

# Constructions of *Reflection* - Flipcharts

Reflective Writing Project  
3<sup>rd</sup> workshop - 26<sup>th</sup> November 2008

We started the workshop by brainstorming and sharing (in groups) our constructions of reflection. We did this because:

1. There are many definitions/constructions of reflection in the literature.
2. It's important that the tutor develops their own construction of reflection.

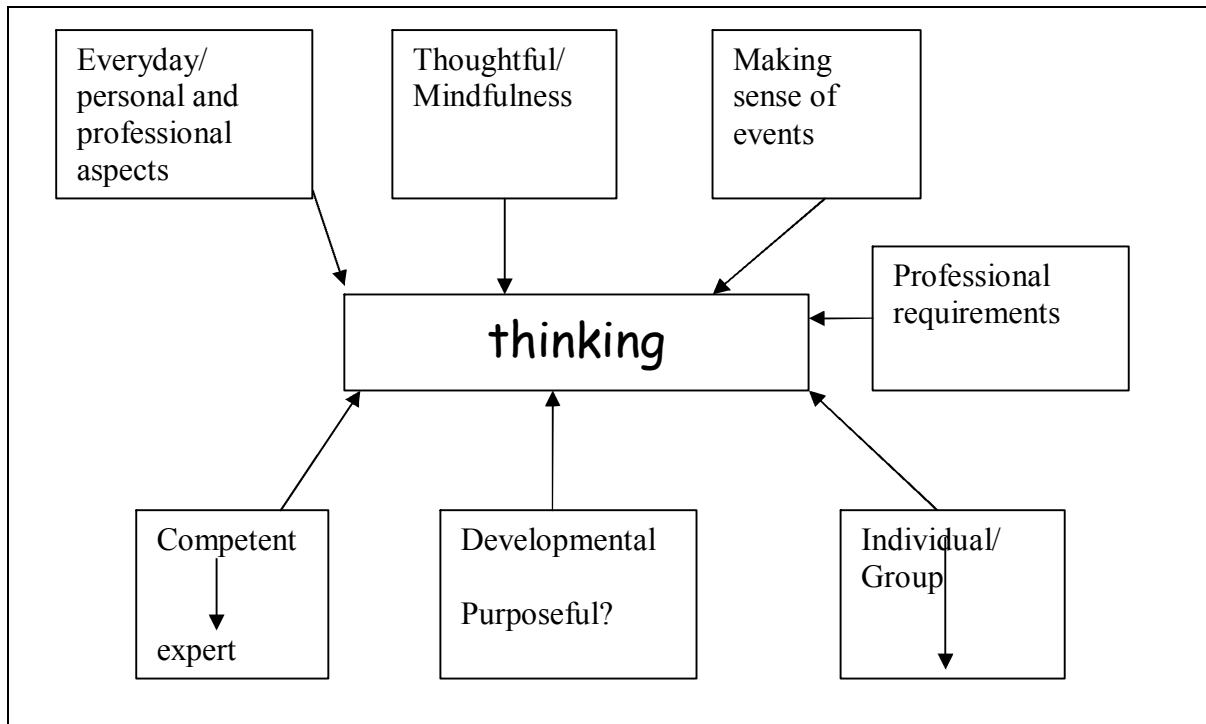
Here are the flipcharts we created:

## Flipchart 1

- Giving thought to confounding factors
- Gaining new appreciation and broader understanding of the situation (clarity) [and how time and context influence this - revisionist]
- Examining own construction
- Exploring tacit knowledge
- Identifying areas for learning and development
- Identifying thoughts and feelings [cultural issues here - how people don't want to get too involved]

[Reflection can be a negative, difficult process.  
You can just play the game of reflection.]

## Flipchart 2



Group reflection reveals that there may be very different constructions/understandings of the event.

Students choose a text book and like to follow it. If they looked in 3 textbooks they would find 3 different answers. [Beliefs about knowledge - epistemological issues.]

[How can we construct activities which help students to think? Pace of life - limited time to think.]

## Flipchart 3

- Active/conscious process (not a 'stream of consciousness')
- Purposes (why):
  1. apply theory to practice
  2. unravel complex scenarios
  3. to problem solve
  4. to re-enjoy a positive moment
  5. to gain new insights
  6. to improve practice
  7. recognition that prior experience will influence current thinking
- Timing affects reflection
- Can be assisted by another person
- Needs to be systematic and honest

Tension between reflection and academic writing e.g. use of references.

