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STUDENT-STAFF COLLABORATIVE RESOURCES

University of Brighton
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CRITICAL REFLECTION

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OVERVIEW

ACTIVITY



OVERVIEW & PURPOSE

Reflection is learning through our everyday experiences. It is a critical and reflexive process of self-enquiry and transformation of being towards becoming the practitioner you desire to be. (Johns, 2010, p3*)

Reflection is an everyday process which can often occur without us even being aware of it. Johns (2010) suggests that through actively engaging in a process of deep, meaningful reflection, it could enable us to question our thinking processes and ultimately, to learn from our experiences by being critical of them.

By reflecting in a more structured way, we are able to capture an experience and attempt to 'make sense' and find meaning in it. To achieve this, we must take the time to pause, stand back and analyse an experience in depth. Overall, critical reflection can allow us to develop a sense of desired practice as we attempt to use our judgment to either improve or make changes in our practice for future tasks.

This resource is designed to be a facilitating tool to encourage regular, collaborative critical reflection, in which both students and staff can benefit from the mutual sharing of their practice, and personal and professional development. In order to ensure that this resource is successful, it requires a full commitment from all parties involved and reminders of a few key points:

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Reflection is a good thing:

This reflective activity should not be perceived as you coming under scrutiny by your partner. Instead, look at it as an empowering experience which will be constructive for your personal development. You both have the opportunity to learn a lot from each other if you are committed to being honest, reciprocal and you engage fully with the activity.

Confidentiality and trust is key:

Remember that reflection is a very personal activity which can make us feel uneasy when we are asked to share our personal thoughts. In order for the resource to work, both staff and students should feel comfortable discussing their work, values, aspirations, struggles etc. Together as partners, within the context of professional boundaries, you need to cultivate a 'safe space' where you can talk openly with each other confidentially.

Have respect for each other:

Always be respectful of what your partner has to say and actively listen to them. Do not 'drift off' and think about something else. Your partner has made an effort to share something with you and may want your opinion about it. Remember that respect is reciprocal and if your partner does not feel appreciated in what they are sharing with you then they may not put in any effort either.

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ACTIVITY

Prior to the meeting, each member must fill in the first reflective comment card, and make a record of events which have occurred (considering key reflective questions);

- What have you been working on this week and what did you aim to achieve?
- What do you feel you have learned both professionally and/or personally this week?
- What challenges have you encountered this week and how have/how will you overcome them?
- What do you plan to work on next week and is there anything you need to help you to do this?

Step 1: In the meeting, each member takes a turn to share what they have written on the first reflective card. During this, the reflective partner assumes the role of an active listener and take notes on their partners "comments and thoughts" card.

Step 2: Once the person who is speaking has finished, the active listener can write a summary of what they think the key points of the discussion were, what are the points for action or development, ideas for next steps etc. NOTE: The active listener must not discuss what they have written.

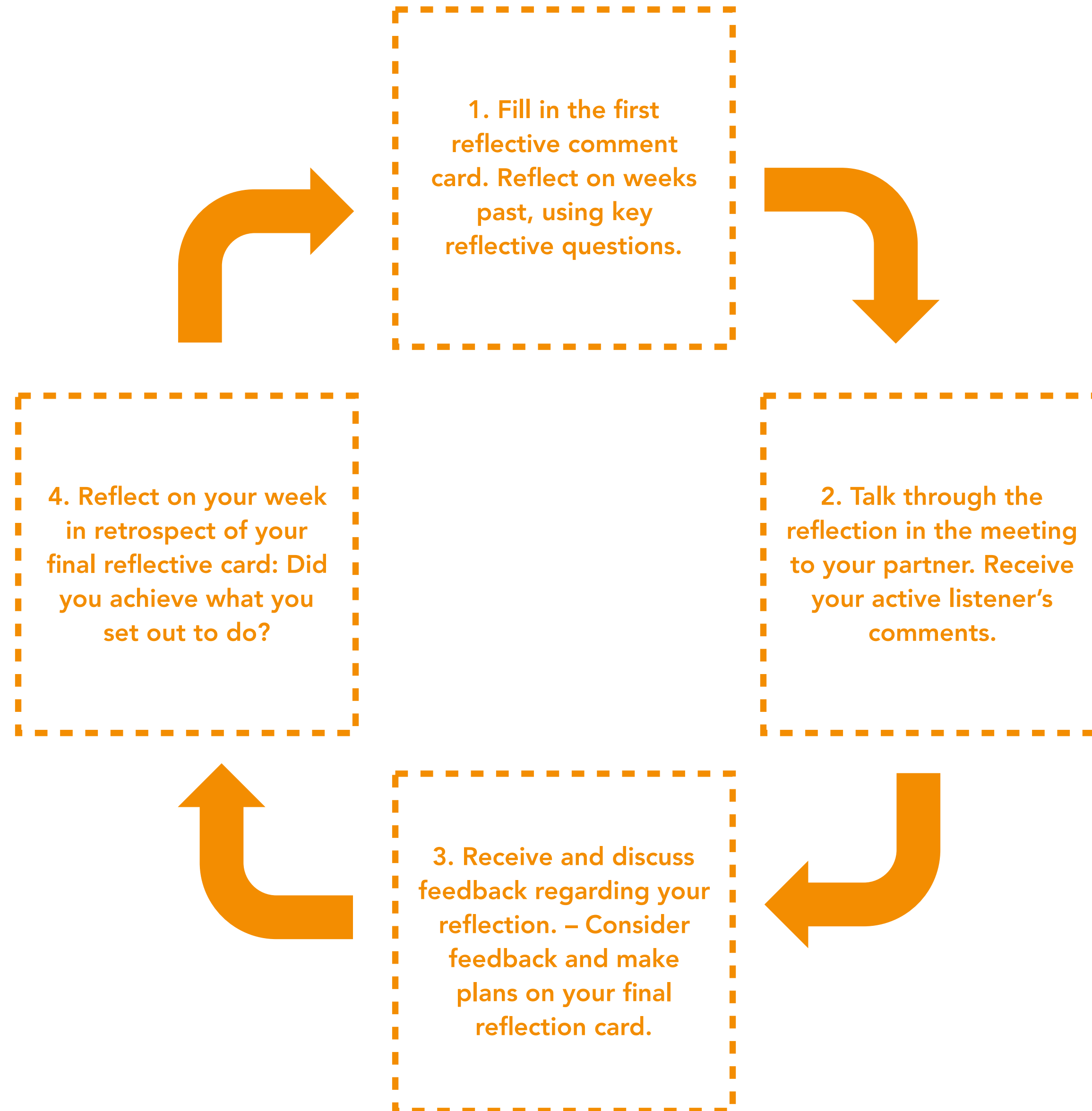
Step 3: At this point, the partners now swap their role in the activity. I.e, the active listener is now the speaker and talks about their reflection, and their partner actively listens and takes notes (follow steps above).

Step 4: Once both members have had the opportunity to talk about their reflection, they can now discuss and analyse what their partner has written down on their "comments and thoughts" card.

Step 5: Once both partners have had sufficient time to discuss the comments made by their active listener, they can then attempt to fill in their final reflective card and make plans for future weeks– this can be done immediately after the reflective discussion has taken place, or at a later date if the individual needs more time to consider next steps.

IMPORTANT: The final card must be kept and used as reference for reflection on the week in the next meeting (i.e. did I achieve what I plan to do in the last reflective meeting? What did I do differently? Was this an achievable goal? Etc).

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Key Reflective Questions to Consider:

- What have you been working on this week and what did you aim to achieve?
- What do you feel you have learned both professionally and/or personally this week?
- What challenges have you encountered this week and how have/how will you overcome them?
- What do you plan to work on next week and is there anything you need to help you to do this?

*Johns, C (2010). Guided Reflection: A narrative approach to advancing professional practice.

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FIRST REFLECTIVE CARD

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**ACTIVE LISTENERS "COMMENTS
AND THOUGHTS" CARD**

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FINAL REFLECTIVE CARD