



**The Reflective Process:**  
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# [ The *Reflective Process* ]

- John Dewey defined reflective thought as *active, persistent, and careful consideration on any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends.*



# [ The *Reflective Process* ]

- Boud, Keogh, and Walker (1985) build upon the work of Dewey. They emphasize emotion as an element of the reflective process and state: *Reflection requires individuals to recapture their experience, think about it, mull it over, and evaluate it.*
- Schön (1996) includes **mentors** as a critical piece of the reflective process. Reflection with a mentor further improves practice.



# Why Reflect?

- The process of reflection is tied to **action research**, a process whereby practitioners seek to improve the understanding and application of their own artistry or craft through self-reflection.



# The Reflective Process: How Does it Work?

- Reflective practice is a process whereby individuals assume the perspective of an external observer in order to identify and challenge assumptions and feelings that underlie their practice and then to speculate about how these assumptions and feelings influence their practice (Imel, 1992).

# The Reflective Process: How Does it Work?

- Boud, Keogh, and Walker (1985) outline three phases in the Reflective Process:

***Returning to the experience:*** Recalling salient events.

***Connecting with feelings:*** Using helpful feelings; removing obstructive ones.

***Evaluating the experience:*** Re-examining the experience using the original intent and existing knowledge; integrating new knowledge.

# The Reflective Practitioner: Reflection-in-Action

- Schön (1983) writes about **reflection-in-action**: *The practitioner allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings which have been implicit in his behaviour. He carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation.*



# The Reflective Practitioner: Reflection-in-Action

- **Reflection-in-Action** is a spontaneous process.
- No established ideas and techniques.
- Each case is unique.



# The Reflective Practitioner: Reflection-on-Action

- Schön also discusses **reflection-on-action** whereby we draw upon a past experience. This allows us to develop sets of questions and ideas about activities and practice.



**Return to the experience, connect with your feelings, challenge your assumptions, and evaluate.**



# [ Reflecting in/on Your Action ]

- Working in your section groups, spend 15 minutes *returning* to your experiences, *connecting* with your feelings, challenging your *assumptions*, and *evaluating* the experiences.
- Working in random groups of four, spend 15 minutes *returning* to your experiences, *connecting* with your feelings, , challenging your *assumptions*, and *evaluating* the experiences relative to the Friday Seminar Series.