A photograph showing the lower legs and feet of several people wearing rubber boots, wading through shallow, rippling water. The water is covered with numerous small, dark and light-colored shells, likely from a recent shellfish harvest. The background is slightly blurred, showing a distant shoreline with hills under a clear sky.

Reflective practice: enhancing engagement and expanding knowledge and evidence

Gisela van Rensburg
vrensgh@unisa.ac.za





**"Education is the
most powerful weapon
you can use to change
the world."**

Nelson Mandela
LL.B. UNISA, 1989. LL.D. (h.c.) UNISA, 1999.



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Workshop outcomes



You will be able to:

- Discuss reflection as a teaching and learning activity and student support strategy
- Select the most appropriate reflection method to support students in reflective activities
- Implement a variety of reflective activities that could be used in facilitation of learning

What is reflection?



- Reflection can be described as a process of deliberate, active, persistent and thoughtful consideration over a period of time
- It is a meaning-making process that moves a person from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas
- The purpose of reflection is to understand and make sense of experiences on cognitive and emotional levels in order for learning to occur and change or transformation to take place

What is reflection? (cont)



- The epistemology underpinning reflective practice is that it is student centred in that students' experiences and perceptions are important in the development and positioning of knowledge
- Therefore an epistemological shift is needed to include reflection in teaching and learning practices which means changing from a positivistic “knowing that” to “knowing how”
- The concept of reflection therefore departs from the notion that one should focus on “what is” to enhancing practice from that point to stimulate emergent and new ideas

What is reflection?

(cont)



- Reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry
- Critical thinking about her/his experiences should enable the person to learn from those experiences and to consider the changes that need to be made in the light of what has been learned
- In a group, reflection assists with interaction between members to reveal both the strengths and gaps in thinking - thus working through ideas/emotions/concepts/experiences as a group, is important

What is reflection? (cont)



- Reflection is an integral part of all our actions
- Could be spontaneous or improvised
- Strives to improve performance by taking more informed or effective actions
- Subjective reframing of thoughts through analysis of assumptions that form the foundation for one's experiences and beliefs
- Could influence significant personal and social transformation

Activity 1: Understanding reflection



- Discuss your understanding of reflection and reach consensus in your small group
- Why would you use reflection as a teaching and learning activity, management tool and practical action?
- General discussion

Why reflection in the teaching and learning environment?



- To help students make their experiences more explicit and concrete
- To help students explore emotions that influence professional behaviour
- To stimulate interactions among students with a focus on improving students' reflective skills
- To stimulate the development of skills such as active listening
- To encourage them to be open-minded about themselves and towards others
- To stimulate learning in cognitive, affective and meta-cognitive domains

Types of reflection



- Reflection *in action* (while it is happening and how to modify the practice) – to maintain flexibility while teaching
- Reflection *on action* (after it has occurred) – thoughtful analysis of the experience. Explores different aspects of the experience, one's role in it and how to generate changes from the result
- Reflection *beyond action* – the ability to consider “what if”. Distinguishes the novice from the expert and represents higher order clinical judgment and critical reasoning based on metacognitions

Types of reflection (cont)



- *Critical incident analysis* – a specific technique in reflection that asks the students to describe and analyse a particularly meaningful incident they have experienced or observed in the clinical setting
- *Anticipatory reflection* – when past experiences are used to plan teaching activities through ongoing, iterative process of observing, reflecting and experimenting. Reflecting on failures and successes (equally important)

Types of reflection (cont)



- *Ongoing reflection* – when an iterative process of evaluating and re-evaluating information occurs
- *Reflective thinking for learning* – to make sense of the situation and to develop practical knowledge
- *Reflective thinking as critical inquiry* – goes beyond practical knowledge to considerations of context with multiple viewpoints of the total situation

A photograph of a beach at low tide, covered in numerous small, colorful seashells. Three people are standing on the beach, wearing rubber boots. The person on the left is wearing a light-colored shirt and dark boots. The person in the middle is wearing blue jeans and dark boots. The person on the right is wearing a dark jacket and black rubber boots with a yellow stripe and the word "AIGLE" on the side. The shells are scattered across the wet sand, reflecting the light. The background shows a calm sea and distant hills.

How can we reflect?

Reflection as a mirror



- Bending your mind back to what happened
- Examine past actions
- To understand how and why things were done

Reflection on action?

Reflection as jigsaw puzzle



- Pieces or parts of an event or experience is given to various individuals
- Putting the picture together by reflecting on the different parts
- Create one picture
- To get to one/a correct solution

Reflective image



- Breaking up a picture or various pictures into parts
- Consider several solutions
- Reconstruct the events in a chronological manner
- Use pieces from different sources
- Putting the image together again (new ideas)

Reflection through spontaneous memory

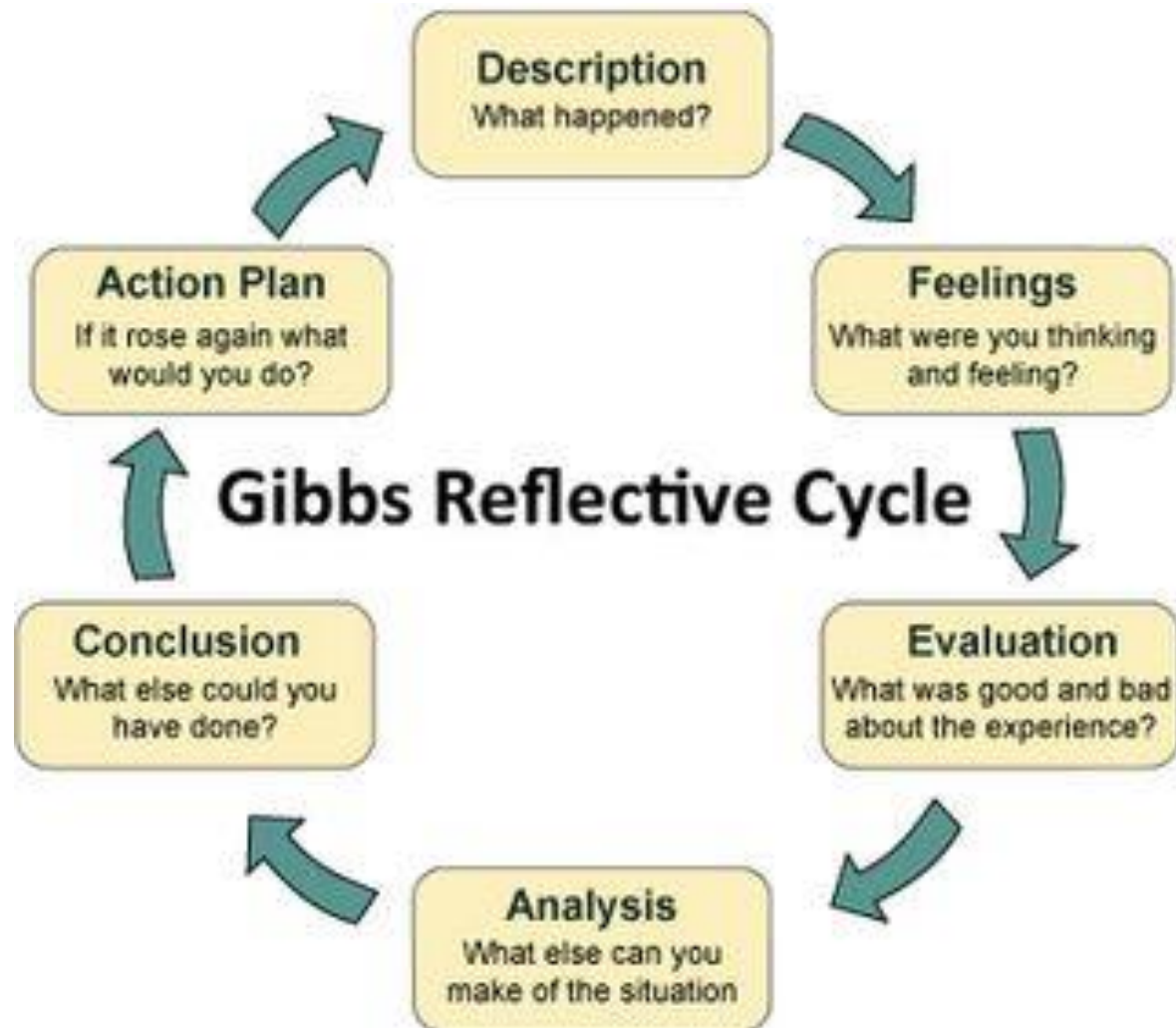


- Reflecting without any form of control of the will
- Provoked by an event, incident or practice (observation, reading and writing)
- It has an element of surprise – one does not expect to feel or reflect in that particular way
- Gives oneself insights into events or a situation

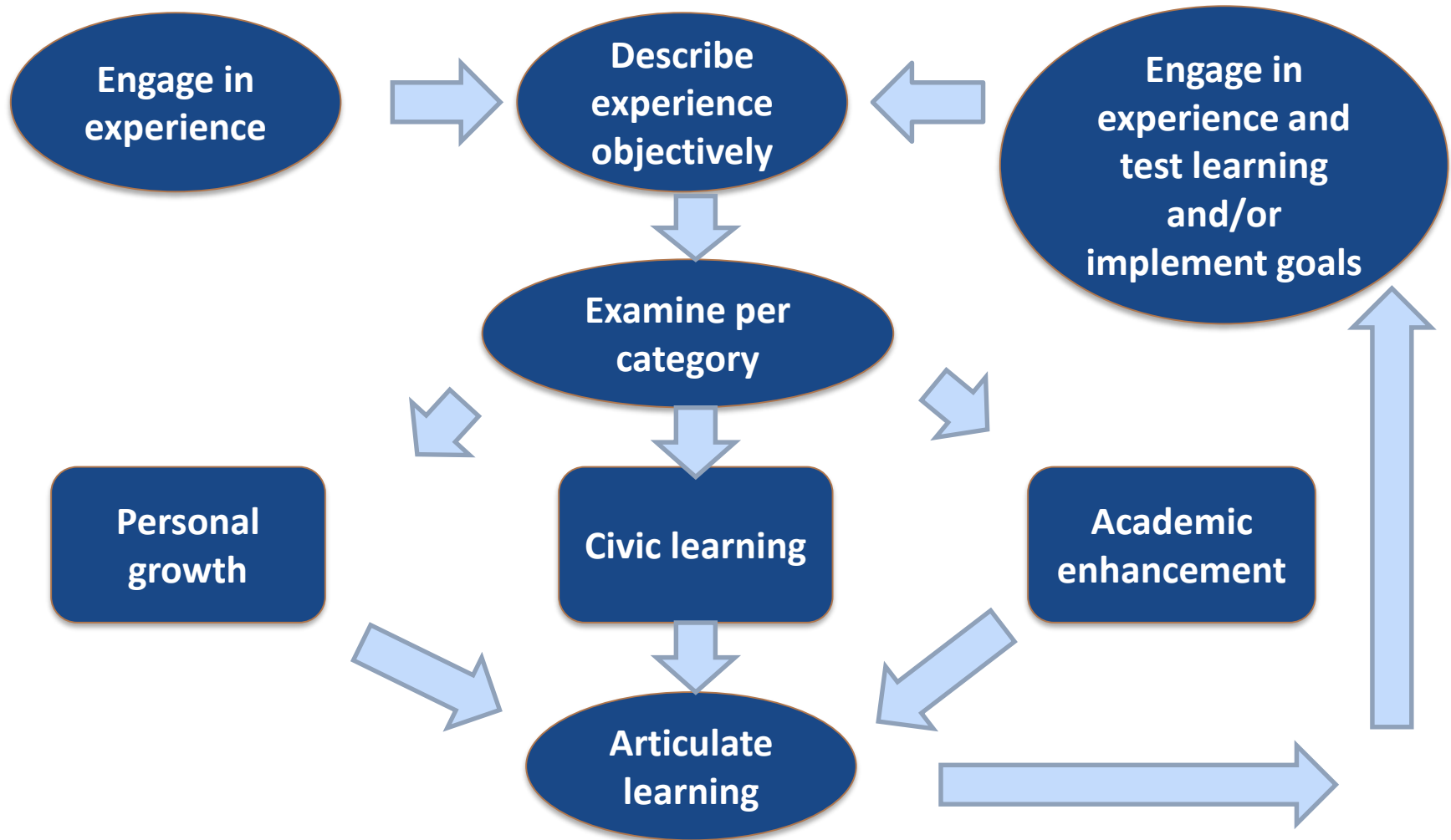
A photograph of a beach at low tide, covered in numerous small, colorful seashells. Three people are standing on the beach, wearing rubber boots. The person on the left is wearing a light-colored shirt and dark boots. The person in the middle is wearing blue jeans and dark boots. The person on the right is wearing a dark shirt and dark boots with a yellow stripe. The background shows a calm sea and distant hills.

Models for reflection

Gibbs reflective cycle

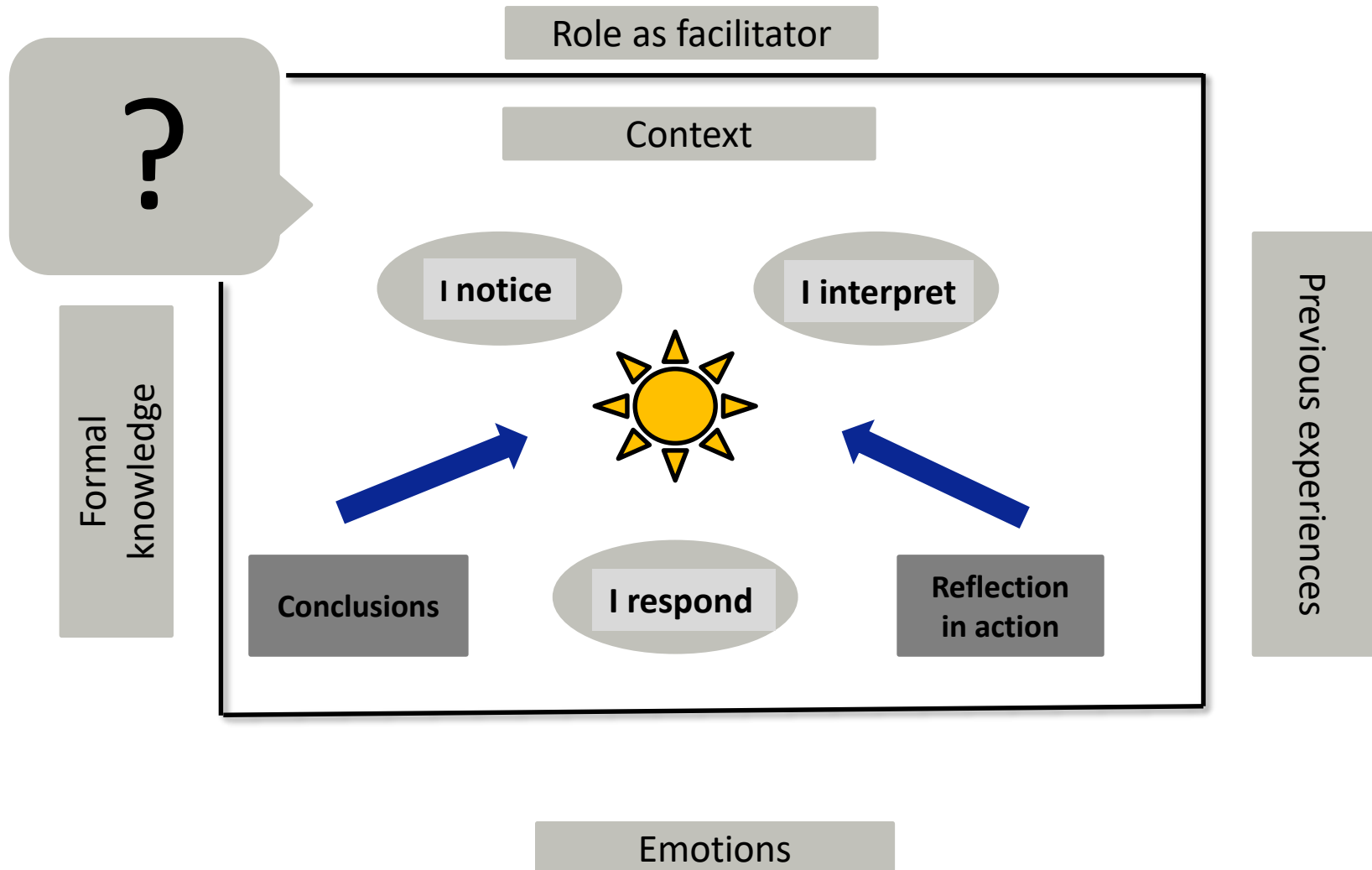


DEAL model for critical reflection



Adapted model for reflection

Lavoie, Pepin and Boyer (2011)



Role of the facilitator of reflective practice



- Facilitate - be present but not too prominent
- Provide balanced support
 - Give responsibility to students
 - Have control over the activity and learning
 - Create a space where reflective practice can flourish
- Create a safe and non-judgemental space
- Assist in situations where students must “unlearn” certain behaviours

Responsibilities of the facilitator



- Ensure a trust relationship during pre-brief or preparation phase
- Purpose of the reflection must be clear
- Outcomes must be set for each reflective session
- Always provide guidance and supervision
- Ensure a process of debriefing
- Stimulate a variety of reflective activities
- Provide guided reflection

Guiding the reflective process



- Ask questions such as:
 - How do I feel about this incident?
 - What do I think about this incident?
 - What lessons have I learnt about this incident?
 - What action will I take as result of these lessons learnt?
 - What have I learnt from what I have done?
 - What have I done with what I have learnt?

A photograph of a beach at low tide, covered in numerous small, colorful seashells. Three people are standing on the beach, wearing rubber boots. The person on the left is wearing a light-colored shirt and dark boots. The person in the middle is wearing blue jeans and dark boots. The person on the right is wearing a dark jacket and black rubber boots with a yellow stripe and the brand name 'AIGLE' visible. The background shows a calm sea and distant hills under a clear sky.

Creative reflective activities

Reflective activities



- Journaling
- Metaphors – a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable (He is the black sheep of the class)
- Analogy – “Life is like a race. The one who keeps running wins the race and the one who stops to catch a breath loses.”
- Letter writing – write themselves a letter about what they had learned/experienced and mailed later

Reflective activities (cont)



- Mind mapping or concept mapping
- Dialogue – enjoying other people's insights because it helps to open up one's mind
- Critical incidents
- Blogs
- A public bulletin board for various asynchronous communications – eg 'Exchange of Experiences and Findings'
- Frontloading – using punctuated questions before or during the experience to direct reflection

Reflective activities (cont)



- Storytelling
- Art and drawings
- Pictures – descriptions or jigsaw puzzle
- Poem writing
- Clippings (pieces that means something to you)
- Quotes
- Music
- Descriptions of dreams

Activity 5: Reflective activities



Draw a technique from the cards provided and discuss the use thereof in the teaching and learning environment. Answer the following questions as a group:



1. Where and why would this activity be used?
2. What could work well with such an activity?
3. What would not work well with such an activity?

A photograph of a beach at low tide, covered with numerous small, colorful seashells. Several people are standing on the beach, wearing black rubber boots. The boots of one person on the left are white, while the others are black. The person on the right has a yellow stripe on their boot. The background shows a calm sea and distant hills under a clear sky.

Feedback by each group

Conclusion



- It is important to have a shared understanding of reflection in teaching and learning
- Reflection must serve a specific purpose in teaching and learning
- Use different activities and techniques to promote reflection

A photograph of a beach at low tide, covered with numerous small, colorful seashells. Three people are standing on the beach, wearing rubber boots. The person on the left is wearing a light-colored shirt and dark boots. The person in the middle is wearing blue jeans and dark boots. The person on the right is wearing a dark jacket and dark boots with a yellow stripe. The background shows a calm sea and distant hills.

Questions or comments?

A photograph of a beach at low tide, covered with numerous small, colorful seashells. Three people are standing on the beach, wearing rubber boots. The person on the left is wearing a light-colored shirt and dark boots. The person in the middle is wearing blue jeans and dark boots. The person on the right is wearing a dark shirt and dark boots. The text "Thank you" is overlaid on the bottom of the image.

Thank you