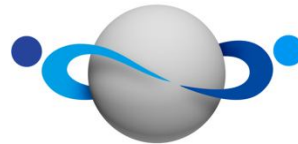


Reflective Process

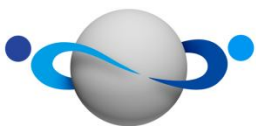
(انعکاس عملکرد)

صفورا شاهمرادی



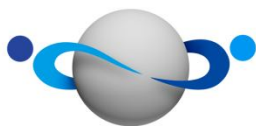
By three methods we may learn wisdom: first, by reflection, which is the noblest; second by imitation, which is the easiest; and third by experience, which is the bitterest.

□ (Confucious)



Two types of reflection

- 1) Reflection *In Action*
- 2) Reflection *On Action*

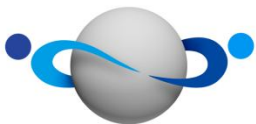


Reflection *In Action*

- “To think about what one is doing whilst one is doing it; it is typically stimulated by surprise, by something which puzzled the practitioner concerned”(Greenwood, 1993).

Reflection in action allows the practitioner to redesign what he/ she is doing whilst he/she is doing it. This is commonly associated with experienced practitioners.

However, it is much neglected!



Reflection *On Action*

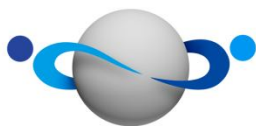
- “The process of creating and clarifying the meanings of experiences in terms of self in relation to both self and world. The outcome of this process is changed conceptual perspectives” (Boyd & Fales, 1983)

The focus is more on self development. Here reflection does not only add to our knowledge but challenges the concepts and theories we hold. Furthermore as a result we don't see more, we see differently.



Models of reflection

- 1) **Gibbs (1988)**
- 2) **Borton (1970)**
- 3) **Johns (Structured reflection)(1994-95)**
- 4) **Smyth (1989)**

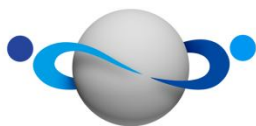


Gibbs Model of Reflection

□ Stage 1: Description of the event

Describe in detail the event you are reflecting on.

Include e.g. where were you; who else was there; why were you there; what were you doing; what were other people doing; what was the context of the event; what happened; what was your part in this; what parts did the other people play; what was the result.

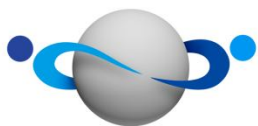


Gibbs Model of Reflection

□ Stage 2: Feelings and Thoughts (Self awareness)

At this stage, try to recall and explore those things that were going on inside your head. Include:

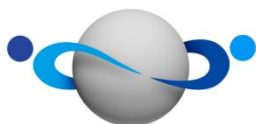
- How you were feeling when the event started?
- What you were thinking about at the time?
- How did it make you feel?
- How did other people make you feel?
- How did you feel about the outcome of the event?
- What do you think about it now?



Gibbs Model of Reflection

□ Stage 3: Evaluation

Try to evaluate or make a judgement about what has happened. Consider what was good about the experience and what was bad about the experience or what did or didn't go so well

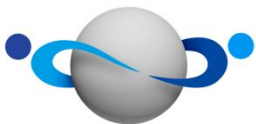


Gibbs Model of Reflection

□ Stage 4: Analysis

Break the event down into its component parts so they can be explored separately. You may need to ask more detailed questions about the answers to the last stage. Include:

- What went well?
- What did you do well?
- What did others do well?
- What went wrong or did not turn out how it should have done?
- In what way did you or others contribute to this?



Gibbs Model of Reflection

□ Stage 5: Conclusion (Synthesis)

This differs from the evaluation stage in that now you have explored the issue from different angles and have a lot of information to base your judgement. It is here that you are likely to develop insight into you own and other people's behaviour in terms of how they contributed to the outcome of the event. Remember the purpose of reflection is to learn from an experience. Without detailed analysis and honest exploration that occurs during all the previous stages, it is unlikely that all aspects of the event will be taken into account and therefore valuable opportunities for learning can be missed. During this stage you should ask yourself what you could have done differently.

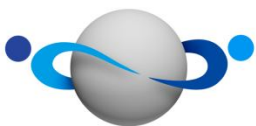


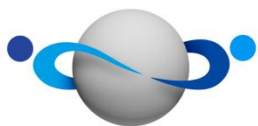
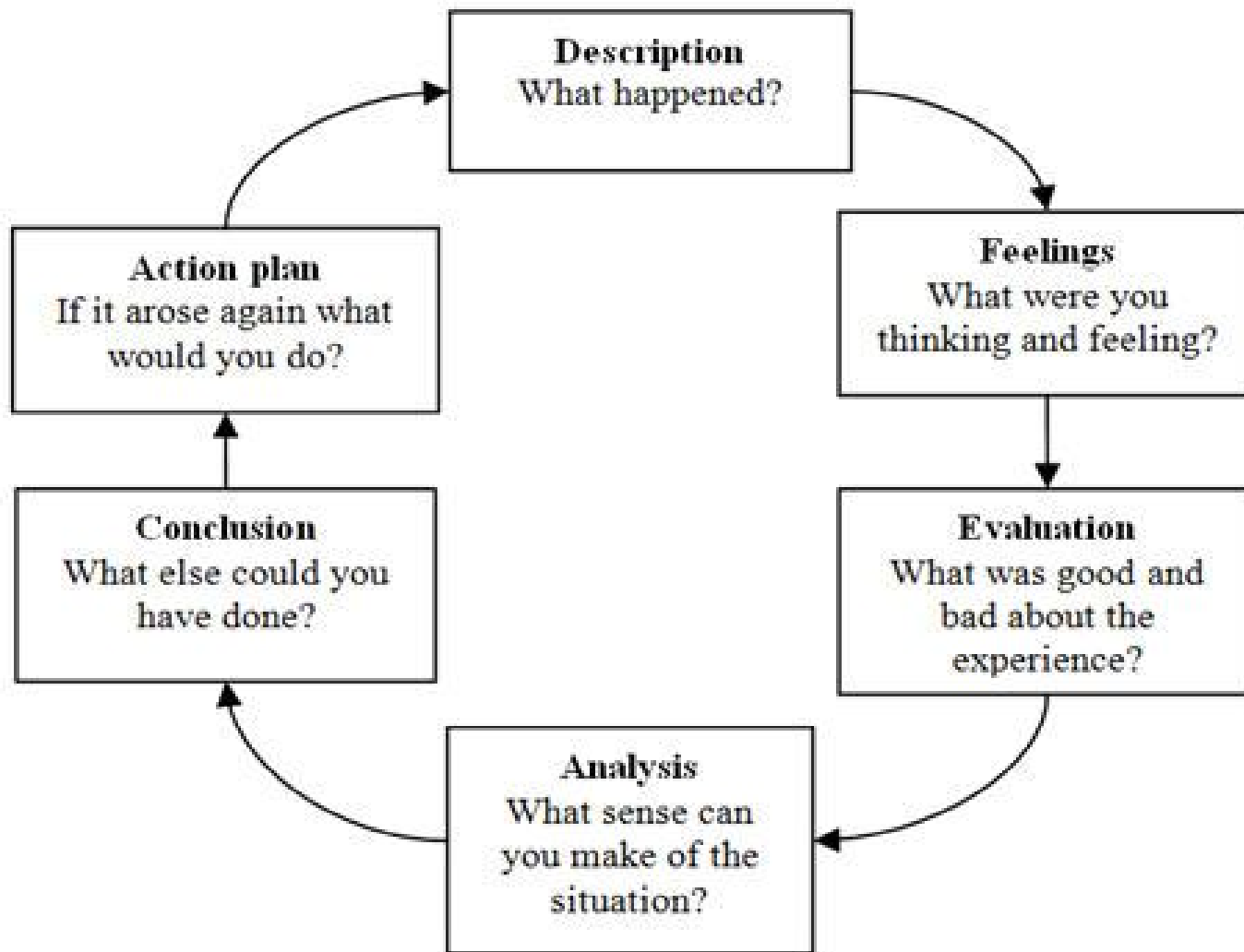
Gibbs Model of Reflection

□ Stage 6: Action Plan

During this stage you should think yourself forward into encountering the event again and to plan what you would do – would you act differently or would you be likely to do the same?

Here the cycle is tentatively completed and suggests that should the event occur again it will be the focus of another reflective cycle





Regular or daily reflection

- ❑ Regular reflection helps after an ‘event’ such as a presentation, completing an essay, or just a difficult day. Using a few basic questions as a framework, like
 - ❑ How did it go? How do I feel about it?
 - ❑ What went well, or OK? Why?
 - ❑ What was not so good? Why?
 - ❑ How could this have been done differently?
 - ❑ What should I change or work on for next time?
 - ❑ What would be the first step?



Benefits of Daily Reflection

- ❑ You can acknowledge immediate feelings, then stand back from them
- ❑ Reflection helps you see what went well and focus on the positive side of an event as well as the more negative
- ❑ Helps you develop a problem-solving approach, rather than avoiding thinking about difficulties
- ❑ Very helpful to reflect when you receive feedback on an essay, as a way of using the feedback to change or develop your approach

