Reflective writing in Industry Project 1
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Outline

Preparation for reflection in the course
  – Understanding what is deeper/critical reflection

Ethical considerations in reflections
What is reflection?

In groups discuss:
What is reflection?
What does it mean to reflect?
1. **Description of the situation**
   - What happened?
   - What were you thinking and feeling?
   - What was good and bad about the experience?

2. **Analysis**
   - What were your assumptions about the situation?
   - How might they have informed your thinking?
   - What personal knowledge helped you make sense of the experience?
   - What other sources of knowledge were important in understanding the experience?

3. **Conclusion**
   - What can be concluded from this experience?
   - What else could you have done or done differently?
   - What other knowledge might be needed?
   - Can you identify any learning styles or patterns?
   - Can you identify any factors that impede your learning?

4. **Action Plan**
   - What are you going to do in this type of situation next time?
   - What steps are you going to take based on what you have learnt?
   - How will you achieve new learning goals?

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**Reflective Practice Model**

This diagram is adapted from Gibbs (1988) after Kolb (1984) and shows the 4 stages of the reflective practice model.
Hatton & Smith’s 4 levels of description

1. Descriptive
This is a description of events or literature. There is no discussion beyond description. The writing is not considered to show evidence of reflection.

2. Descriptive reflective
This is basically a description of events, but shows some evidence of deeper consideration in fairly descriptive language. However, there may be no real evidence of the notion of alternative viewpoints.
3. Dialogic

In this writing there is a ‘stepping back’ from the events and actions which leads to different level of discussion. There is a sense of ‘mulling over’ events, a dialogue with yourself and an exploration of your role in events and actions. There is evaluation of your judgements and a consideration of possible alternatives for explaining them and hypothesising about them. The reflection is analytical or integrative, linking factors and perspectives.
4. Critical reflection

This writing takes into account the views and motives of others and considers them against your own. There is a recognition that the frame of reference with which an event is viewed can change according to the acquisition of new information, the review of ideas and the effect of time passing. This writing shows evidence that you are aware that actions and events may be ‘located within and explicable by' multiple perspectives, and are located in and influenced by multiple and socio–political contexts’
Critical reflection

- “Writing about your thinking about your thinking”
- Recognise and acknowledge the assumptions you bring to an issue
- Question your own beliefs and values
- Step back and think about the issue from a distance
- Occurs over time allowing deeper thought to emerge

A resource on Critical Reflective Practice

Write some possible sentence stems

Recognise and acknowledge the assumptions you bring to an issue
Question your own beliefs and values
Step back and think about the issue from a distance
Occurs over time allowing deeper thought to emerge
Sentence stems

Recognise and acknowledge the assumptions you bring to an issue
  – I now realise that I was assuming that …

Question your own beliefs and values
  – I thought this was so but this experience has led me to question…

Step back and think about the issue from a distance
  – Now that I have had time to think about what happened last week…

Occurs over time …
- Thinking back to then I am now able to see how complex the issue is…
Elements of critical reflections (Moon 2004)

*Recognise assumptions that we have made about people or situations*, for example making assumptions about a person based on rumour rather than judging for ourselves. *(Think about personal characteristics)*

*Question and challenge familiar situations* by incorporating recent research in our profession. *(Read)*

*Listen to the views of others* to test out whether they share our perception of an event or situation. *(Discuss)*

*Take a wider view* so we can see events from a long-term perspective and identify patterns and assumptions held. *(Reflect-in-action → Reflect-on-action)*

Assumption

Something that is accepted as true or as certain to happen, without proof.
An assumption

How’s the water?
What’s water?
Levels of ‘depth’ in reflections

<table>
<thead>
<tr>
<th>Hatton &amp; Smith</th>
<th>Describe; explain; justify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical reflection</td>
<td>Describe</td>
</tr>
<tr>
<td>Descriptive reflection</td>
<td>Explain</td>
</tr>
<tr>
<td>Dialogical reflection</td>
<td></td>
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<tr>
<td>Critical reflection</td>
<td>Justify</td>
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</tbody>
</table>
In pairs
Write down a brief definition of each term
Describe
Explain
Dialogic
Justify
Describe; Explain;

Describe:
To provide a detailed account of the certain or salient aspects, characteristics, or features of a subject matter or something seen, heard or experienced.
http://www.businessdictionary.com/definition/description.html

Explain:
to clarify something and make it understandable
http://dictionary.reference.com/browse/explanation
Dialogue: According to Bakhtin everything anybody ever says always exists in response to things that have been said before and in anticipation of things that will be said in response.  

Justify:
show to be right by providing justification or proof
show to be reasonable or provide adequate ground for
defend, explain, clear away, or make excuses for by reasoning
https://www.vocabulary.com/dictionary/justify
Activity

Read the handout
Decide which paragraph is description, explanation, dialogic, critical?
Ethical standards

Look for the standards which apply in your professional field

E.g.

Career Industry Council of Australia
Law society of SA
UniSA Graduate Qualities
A quick guide to ethical decision-making

Faced with an ethical dilemma. These questions should help the decision-making process:

- What are the relevant facts?
- Which of my values make these facts significant?
- What assumptions am I making?
- What are the weaknesses in my own position?
- Would I be happy for my actions to be open to public scrutiny?
- Would I be happy if my family knew what I'd done?
Continued…

- What will doing this do to my character or the character of my organisation?
- What would happen if everybody took this course of action?
- How would I feel if my actions were to impact upon my child or parent?
- Have I really thought through the issues?
- Have I considered the possibility that the ends may not justify the means?

St James Ethics Centre: what is ethics?
Report part 2: Writing reflections

What? Focus on your communication in the workplace

Who do you speak to? Mentor, supervisor, Co-workers?

How?

About what?

How do you listen? How important are non-verbal signs?

e.g. You have the right to say “no” – explore what this means.

How? Write regularly – every day - it is easy to forget.

Note feelings especially. Think about what is right; good; wrong; complex; puzzling.

Ask questions. Clarify things that are not clear.
Maintain regular reflections

Record what happened (description) but also:

- How you responded to a situation
- How you felt about it
- What you could have done differently
Structure your reflection

• Use a cycle to revisit earlier reflections, reflect forward and reflect from different perspectives
• Think about the theories you have been using in your studies. Where do they apply in the workplace?
• Remember to provide evidence through examples or reference to events or readings.
Use the ideas in your proposal to guide your reflections

Are you focusing on:

– Skill development?
– Knowledge building?
– Professional development?

Incorporate these terms into your report.
Check your writing:

– for grammar and spelling errors
– to ensure you are not just describing what happened but using critical reflection.
Write a reflection

What are you expecting of your industry experience?

1. Describe what you think it will be like. Include how you will feel
2. Explain how it might be related to your learning at Uni, what it might mean for your future
3. Dialogue with yourself about what might happen
4. Justify what you have written by providing evidence in the form of examples or references to literature
Critique this reflection

On the handout is a draft of a student reflection.

What are its strengths and weaknesses?.

What advice would you give to the student for how to incorporate more critical reflection?
What’s next?

Enjoy your placement experience!
If you need help with any aspect of the assignments visit a Language and Learning Adviser.
References


*St James Ethics Centre*: [http://www.ethics.org.au/content/ethical-decision-making](http://www.ethics.org.au/content/ethical-decision-making)