

REFLECTION

“Reflection is the instrument by which experiences are translated into dynamic knowledge” - Korthagen, F. (2001)

“Reflection is a meaning-making process that moves a learner from one’s experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas... It is a means to essentially moral ends.” – Rodger, C. (2002)

Reflection is about learning from experience, and developing your own thoughts from the experiences. While it is a natural process we often take unconsciously, we also try to facilitate reflection consciously, both in ourselves in others, by asking questions.

What is the purpose of reflecting?

- To reflect means to systematically analyse the way in which you operate.
- Reflection is a major skill in self-development to optimise your behaviour and performance.
- Reflection ensures that you take responsibility for your own growth.
- Reflection is a form of learning in which you make yourself the main center of attention.

It’s important that students reflect about their acts.

1. THEORY

In this training, we use the spiral model of Korthage. The spiral model Korthagen is a system that helps you and your students with observing and overthinking your own actions structurally and systematically.

The model is a stepwise model to reflect about a certain experience, act or a product or a process. You can use this model to reflect about everything what you’ve done.

Each stage in the schedule (in the cycle) includes a plurality of reflection steps (questions). With this steps, you can look back in a concrete way on your own experience. The more accurate you relive the experience, the more precisely you can reflect.

The model assumes some reflection phases which helps you to make a good reflection.

These five phases are the following:

- 1 You have an experience.
- 2 You look back on this experience, involving aspects of doing, thinking, willing and feeling.
- 3 You will become aware of the essential aspects that influence this experience.
- 4 You develop alternative ways of acting or new solutions and chooses the

best option.

5 You try a new act out or have a new experience.

The results of phase 5 is a new experience, which forms the basis for the next reflection cycle and thus creates a spiral of development. Hence, the reflection model is also known as the spiral model for reflection.

Phase 1 (or phase 5 of the last time):

- What did I want to achieve?
- What was I paying attention to?
- What was I testing?

Phase 2 (retrospective):

- What happened actually?
- What did I want to do?
- What did I actually do?
- What did I think?
- What did I feel?
- What was I thinking the pupils wanted, did, thought, felt?

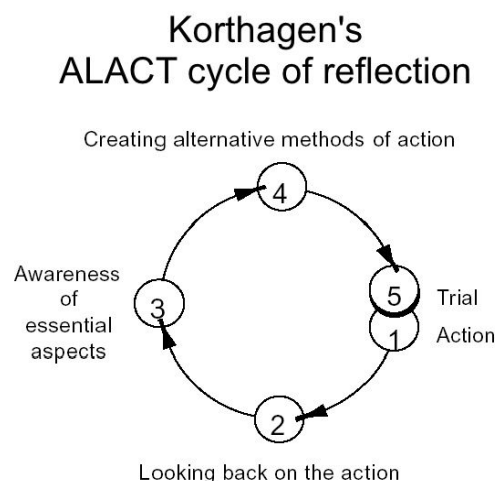
Phase 3 (realisation of essential aspects):

- How do the answers to the previous questions cohere?
- What's the influence of the context/school as a whole in that?
- What's the meaning of that for me right now?
- What's the problem now (or the positive discovery)?

Phase 4 (alternatives)

- What alternatives do I see? (Solutions or ways to be used in my discovery)
- What advantages/ disadvantages do they have?
- What will I determine for the next time?

As a mentor you can ask this questions or you can let the students reflect about a situation themselves.



2. POSSIBLE WAYS TO BRING THIS THEORY

- Exercise in groups of two. Person A has to write down one situation. Person B ask questions, according the Korthagen, to help reflect the other person. Change positions after ten minutes.