

## The Reflective Cycle: An Overview

<http://www.joanwink.com/scheditems/reflection-overview0613.pdf>

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### What in the world is reflection?

**WHAT IT IS** It is how we think and learn.  
 It is how we get smarter.  
 It is what professionals do.  
 It is focused and rigorous thinking on a specific experience.  
 It is when we ask ourselves: What can I learn from this?  
 It is when we ask ourselves: What was my role in all of this?

### WHAT IT IS NOT

It is not like going to a spa or going for peaceful walk.  
 It is not relaxed meditation.

### WHY REFLECT

To learn.  
 To think new thoughts.  
 To get smarter.

### WHERE IT CAME FROM

Many have contributed and continue to do so. However, it is safe to begin with *Socrates* (inquiry based socratic method), who influenced *Hegel* (thesis, antithesis, synthesis), who influenced *Vygotsky* (socially-culturally grounded dialectical learning influenced, who influenced *Dewey* (experientially learning), who influenced *Lewin* (action research), who influenced *Kolb* (reflective observation to abstract conceptualization to active experimentation to concrete experiences). *Lewin* and *Kolb* also stressed the valued of feedback. *Freire* initiated participatory action research (to name, to reflect critically, to act), and *Schön* is remembered for his approach: Do. Plan. Review. *Gibbs* emphasized description, feelings, evaluation, conclusion, and action plan, commonly referred to as What? So what? Now what? *Rosenblatt* emphasized the reciprocity inherent in observation and reflection. *Cochran-Smith* challenges us to (re)theorize, to (re)consider assumption to explore decision-making, develop action plans, and monitor the progress. *Eyler*, *Giles*, *Schmiele* have contributed the notion that for reflection to be productive, it must be continuous, challenging, connected, and contextualized. This list of names is not all-inclusive. However, is a snapshot of the evolution of thoughts as it relates to reflection.

### HOW TO DO IT

First, think about what to think about. What will be your focus? Name it.

*Second*, describe the experience.

*Third*, analyze the experience.

*Fourth*, interpret the experience.

*Fifth*, make an action plan.

*Sixth*, remember that new questions often emerge from reflection.

**What?** Tell what happened. Describe thoroughly.

**So what?** Interpret

**Now what?** What strategies could I use to solve this problem; improve a situation? (shortened version of Gibbs, 1988)

### **Socratic Dialogue**

*First*, stimulating questions are at the heart of learning; good questions generate more questions.

*Second*, the text represents many disciplines; rich text generates questions.

*Third*, the teacher facilitates learning; good teachers generate more questions.

*Fourth*, the students' responsibility is to jump into the text; to share; to think aloud; to write to make meaning and to generate new ideas.

More on Socratic dialogue is available *WinkWorld*

June/July 2006

<http://www.joanwink.com/newsletter/2006/news0706-intro.html>

May 2006

<http://www.joanwink.com/newsletter/2006/news0506-intro.html>

November 2004

<http://www.joanwink.com/newsletter/2004/news1104-intro.html>

### **The Mess (Find a Mess/Fix a mess)**

*Find* a mess.

*Learn* more about it.

*What* could be some alternative approaches?

*Action* plan and evaluation.

*Write* a commitment statement.

*Name* a new mess.

(Critical Pedagogy: Notes from the Real World, 2005, pp. 140-142).

### **4 C's of reflection**

Continuous

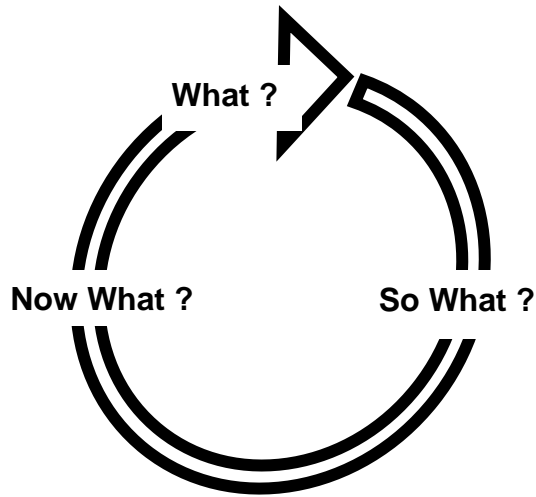
Connected

Challenging

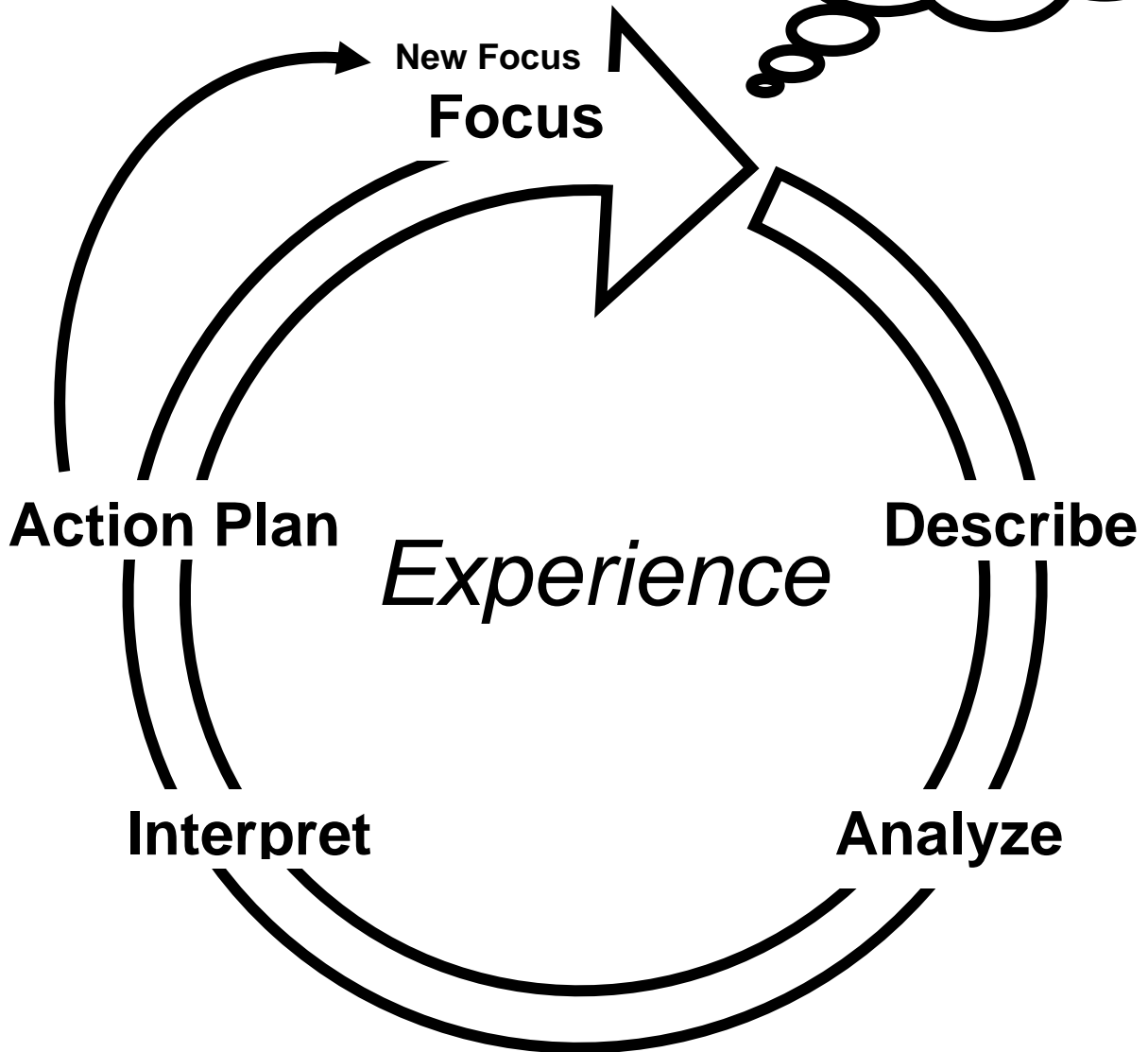
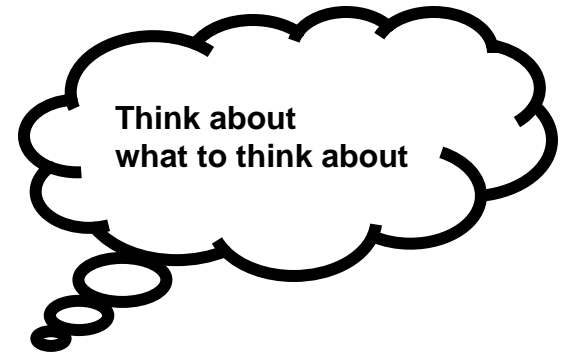
Contextualized

(Eyler, J., Gies, D.E., Schmiede, 1996)

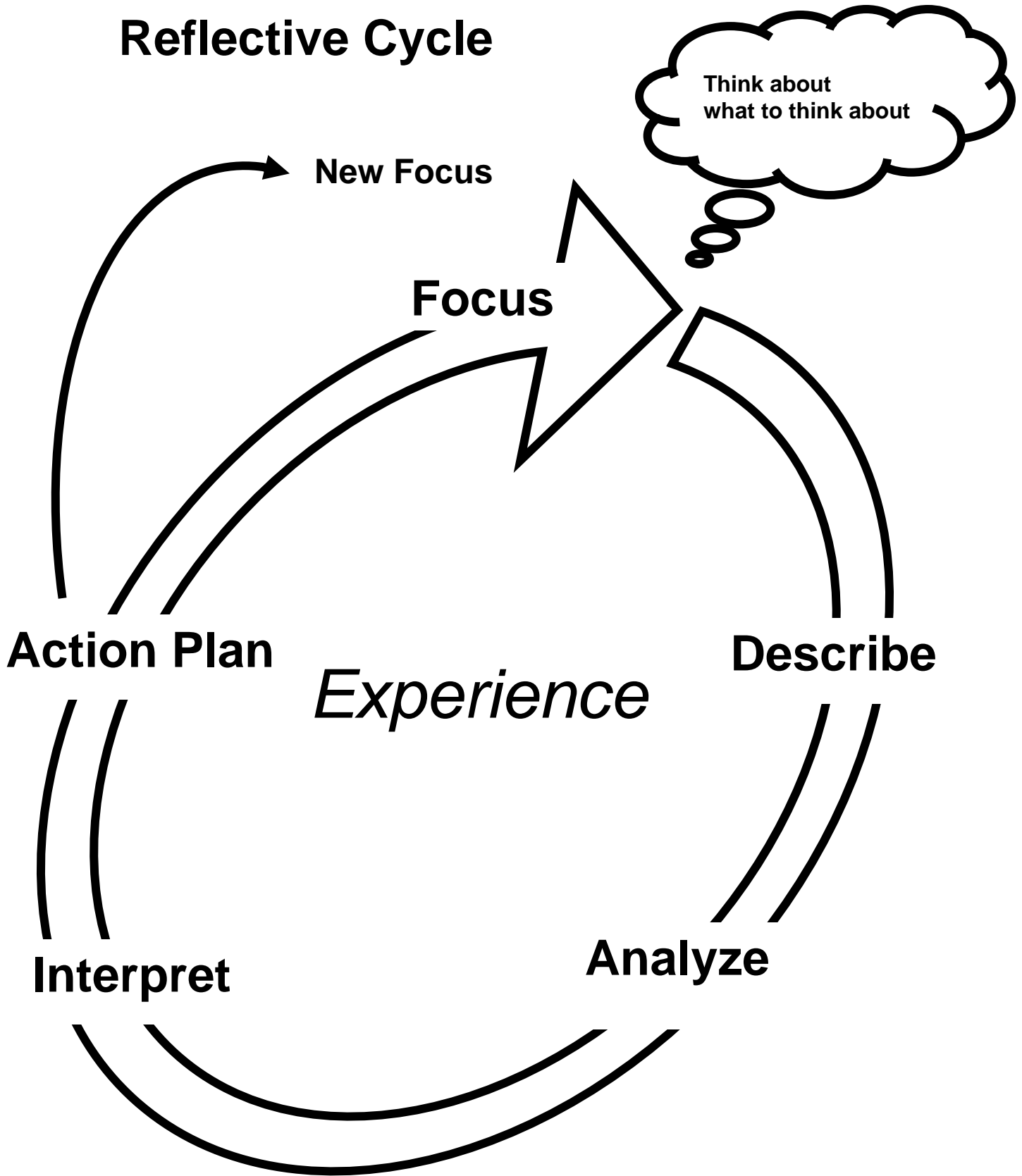
# Reflective Cycles



shortened version of Gibbs, 1998

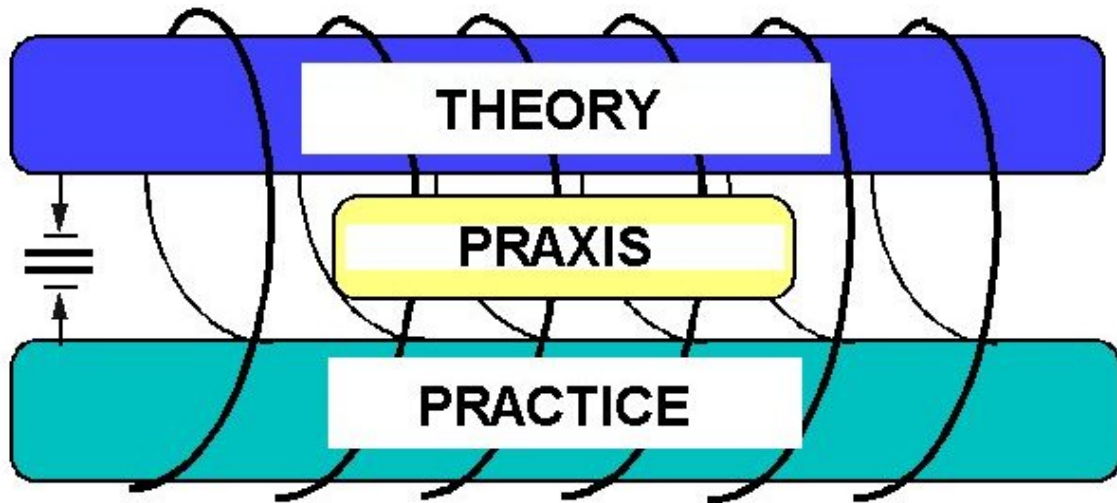


# Reflective Cycle



## Resources

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[www.joanwink.com/images/Theory-practice.jpg](http://www.joanwink.com/images/Theory-practice.jpg)