INFS 1020 – Design thinking and digital innovation

Reflective practice & reflective writing

SP2 2015
Overview

• Recap on preparation task
• What is reflective practice?
• Model of reflection
• Reflective writing
What does it mean to fail forward?

(Sullivan 2013)
Becoming a highly skilled professional: What does it take?

(Adapted from College of Education, University of Texas at Brownsville n.d.)
Purpose of reflection

• Identify your learning needs
• Improve your learning processes
• Make connections between theory & professional practice
• Identify what you understand
• Identify gaps in your understanding
• Pose questions to help you fill these gaps

Promote professional development & humanistic qualities
Gibbs’ (1988) model of reflection

**Topic**
The experience you are reflecting on

**Description**
The context of what you did

**Feelings**
How you felt throughout this experience

**Evaluation**
What went well and did not go well

**Analysis**
Deeper look at your experience; bring in outside connections

**Conclusions**
What you learned about yourself, others, the course, your future

**Action Plan**
How you will apply this knowledge in your future
Activity

• Working in a small group, choose one of the following aspects of your course:
  – One of your course objectives
  – The peer review process
  – The case study
  – Your pitch
  – Working individually and working in a small group

• Use Gibbs’ model to reflect on your experiences
• Report back to the class
Gibbs’ (1988) model of reflection

**Topic**
One of your course objectives OR
The peer review process OR
The case study OR
Your pitch OR
Working individually and working in a small group

**Description**
The context of what you did

**Feelings**
How you felt throughout this experience

**Conclusions**
What you learned about yourself, others, the course, your future

**Evaluation**
What went well and did not go well

**Analysis**
Deeper look at your experience; bring in outside connections

**Action Plan**
How you will apply this knowledge in your future
Reflective writing

- Analyse the task and confirm what type of reflection you are required to write
- Review the marking criteria to understand how your reflection will be graded
- Analyse and evaluate the learning situation or knowledge (use Gibbs’ or another suitable model of reflection)
- Use the right language
- Link theory to practice
Using the right language

Using first person
- using 'I' because you are writing about your own experiences and thoughts

Using tenses
- move between the past tense and the present tense.

*past tense* - when describing an event that took place

*The supervisor was quick to point out where I had gone wrong.*

*present tense* - when making a general comment or referring to the theory

*My job involves managing customers' money effectively and profitably. Brownlow's (1997) theory can be applied in this case because it deals with peoples' feelings.*
Using the right language

**perfect tense** – used to talk about experiences from the past that are still occurring now, or that have relevance to now, can be present perfect or past perfect

- I *have been* a student for 4 years. = present perfect
- I *have lived* in Japan. = present perfect
- I wish I *had been* a better student. = past perfect

**Passive voice** - to focus on the action, rather than the person doing the action; uses the perfect tense + the verb *to be*, e.g. *is/are* built, *is/are* defined, *was/were* made

- I analysed the situation and I determined that …. = active voice
- The situation *was analysed* and it *was determined* that …. = passive voice
Using the right language

Using speculative language

• to speculate about the future or about a hypothetical situation
• e.g. you may want to comment on a particular workplace and how suitable it would be for your future career

Although I enjoyed my placement at Price Waterhouse Coopers (PwC), I would not like to work there in the future. The reasons for this are first that I prefer to live in rural areas as I grew up in Port Pirie. Most jobs with PwC are in the city and I am hoping to find a position in the country when I graduate. Secondly PwC specialises in mining, utilities and defence industries. I would prefer not to work for any of these industries as I believe they exploit the environment and the interests of people who are less powerful in our society.

• Note that present and past tenses are used with speculative language
Key phrases

My experience of this leads me to believe/think/question …
I think/feel/believe/hope/am convinced …
I remember/recall …
This was difficult/easy/frightening/exciting
I find this worrying/amusing/convenient
For me, this assertion is very difficult for me to agree with
I agree/disagree with Smith (2003) who argues that …
Based on my personal beliefs and experiences …
It had not occurred to me that …
Linking theory to practice

• go beyond simply recording the feeling
• attempt to understand the context and see the event from different perspectives
• make connections between events and theory

• Let’s look at a sample reflective paper
Structuring your paper

Introductory paragraph
• Set the scene
• State the focus/purpose of the paper
• Provide an outline

Body paragraphs
• Organise in logical order of discussion
• Topic sentence
• Details explained, discussed, reference to the literature
• Concluding sentence

Concluding paragraph
• Restate focus/purpose of the paper
• Summarise key points/discussion from body paragraphs
• Wrap up – “So what?” “Where to from here?”
Why reference?

- Shows your research skills
- Strengthens your discussion or argument
- Acknowledges exact source
- Avoids plagiarism
- Maintains academic integrity
When to reference?

- Paraphrasing
- Summarising
- Quoting
- Copying or adapting (incl. images, tables, graphs, figures & equations)
- Mentioning ideas & works of others
More questions?
Learning support

Online resources:
www.unisa.edu.au/L3
www.unisa.edu.au/L3ITEE
www.unisa.edu.au/Referencing

Make a 1:1 appointment (face-to-face, by phone or email) with a Learning Adviser:
lwu.mawsonlakes@unisa.edu.au

Drop-in to C Building, Mawson Lakes and talk to a Learning Adviser
References

College of Education n.d., *Syllabus*, University of Texas at Brownsville, viewed 13 April 2015, <http://www.utb.edu/vpaa/coe/Documents/Syllabi%202012-2013/Fall%202012%20Grad/EDAD%206370.60.pdf>.
