



LEARNING, TEACHING  
+ TECHNOLOGY CENTRE

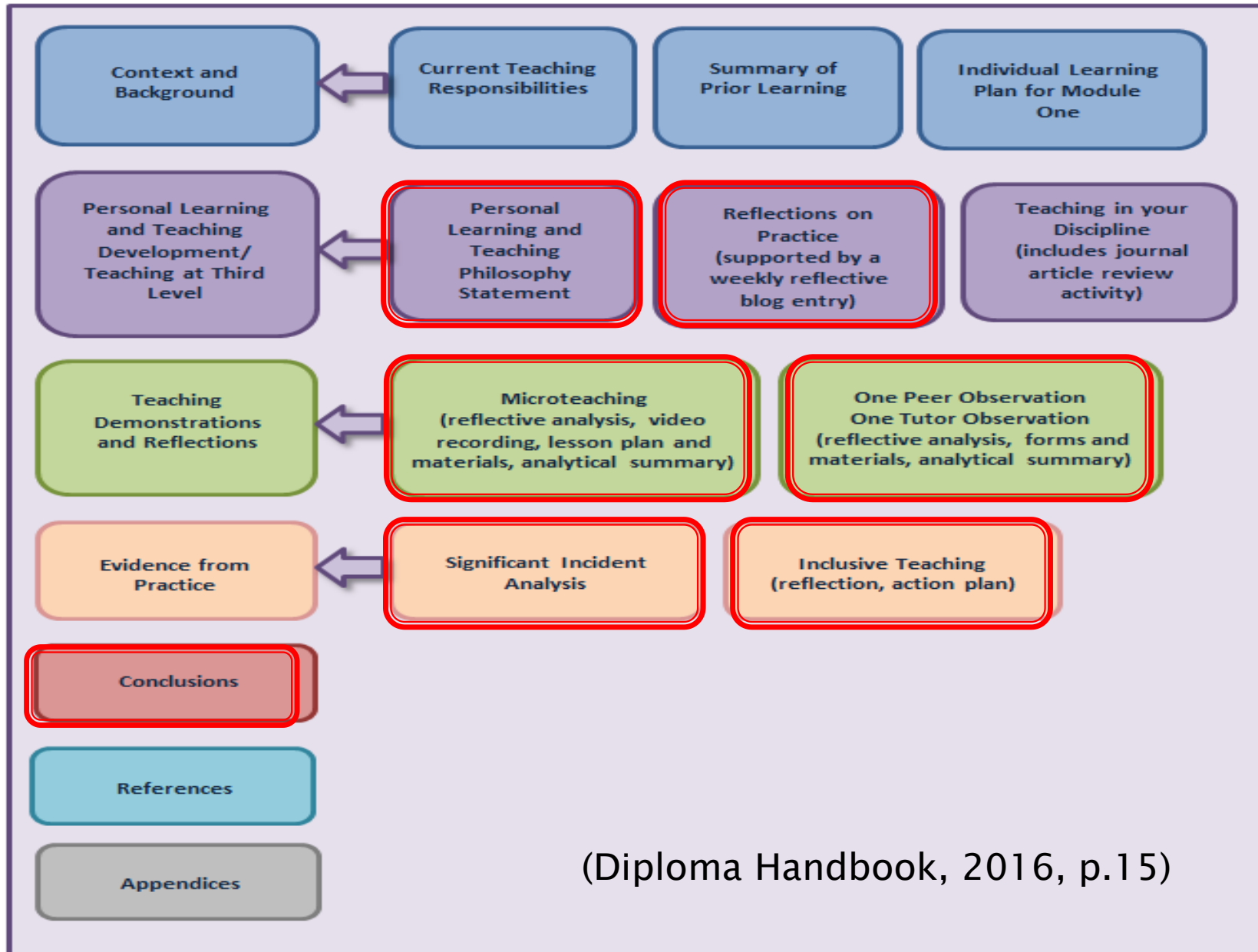
# Reflective Writing and ePortfolios

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# Outline

- ▶ Portfolio components
- ▶ Reflective Practice
- ▶ Brookfield's Four Lenses
- ▶ Reflective Writing
- ▶ DIEP model of Reflective Writing

# Portfolio Structure – Diploma Module 1: Professional Practice in Third Level Learning and Teaching



# Reflective Practice and Reflective Writing

- ▶ '[Reflective] writing enables discovery of who and what we are in practice, and why we act as we do' (Bolton, 2010, p.4)

## Terminology:

Reflection  
Reflective analysis  
Reflective Practice

Critical Reflection  
Deep Reflection  
Reflective Teacher  
Reflective Practitioner

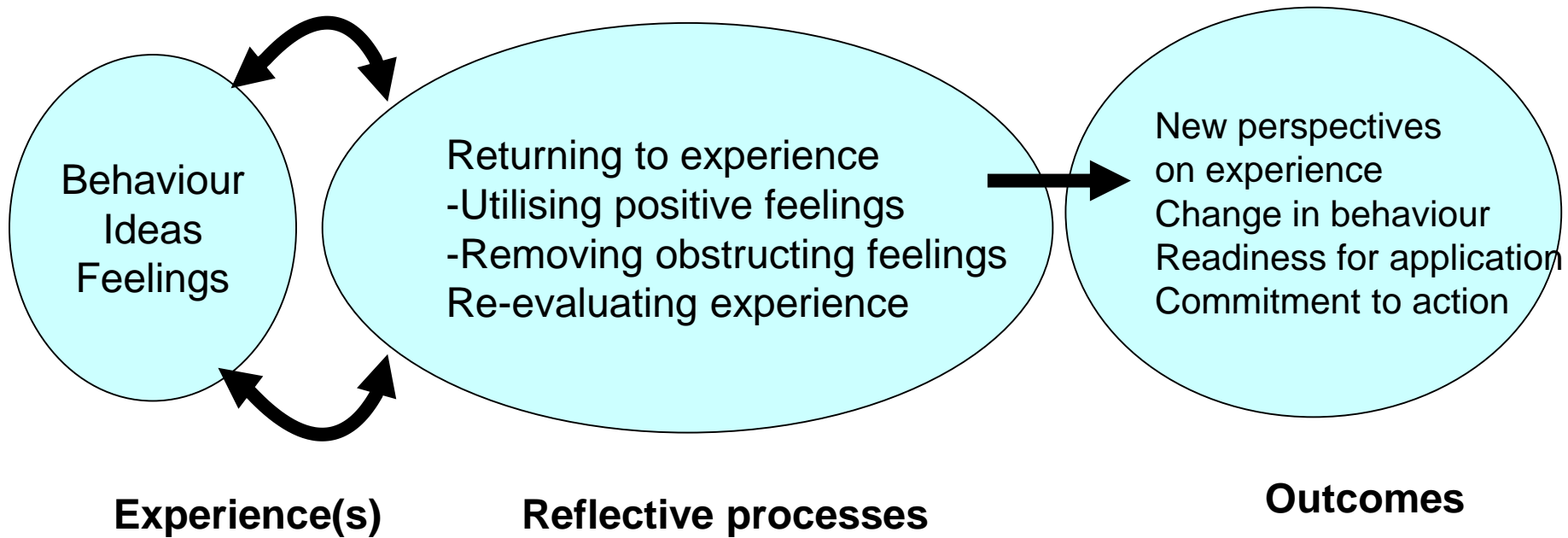
# Definitions of Reflection/ Reflective Practice

‘[Practitioners] frame the problem of the situation, they determine the features to which they will attend, the order they will attempt to impose on the situation, the directions in which they will try to change it. In this process, they identify both the ends to be sought and the means to be employed.’ (Schön, 1983)

Reflection is the process in which lecturers become aware, or are supported to become aware of the theory and motives behind their own teaching, to reflect on this, and to take some deliberate steps to develop (Gibbs, 1996)

In reflective practice, practitioners engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in others (Brookfield, 1995)

# The Reflective Process in Context



‘The reflective process in context’ from Boud, Keogh and Walker (1985, p. 36)

# Lenses to support Reflection – Reflective Analysis

- ▶ Through critical reflection, excellent teachers continually address their ‘authentic voice’, ‘pedagogic rectitude’ that reveals the ‘value and dignity’ of our work / practice, ‘because now we know what its worth’ (Miller citing Brookfield, 1995) – handout:

‘Brookfield’s Four Lenses: Becoming a Critically Reflective Teacher’ by University of Sydney, 2010

- ▶ Self
- ▶ Students
- ▶ Peers / colleagues
- ▶ Scholarly literature  
(Brookfield, 1995)

**Activity** – Review handout on Brookfield's approach to critical reflection

Think – Pair – Share:  
**what are the implications for you? Are you currently a reflective practitioner?**

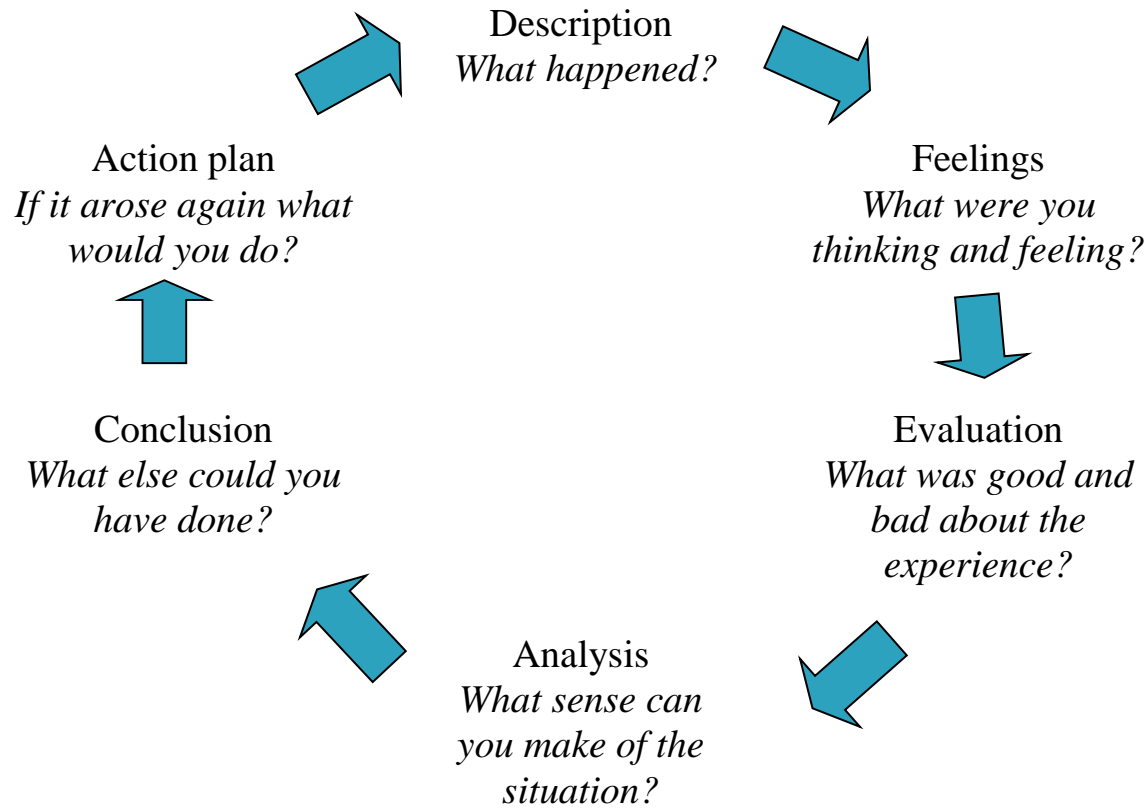


# Reflective Writing

- ▶ Reflective writing is used to evidence (and often assess) reflective practice.
- ▶ Reflective writing 'is proactive and designed to be manifested in behaviour.' (Carlile & Jordan, 2007, p.25)
- ▶ Aim to move from descriptive writing to critical reflection



# Sample Model of Reflective Writing 1



(Gibbs, 1988)

# Sample Model for Reflective Writing 2

## ▶ DIEP

- Describe
- Interpret
- Evaluate
- Plan

(RMIT University, 2007) –  
adapted from Boud,  
Keogh & Walker (1995)

## ▶ DÍEP

- Describe
- **Interpret**
  - **Self (and other lenses:  
students, peers, literature)**
- Evaluate
- Plan

Could use for 'Significant Incident Analysis';  
Teaching Demonstrations and Reflections

Inform development in practice (what to  
change, what to maintain)

# Levels of Reflection

- ▶ Descriptive writing
- ▶ Descriptive reflection
- ▶ Dialogic reflection
- ▶ Critical reflection

(Hatton & Smith, 1995)

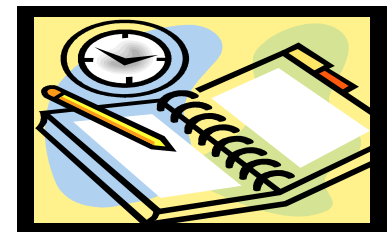
# Review sample of Reflective Writing

- ▶ Review a sample of Reflective Writing (written as Blog entry on a teaching session)
  
- ▶ Discuss associated questions in groups
  - Is there evidence of reflection?
  - Discuss the level of reflective writing?

Time: 10 mins

# Implications for Your Practice

- ▶ E.g. Reflecting on your own practice...start noting your reflections on your teaching in a learning journal / blog. At the end of each teaching session, note:
  - What aspects worked well and why?
  - What strategies could you try to enhance your students' learning and why?
  - Get insights / interpretations from other sources / **lenses** – students, peers and scholarly literature
- ▶ Consider developing initial reflective writing
- ▶ Review formative feedback on writing tasks



# References

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