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# REFLECTIVE LEARNING

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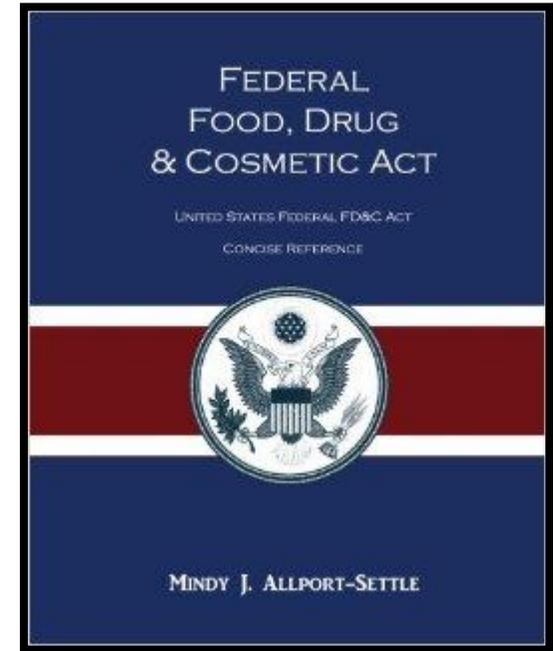
# CHANGE

People change for 2 reasons:

Their minds have been opened

Their hearts have been broken

# ELIXIR OF SULPHANILAMIDE DISASTER

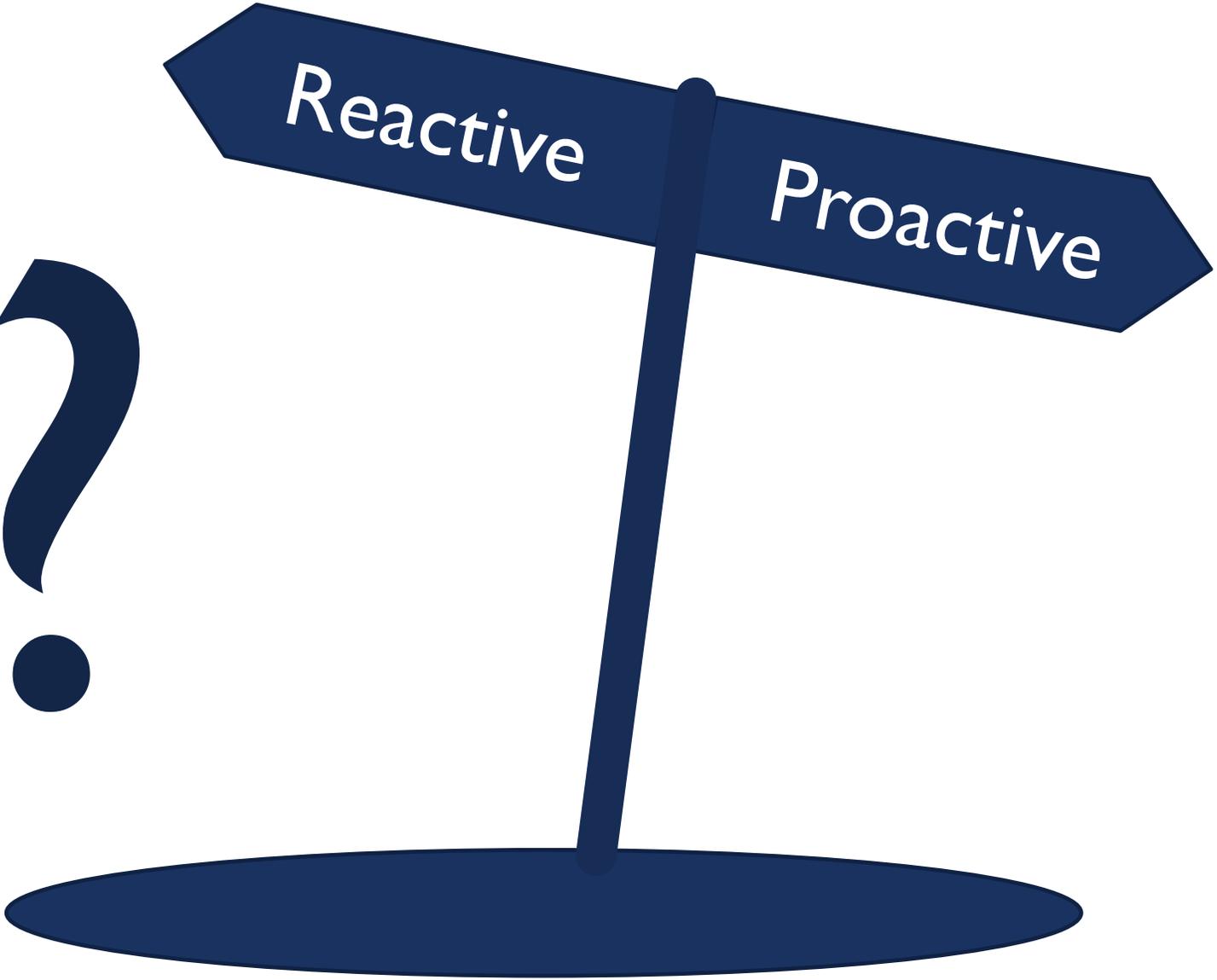


# IRISH BANKING COLLAPSE



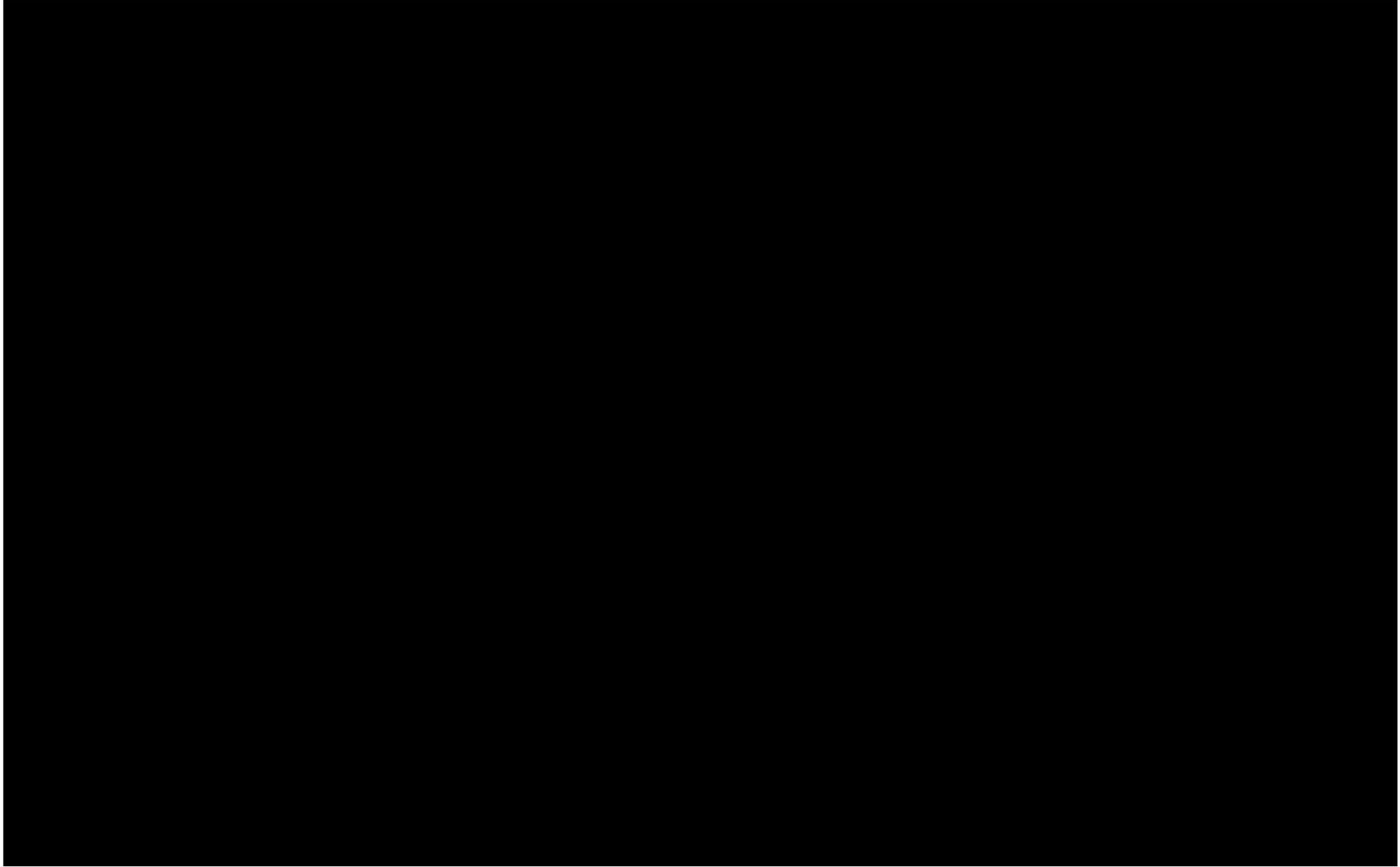


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# REFLECTION IN THE WORKPLACE

- CAPA
- Project Management
- Problem Solving
- Teamwork



## REFLECTION: DEFINITION

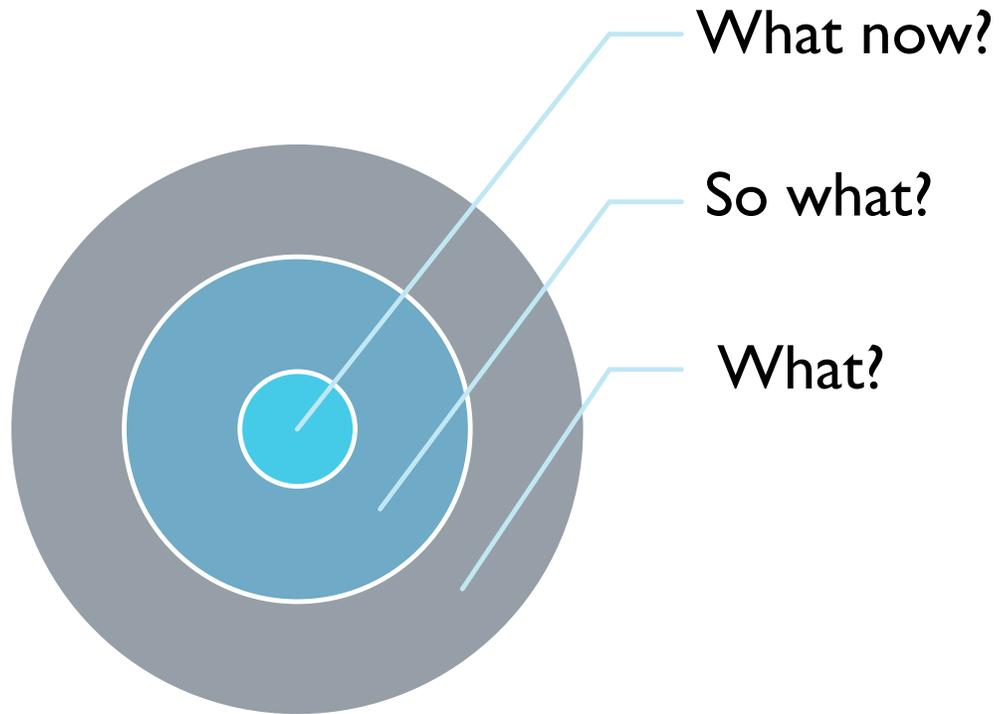
*“Reflection is an important human activity in which people recapture their experience, think about it, mull over & evaluate it. It is this working with experience that is important in learning.”*

Boud, D., Keogh, R. & Walker, D. (1985) p 43 Reflection: Turning Experience into Learning

# MODELS OF REFLECTIVE LEARNING

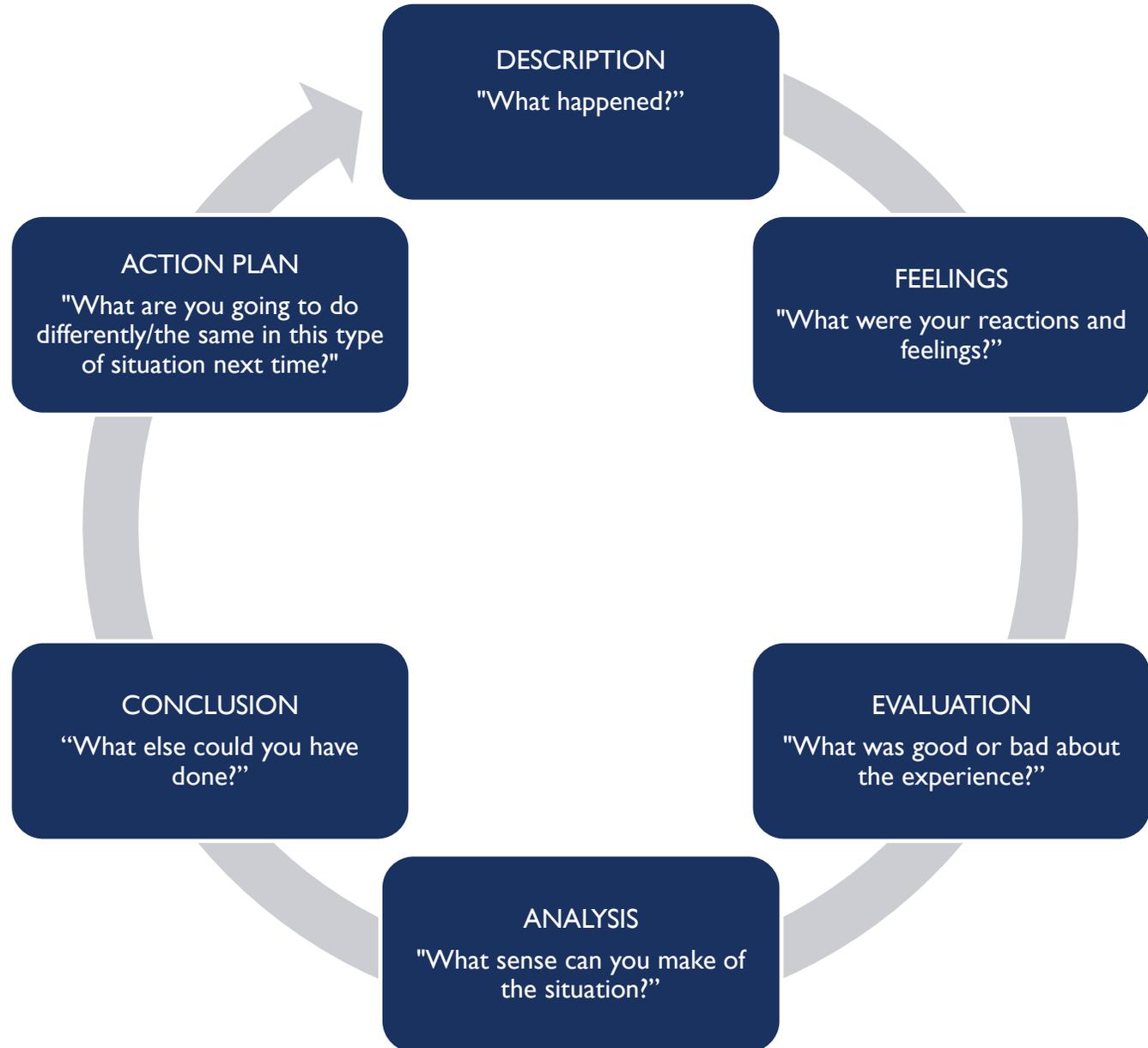
- Bortons' reflective model
- Gibbs' reflective model

# OVERVIEW – BORTONS' REFLECTIVE MODEL



1. Experiences – that happen to a person
2. Reflective process – that enables a person to learn from their experience
3. Action – resulting from the new perspective taken as a result of the reflection

# Gibbs' reflective model



## *WHAT IS A REFLECTIVE JOURNAL?*

- A safe place to jot down your experiences.
- To reflect on these experiences.
- To come up with ways of improving oneself.

## *WHY USE A REFLECTIVE JOURNAL?*

- Knowing how you learn makes you a more effective learner.
- Thinking about your learning and writing things down helps to clarify your thoughts and emotions in this regard.
- Reflection also helps you to focus and actively participate in your development as an effective independent and critical learner.

## LOG ENTRY

- **LOG** - a simple record of what happened during an event.

*“Attended lecture, watched a video entitled ‘How to lie with statistics’ and listened to the discussion about interrogating statistical information.”*

# DIARY ENTRY

- **DIARY** - a record of very personal thoughts not intended for others to see.

*“Dear Diary,*

*I arrived at my lecture early just to see if Matt would choose to sit next to me again today. I'm not sure but I think he was flirting with me during our last lecture. When he entered the hall my heart began to race. He is so gorgeous – I have never seen such blue eyes! I just melt when he looks at me. He sat in the same seat as yesterday so at least I know he didn't choose to be further away from me. I knew we would be forming discussion groups today and I was so happy when I ended up in Matt's group. This may be just the chance I hoped for.”*

# REFLECTIVE JOURNAL ENTRY

- **REFLECTIVE LEARNING JOURNAL** - a record of the reflective thought and meanings you are making as you engage in learning experiences.

*“We watched a video entitled "How to lie with statistics" in our lecture today. I was amazed at how easily data can be manipulated to back up whatever thesis is being proposed. Like other students, I wasn't aware that there are ways of interrogating statistical information to determine its reliability and validity. The book that goes with this video that Dr. O'Connor referred to sounds interesting. I think I'll ask her if I can take a look at it because I'd like to browse through it slowly on my own – especially before I tackle the assignment.*

*Although the people in the video sounded boring and banal it did illustrate the dangers of accepting statistical information at face value. I see more value now than I did at the beginning of the lecture for our assignment. The group discussion was very lively today. I think the subject challenged some of our assumptions about backing up our ideas/opinions/arguments with 'facts' and 'statistics'. I enjoyed this lecture and I think that the questions suggested in the video for interrogating statistics, which Dr. O'Connor summarised, will be very useful, not just for this programme, but throughout life.*

*I for one will certainly be more sceptical when I next hear statistics being used in debates. I'll certainly think twice before being taken in by adverts (e.g. for toothpaste/beauty products etc.) where 'statistics' are used as a marketing ploy!”*

# SIMPLE EXAMPLE: LAYERS OF REFLECTION

- I took the dog for a walk this morning  
*Level 1: Descriptive*
- I took the dog for a walk this morning, which I don't usually do.  
*Level 2: Descriptive, some reflection*
- I took the dog for a walk this morning, which I don't usually do. It really woke me up!  
*Level 3: Descriptive, reflection and awareness/learning.*
- I took the dog for a walk this morning, which I don't usually do. It really woke me up! I think I will do that every morning before work.  
*Level 4: Descriptive, reflection, learning and future action.*

# REFLECTIVE LEARNING

Reflective learners continually think about:

- what they are learning
- why they are learning it
- how they are learning it
- how they are using what they are learning
- what their strengths and weaknesses in learning are
- what their learning priorities are
- how they can improve and build upon their learning process
- how well they are working towards their short-, medium- and long-term goals

# REFLECTIVE LEARNING

- Reflective learners consider:
  - their motivation
  - their attitudes and ideas, and changes in these
  - the skills they need for different components of their study and learning
  - what (if anything) is blocking their learning
  - the gaps in their knowledge and skills, and how they might best work towards filling these.

# BARRIERS TO REFLECTION

- Must be regular
  - Daily or weekly
- Must be scheduled
  - Set aside time
- Give it time!
  - It's going to be strange at first.
- Takes Practice
  - Like everything!
- Re-read and revise previous entries
  - Key part of the reflective process

# WHAT ARE THE BENEFITS OF REFLECTIVE LEARNING?

- Record your development
- Know your strengths and weaknesses
- Understand how you learn
- Develop self-awareness
- Plan your own development
- Learn about yourself
- Articulate your skills/learning to others
- Learn from your mistakes

## REFLECTING ON TODAY: ENTRY I

- What did you learn from today?
- Has it given you a new focus on your professional development?
- What supports do you think you will need going forward?
- What next?



*“To be an effective reflective practitioner, you must recognise that learning from what does not work is on the same path as learning what does work. There must be room for ‘failure’ in the reflective process.”*

*Margaret Keane, DCU*



**KEEP  
CALM  
AND  
REFLECT**



# HANDOUTS

[BIT.LY/RLHANDOUTS](https://bit.ly/RLHANDOUTS)

