

Academic Development Services

Office of the Pro Vice-Chancellor (Education)

Associate Professor Marina Harvey



Reflecting on Reflection

CAULLT Conference

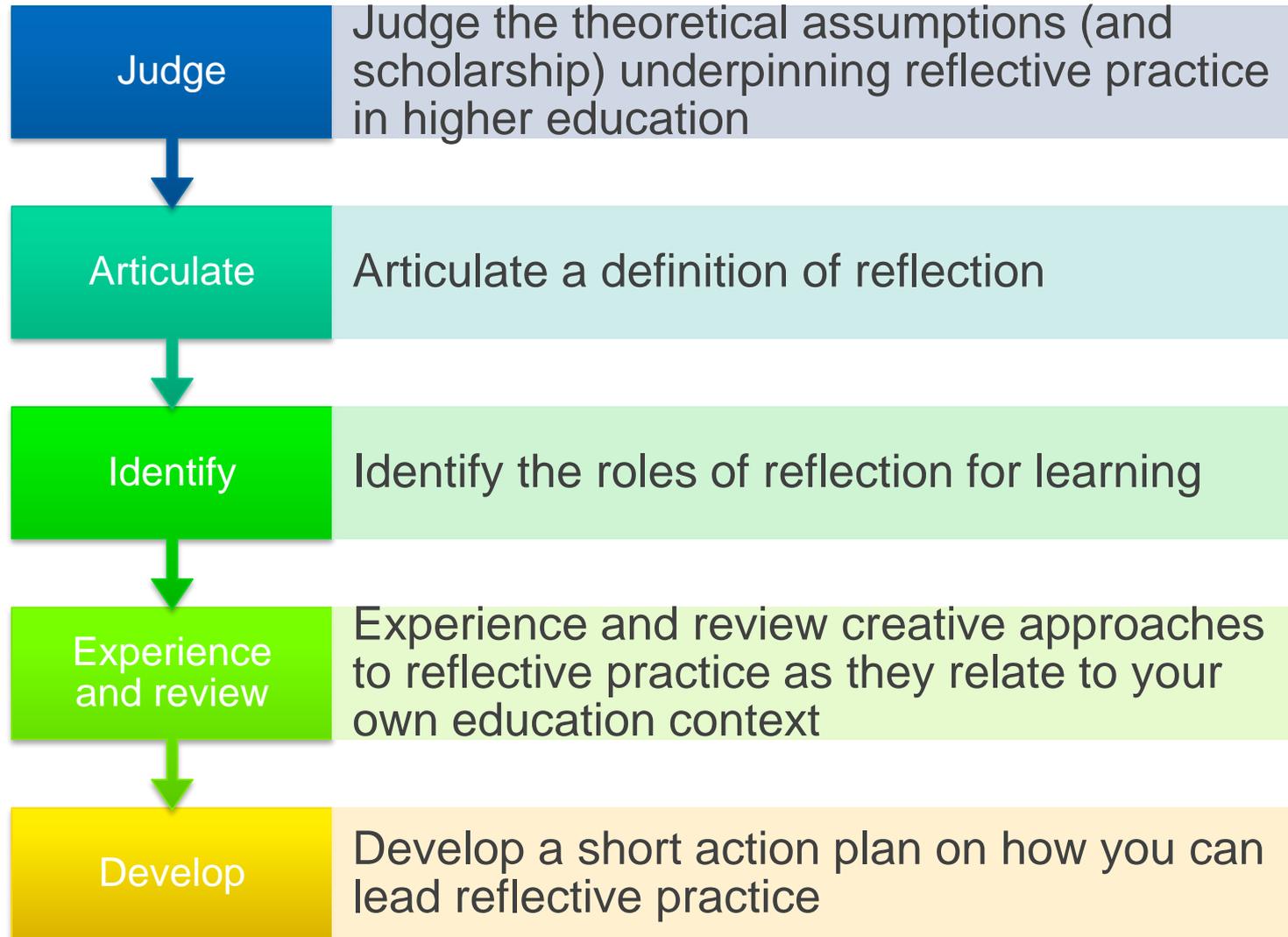
11 – 12 April, 2019

Australian Catholic University, North Sydney

By three methods we may learn wisdom: **First, by reflection, which is noblest**; second, by imitation, which is easiest; and third by experience, which is the bitterest

(Confucius, 551-479 BCE, *emphasis added*).

Aims of the mini-workshop





-
- Reflection is dangerous
 - It can challenge the comfortable areas/ parts of your professional life
 - Reflective practice relies on your mind (cognition) as well as your attitudes e.g. Open minded, responsible, whole-hearted (Dewey)

What is reflection



Before defining reflection we need to declare our assumptions about the role of reflection for learning

[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

<http://b.socrative.com/login/student/>



1. Google Socrative student

2. Log in to
ROOM: BLASST

Our (evidence based) assumptions

- 1 Reflection supports learning.
- 2 Reflection is a process.
- 3 Reflection may be engaged with at different levels, for different purposes and from different perspectives.
- 4 Not all reflection is critical.
- 5 Critical or deep reflection may lead to multiple learnings including transformative learning.
- 6 There is a relationship between critical reflection and the higher-order cognitive processes of self-regulation and metacognition.
- 7 Reflection may engage multiple ways of knowing.
- 8 There are many contexts and applications for reflection in learning & teaching.
- 9 Reflective thinking and practice may be taught.
- 10 Reflective skills may be developed through strategic interventions and scaffolding.
- 11 Reflection on experience provides a link to praxis.

(Harvey, Coulson & MacMaugh, 2016, pp 5-9)

What is reflection



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

A short reflective activity #1



Food for Thought™

<http://www.myfortunecookie.co.uk/>

A definition

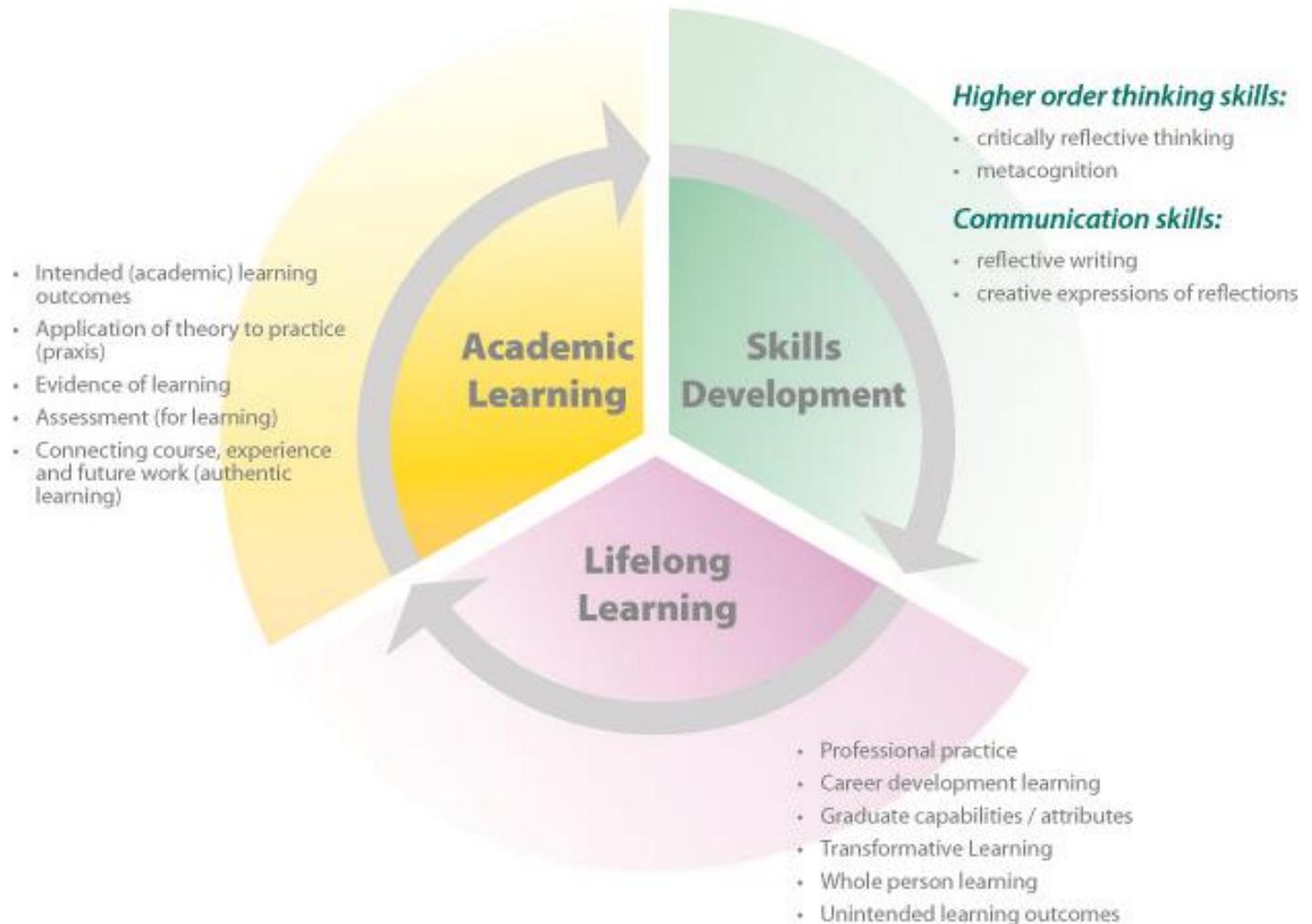
Reflection is a deliberate and conscientious process that employs a person's cognitive, emotional and somatic capacities to mindfully contemplate on past, present or future (intended or planned) actions in order to learn, better understand and potentially improve future actions.

Harvey, Coulson & McMaugh (2016, p.9)

What is the role of reflection for learning

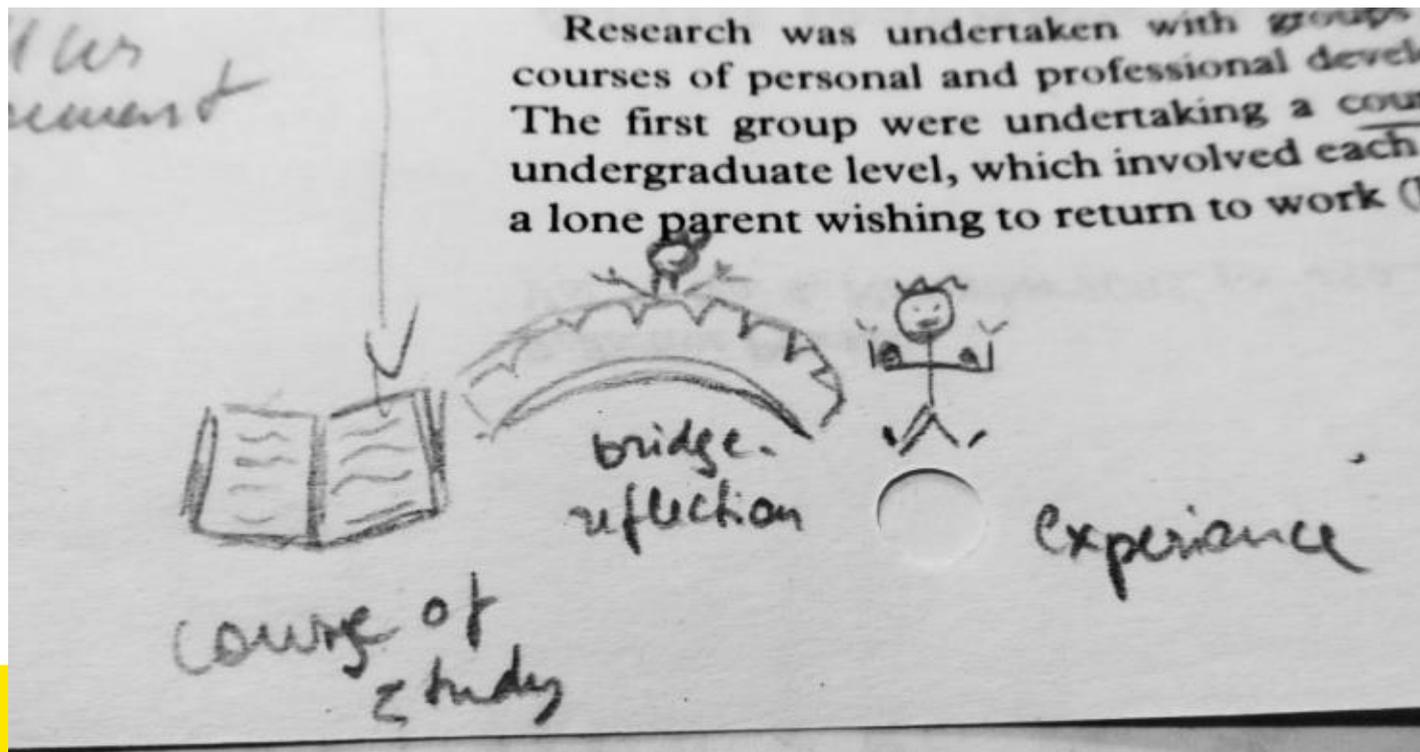


3 roles of reflection for learning



1. Reflection for academic learning

- Intended (academic) learning outcomes
- Application of theory to practice (Praxis)
- Evidence of learning
- Assessment (for learning)
- Connecting course, experience and future work (authentic learning)





<http://www.mjgds.org/21stcenturylearning/?cat=3>

“We do not
learn from
experience...we
learn from
reflecting on
experience.”
–John Dewey

2. Reflection for skills development

Higher order thinking skills:

- Critically reflective thinking
- Metacognition

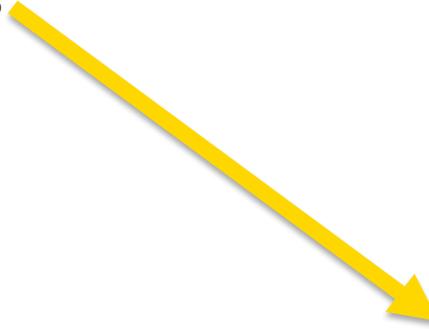
Communication skills:

- Reflective writing
- Creative expression of reflections



3. Reflection for lifelong learning

- Professional practice
- Career development learning
- Graduate capabilities/ attributes
- Transformative learning
- Whole person learning
- Unintended learning outcomes



- Creativity, innovation
- Critical judgement
- Problem-solving
- (Effective) Communication

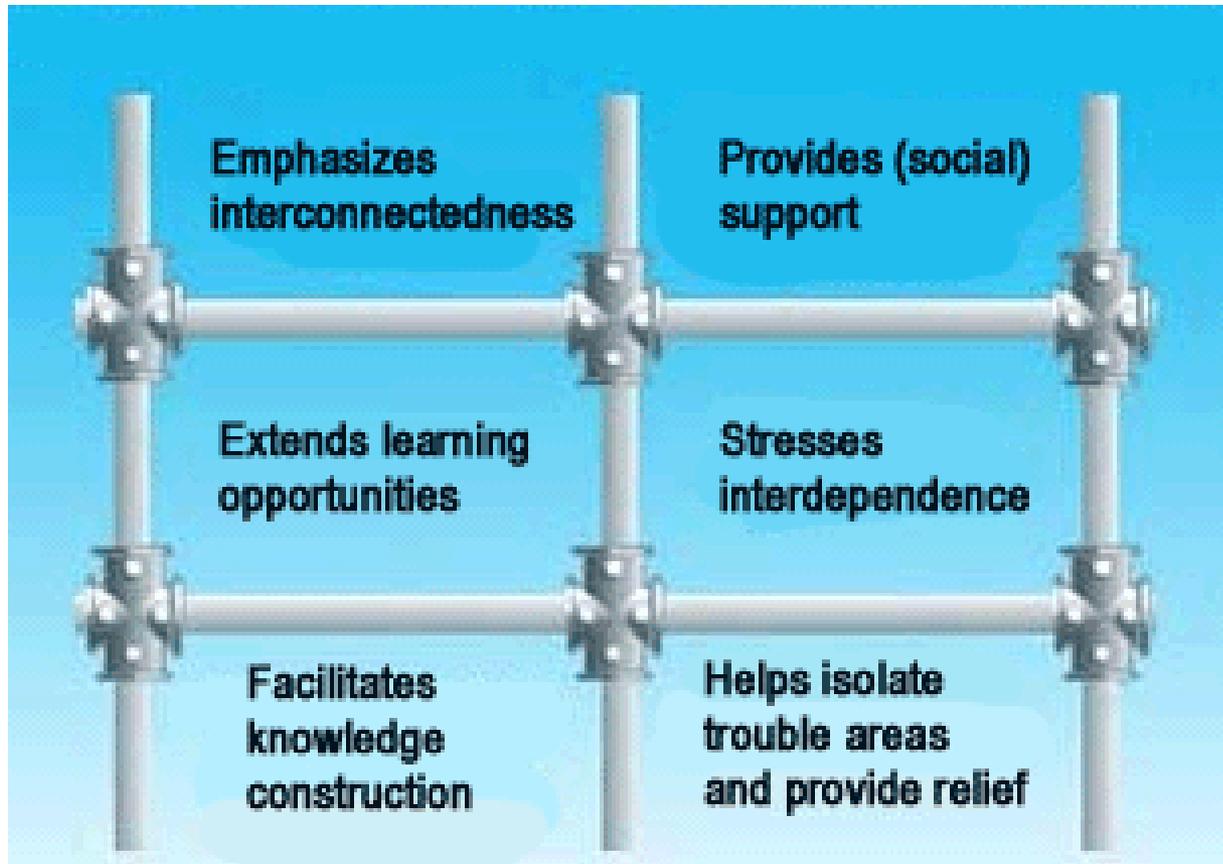
Bosanquet, A., Winchester-Seeto, T. & Rowe, A. (2010).

There are different approaches to reflective practice

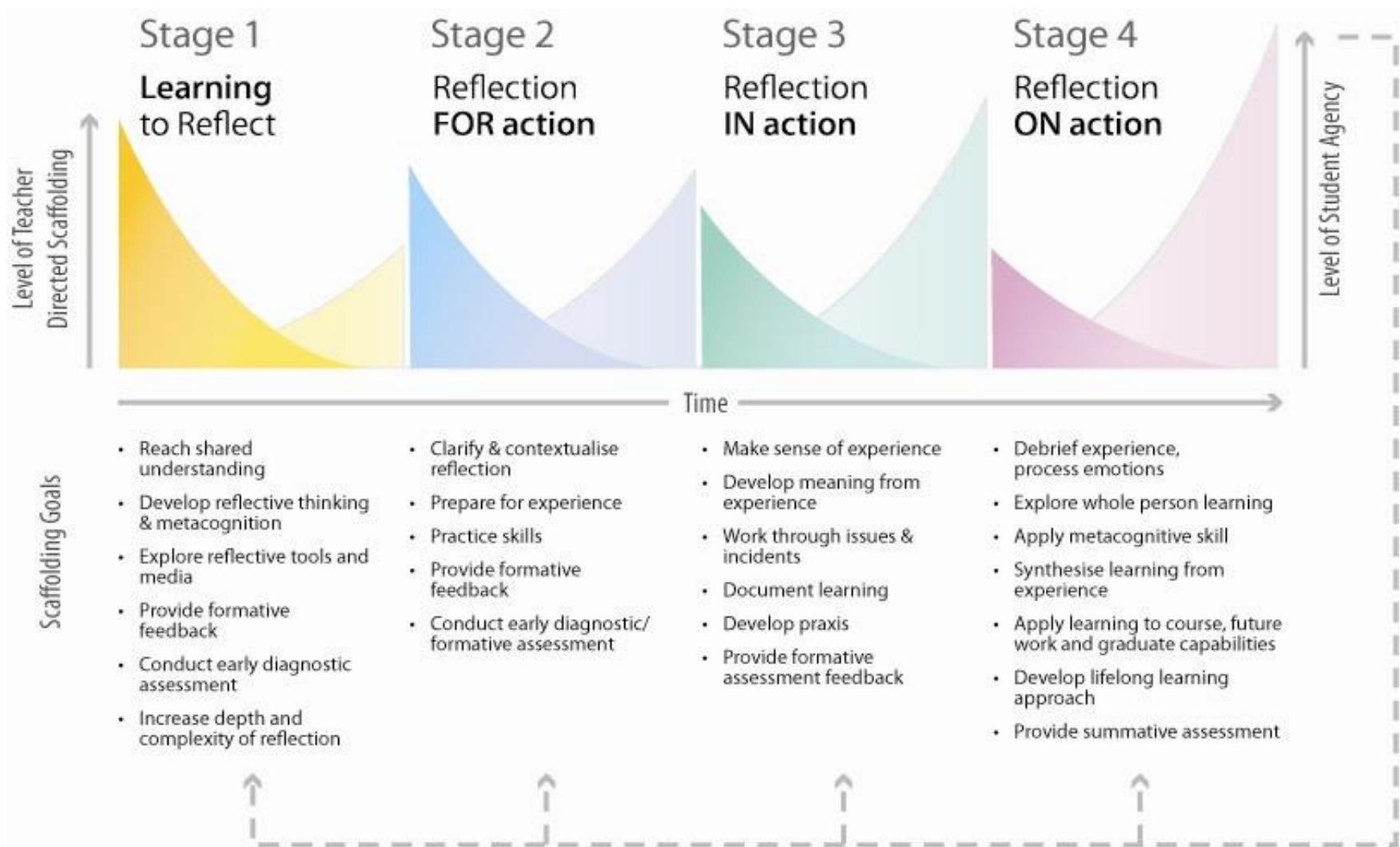
Technical/ Analytical Reflection	Personalistic Reflection	Critical Reflection	Creative Reflection
Aims to generalise for wider population	Aims to answer questions that matter to us, at that current time	Aims to develop commitment towards change (societal, political) towards well being	Aims to express the inexpressible
Uses analytical statements and technical rationality Kolb (1984) Valli (1992)	Uses emotions, personal narratives and emotional rationality Brookfield (2005) Mezirow (2003)	Uses critical rationality and emancipatory statements Cowan (1998) Moon (1999)	Uses “childlike” rationality and various forms of art to liberate the mind Harvey, et al. (2012, 2016) McIntosh & Webb (2006)

Epistemological spectrum of approaches to reflection (Harvey & Vlachopoulos, 2018 online)

Reflection needs to be scaffolded



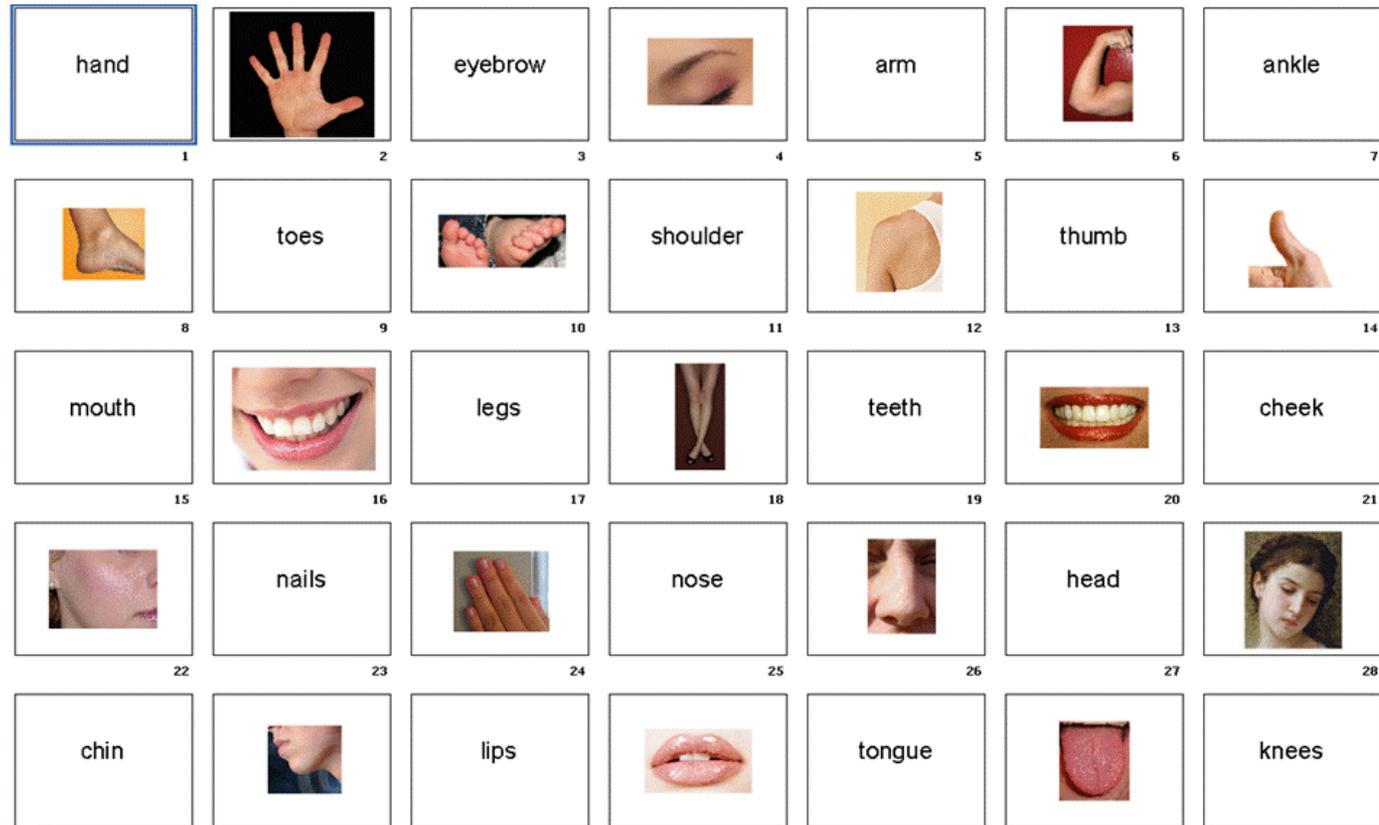
4 stage model of scaffolding reflection



(adapted from Coulson & Harvey, 2013)

A Reflective activity #2

Body Parts



<http://figur8.net/baby/wp-content/uploads/2010/05/Slides-PoB.gif>

A short reflective activity #3

Time for a drink



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-SA](#)

Reflection *for* action

Individually

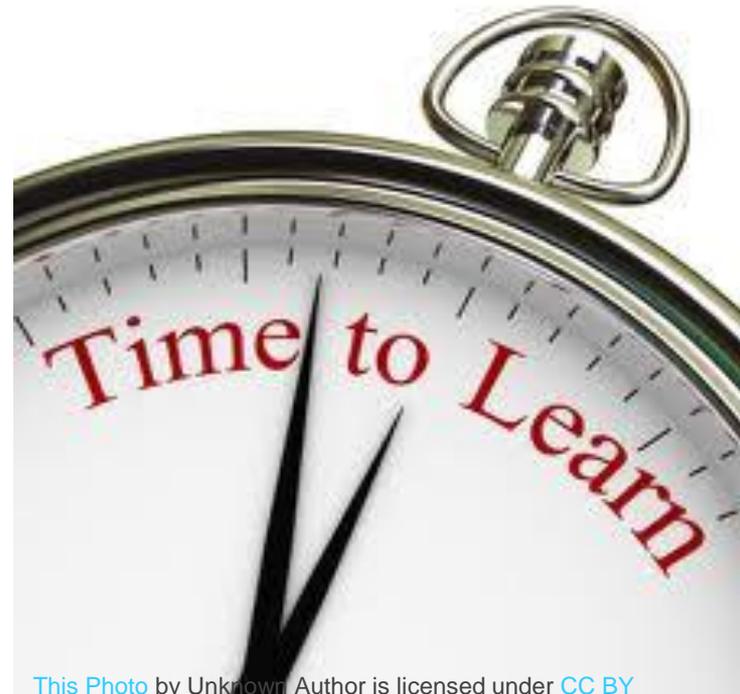
Plan one action on how you can lead reflective practice as part of your role

2 tips for leading reflection



1

Allow time – practising and documenting reflection takes time

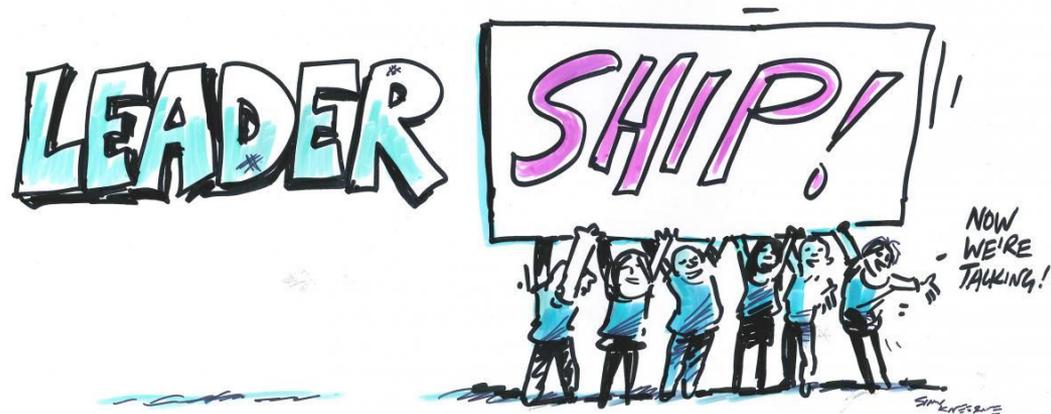


[This Photo](#) by Unknown. Author is licensed under [CC BY](#)



2

Practice and sustain reflection to be a good manager and (distributed) leader



How to [lead sustainable](#) reflection.

There is a need to self manage – to cultivate a [reflective mind-set](#) (Gosling & Mintzberg, 2003).



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

References

- Harvey, M. & Vlachopoulos, P. (in press). What a difference a day makes: Reflection retreats as academic development in higher education. *Journal of Further and Higher Education*.
- Harvey, M., Baker, M., Fredericks, V., Lloyd, K., McLachlan, K., Semple, A. & Walkerden, G. (2017). Reflection for learning: a holistic approach to disrupting the text. In J. Sachs and L. Clarke (Eds). *Learning through community engagement - Vision and practice in higher education*. Singapore: Springer, 171-184.
- Harvey, M. (2016). Editorial - Reflection for Learning in Higher Education. *Journal of University Teaching and Learning Practice*, 13(2). <http://ro.uow.edu.au/jutlp/vol13/iss2/1>
- Harvey, M., Coulson, D. & McMaugh, A. (2016). Towards a theory of the ecology of reflection: reflective practice for experiential learning in higher education. *Journal of University Teaching and Learning Practice*, 13(2). <http://ro.uow.edu.au/jutlp/vol13/iss2/2>
- Harvey, M., Baker, M., Lloyd, K., McLachlan, K., Semple, A. & Walkerden, G. (2016). A song and a dance: Being inclusive and creative in practising and documenting reflection for learning. *Journal of University Teaching and Learning Practice*, 13(2). <http://ro.uow.edu.au/jutlp/vol13/iss2/3>
- Coulson, D. & Harvey, M. (2013). Scaffolding student reflection for experience-based learning: a framework. *Teaching in Higher Education*, 18 (4), 401-413. doi:10.1080/13562517.2012.752726
- Harvey, M; Coulson, D; Mackaway, T. and Winchester-Seeto, T. (2010). Aligning reflection in the cooperative education curriculum. *Australia Pacific Journal of Co-operative education*, 11 (3), 137-152. http://www.apjce.org/files/APJCE_11_3_137_152.pdf
- Coulson, D., Harvey, M., Winchester-Seeto, T. & Mackaway, J. (2010). Exploring the evidence for the role of reflection for learning through participation. In Campbell, M. (Ed.) *Work Integrated Learning - Responding to Challenges: Proceedings of the 2010 ACEN 2010 National Conference*, (pp. 92-103). Perth, September 29 – October 1, 2010. <http://www.acen.edu.au/conferences/archive/ACEN-2010-Proceedings.pdf>