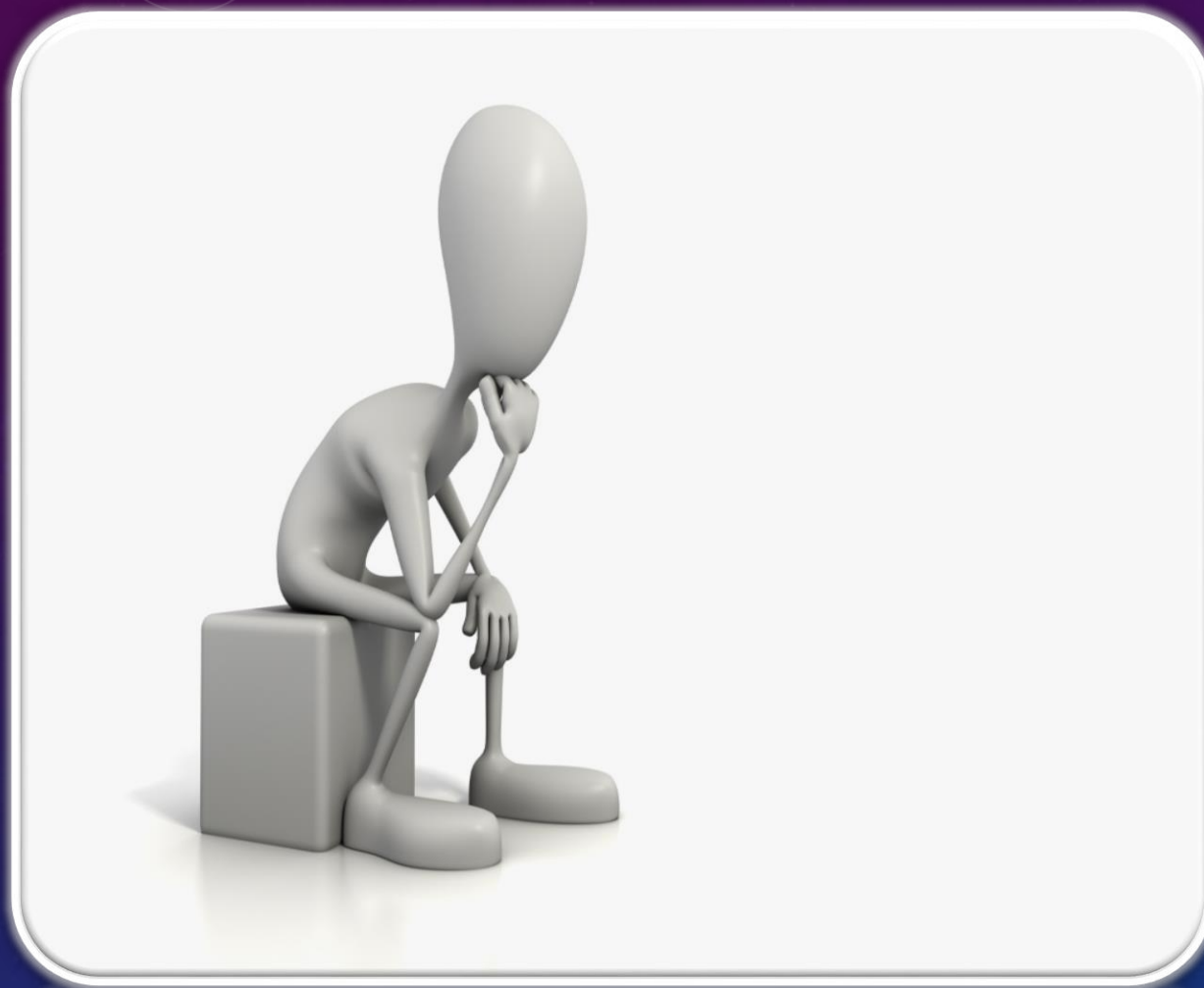
SECTION 1

BEFORE WRITING: THINKING AND REFLECTING!





Look closely at the graphic on the next slide and think about your responses to the questions that follow...



<https://www.youtube.com/watch?v=Cnfj6QCGLyA>

What are your responses to the following?



- **Who** might this figure represent?
- **Where** might this figure be located?
- **What** does the posture of the figure suggest?

<https://www.youtube.com/watch?v=Cnfj6QCGLyA>

... and to these?

- **Why** might this figure have adopted such a stance?
- **When** should this position be adopted?
- **How** can this posture be sustained?



<https://www.youtube.com/watch?v=Cnfj6QCGLyA>

What does it mean to be reflective?

Reflective:

Showing a tendency to careful and serious thought...



Do any of these statements describe you as you engage in reflection?

- I haven't got the confidence to express myself and my ideas freely
- I find it hard to acknowledge my professional strengths
- I find it hard to come up with new ideas
- It is hard to discuss things with my peers
- I find it hard to select relevant events or issues

Can you suggest others?



THINKING - REFLECTION - REFLEXIVITY

“Reflection, whether it consists of thought directed to oneself, discussed with another, or privately written, is the act of pondering ... making sense of that which may be puzzling or confusing and understanding, and understanding the purpose or significance of something... Talking aloud about something problematic or writing a journal entry for oneself is a way of thinking or figuring out what’s going on. It is an , reverberative process of question-answer-question-answer-question-answer for generating better awareness and clarity....

...reflexivity is ... ‘conscious awareness of cognitive and emotional filters comprising ...experiences, world views and biases that may influence ... interpretation of ...perceptions’ (O’Dwyer & Bernauer, 2014 in *Saldana, 2015*)

(*Saldana, 2015, p.8*)

What happens when professionals reflect?

“There is some puzzling or troubling or interesting phenomenon with which the individual is trying to deal. As he tries to make sense of it, he also reflects on the understandings which have been implicit in his action, understandings which he surfaces, criticizes, restructures, and embodies in further action.”

(Schon, 1983, p. 50)

A definition of reflection that can guide practice?

“Reflection is a process, both individual and collaborative, involving experience and uncertainty. It is comprised of identifying questions and key elements of a matter that has emerged as significant, then taking one’s thoughts into dialogue with oneself and with others. One evaluates insights gained from that process with reference to: (1) additional perspectives, (2) one’s own values, experiences, and beliefs, and (3) the larger context within which the questions are raised. Through reflection, one reaches newfound clarity, on which one bases changes in action or disposition. New questions naturally arise, and the process spirals onward ”

(Jay & Johnson, 2002, p. 76)

Barriers to teachers' reflecting

- ❑ Reflection is not generally associated with working as a teacher.
- ❑ Teachers' conceptualization of teaching are persistent and strong
- ❑ Teachers may not react positively to the demand and requirement for reflection.

(Hatton & Smith,1994)

Can you think of others?



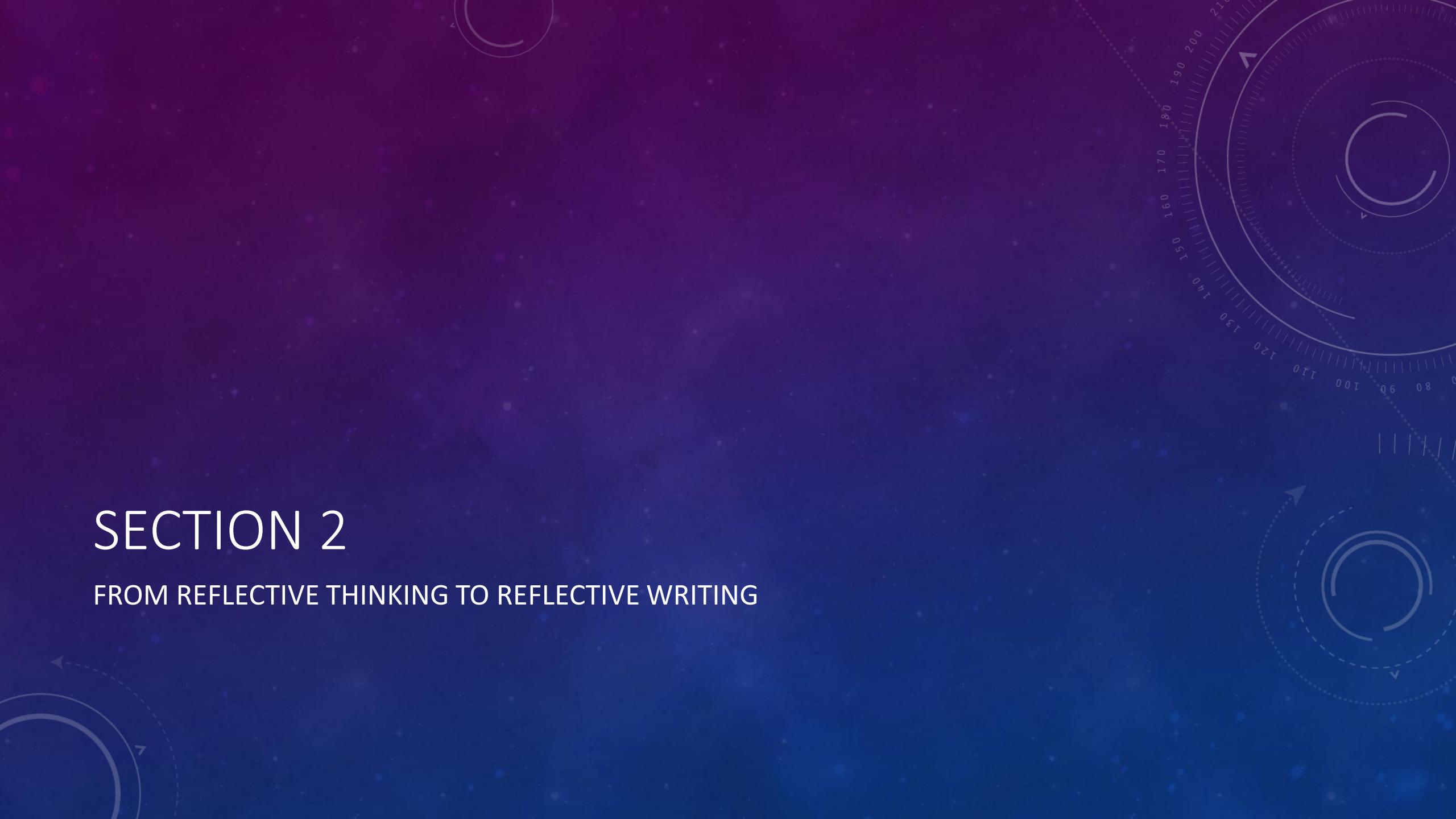
Reflection and learning

***More learning is derived
from reflecting on an
experience than from the
experience itself.***

Posner (1996)

SECTION 2

FROM REFLECTIVE THINKING TO REFLECTIVE WRITING



Reflective Writing

- What do I know about reflective writing?
- What do I want to know?

REFLECTIVE WRITING

Reflective writing is:

- a way of processing your practice-based experience to produce learning
- writing about your own experiences and feelings

REFLECTIVE WRITING

Reflective writing involves:

- an exploration and explanation of an event (critical incident)
- thinking and writing about anxieties and errors
- thinking and writing about successes in your professional practice
- practising reflective inquiry (action research)

REFLECTIVE WRITING

Reflective Writing:

- integrates theory and practice e.g. using the appropriate theories and academic context to explain and interpret your reflections.
- identifies the learning outcomes of your experience e.g. identifying what you would do differently, your new understandings or values and unexpected things you have learnt about yourself.

REFLECTIVE WRITING: ACTIVITY

Identify a significant incident in your professional experience, reflect on it and write responses to the following prompts.....

REFLECTIVE WRITING: ACTIVITY

- What was the experience?
- How do I feel about it?
- What went well? Why?
- What did not go very well or was disappointing? Why?
- How could this have been done differently?
- What should I change or work on for next time?
- What would be my first step?

SECTION 3

Self Analysis Of Reflective Writing



REFLECTIVE WRITING: FOLLOW UP ACTIVITY

Now, examine what you wrote in response to the activity at slide 21.

What observations and judgements can you make about what you wrote in light of the descriptions on slides 25 - ?

CRITERIA FOR THE RECOGNITION OF EVIDENCE FOR DIFFERENT TYPES OF REFLECTIVE WRITING

(Hatton & Smith, 1994, p. 48-49)

Descriptive Writing	Criteria
	<ul style="list-style-type: none">- Not reflective- Description of events that occurred/report of literature- No attempt to provide reasons/justifications for events

CRITERIA FOR THE RECOGNITION OF EVIDENCE FOR DIFFERENT TYPES OF REFLECTIVE WRITING

(Hatton & Smith, 1994, p. 48-49) cont'd

Descriptive Reflection	Criteria
	<ul style="list-style-type: none">- Reflective, not only a description of events but some attempt to provide reason/ justification for events or actions but in a reportive or descriptive way. e.g. "I chose this particular problem-solving activity because I believe that students should be active rather than passive learners".- Recognition of alternate viewpoints in reported research and literature. e.g. " Tyler (1949 ...suggests...Yinger (1979), on the other hand argues that ...- Two forms:<ul style="list-style-type: none">- (a) Reflection based generally on one perspective- (b) Reflection is based on the recognition of multiple perspectives.

CRITERIA FOR THE RECOGNITION OF EVIDENCE FOR DIFFERENT TYPES OF REFLECTIVE WRITING

(Hatton & Smith, 1994, p. 48-49) cont'd

Dialogic Reflection	Criteria
	<ul style="list-style-type: none">- Demonstrates a “stepping back” from the events leading to a different level of mulling about, discourse with self and exploring the experience, events, and actions using qualities of judgements and possible alternatives for explaining and hypothesizing. Such reflection is analytical or/and integrative of perspectives and may recognize inconsistencies in attempting to provide rationales and critique.- e.g. ‘While I had planned to use mainly written text materials, I became aware very quickly that a number of students did not respond to these. Thinking about this now there may have been several reasons for this. A number of students (provide a reason here). Alternatively, (reason 2). In any case, I found that I had to employ more concrete activities in my teaching”.

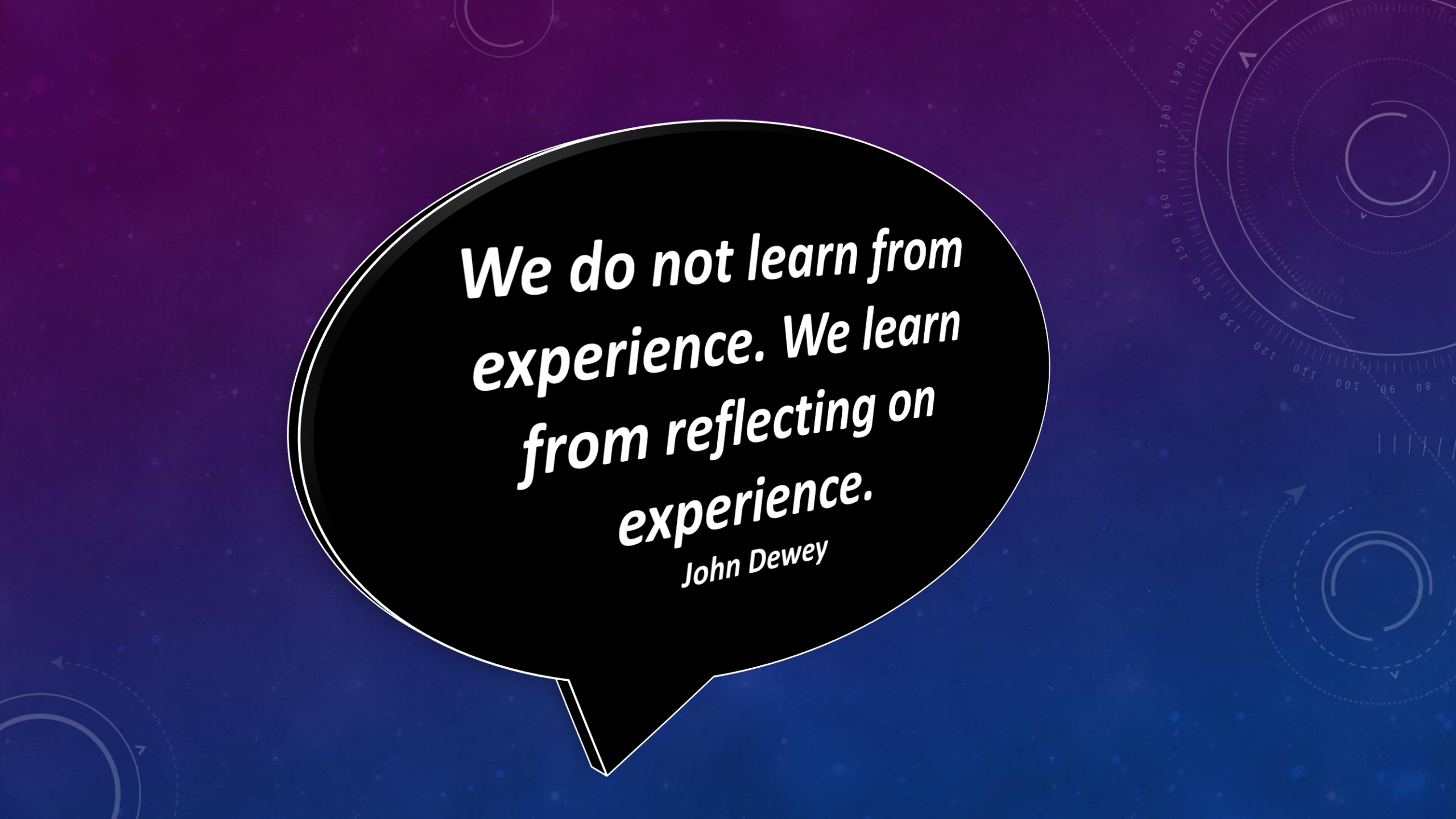
CRITERIA FOR THE RECOGNITION OF EVIDENCE FOR DIFFERENT TYPES OF REFLECTIVE WRITING

(Hatton & Smith, 1994, p. 48-49) cont'd

Critical Reflection	Criteria
	<p>Demonstrates an awareness that actions and events are not only located in, and explicable by, reference to multiple perspectives but are located in, and influenced by multiple historical, and socio-political contexts.</p> <p>e.g. “What must be recognized however, is that the issues of student management experienced with this class can only be understood within the wider structural locations of power relationships established between teachers and students in schools as social institution based upon the principle of control” (Smith, 1992)</p>

Feedback on reflective writing activity

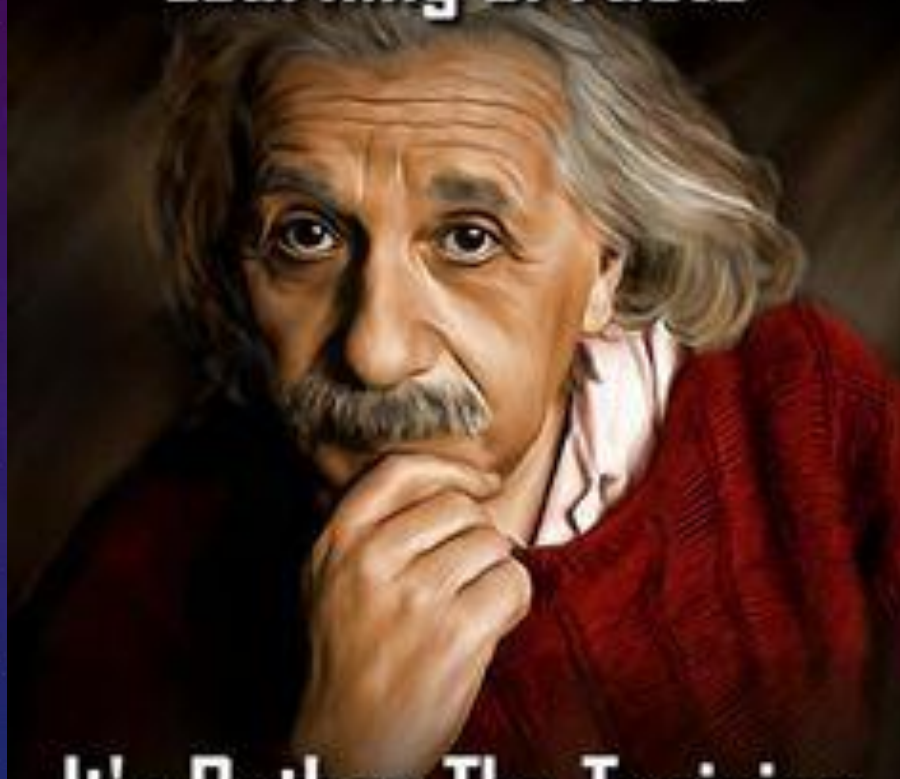
- What did you think about what you wrote?
- Can you locate it among any of the types?
- Do you think you need to improve it?
- If so, take another shot at improving.
- Share what you wrote with a peer and provide some feedback to each other.



***We do not learn from
experience. We learn
from reflecting on
experience.***

John Dewey

**Education is Not The
Learning of Facts**



**It's Rather The Training
of The Mind To Think**



References

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