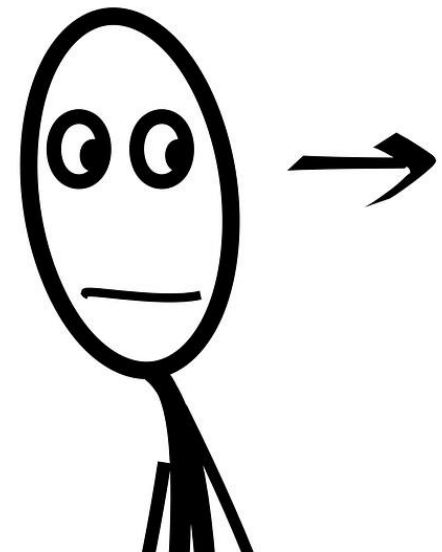
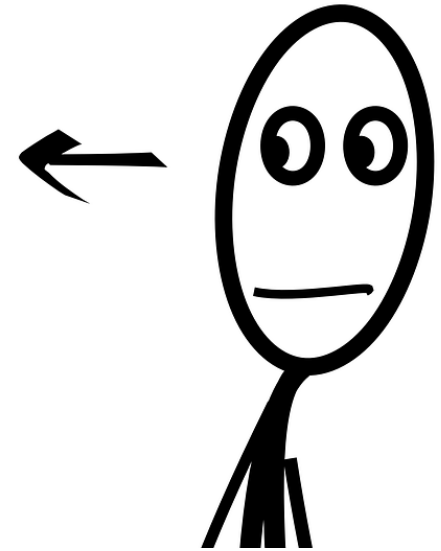


Reflections on your **learning**:  
Looking back; Looking forward



# Reflection

- There's no clear definition, but there are a number of perspectives and approaches to reflection.
- Cambridge Dictionary (2020) describes reflection as giving "serious and careful thought" to something.



# Reflection

- Four aspects of reflection might be useful to bear in mind in the context of learning on your MBA:
  - Reflection is **thinking** for a purpose.
  - Reflection is **analysing** how we learn.
  - Reflection includes being **critical**, but not negative.
  - Reflection is about **sharing ideas** and making connections between ideas of others. (The Open University, 2020a).

How would you define '**reflection**' in relation to your learning?

# Reflecting on your **learning**

**WHY**  
reflect?

# Reflecting on your **learning**

**WHY**  
reflect?

- Consider effectiveness of your learning – identifying strengths and where there's room for improvement; feelings about learning.
- Constructively reviewing what learning occurred; what worked; what didn't work; your feelings about studying/learning.
- Critically evaluating what you would do differently in the future and why.

# Reflecting on your **learning**

**HOW**  
to reflect?

# Reflecting on your **learning**

## HOW to reflect?

- Frameworks help you to draw out learning points from an experience making use of a systematic approach.
- Describing a learning experience.
- Interpreting this learning experience.
- Identifying outcomes.



# Reflecting on your **learning**

**WHAT**  
to reflect  
on?

# Reflecting on your **learning**

**WHAT**  
to reflect  
on?

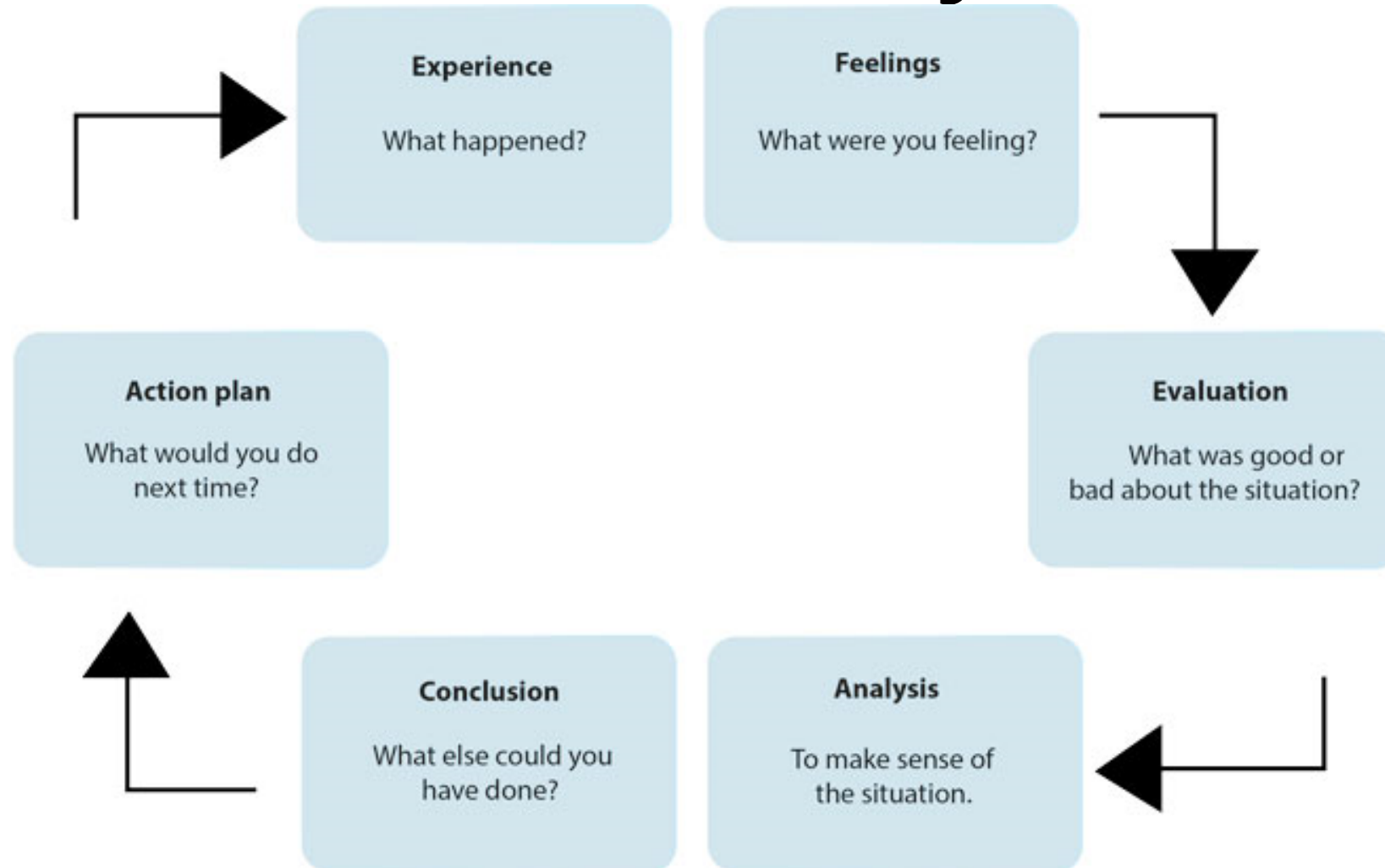
- When and how you learn best/most effectively.
- Progress in different areas of study.
- Processes you use in studying and working on assignments.
- Feedback on assignments and how to improve.
- Difficulties you face in learning and why.
- What can help you to improve/enhance your learning and ways to apply this learning in the future.

# What is **reflective learning**?



'It is not sufficient to have an experience in order to learn. Without reflecting on this experience, it may quickly be forgotten, or its learning potential lost' (Gibbs, 1988, p. 9)

# Gibbs (1988) Reflective Cycle



(Gibbs, 1988, cited in The Open University, 2020)

# Reflective cycle

- ❑ Gibbs' model acknowledges that your personal feelings influence the situation, how you have begun to reflect on it and recognises the importance of action plans.
- ❑ Another feature of the model is that it breaks down reflection into evaluation and analysis phases.
- ❑ It shows that learning happens in iterations and suggests a clear link between the learning that has happened from the experience and future practice (Open University, 2020c)

# Putting Gibbs' reflective cycle into practice

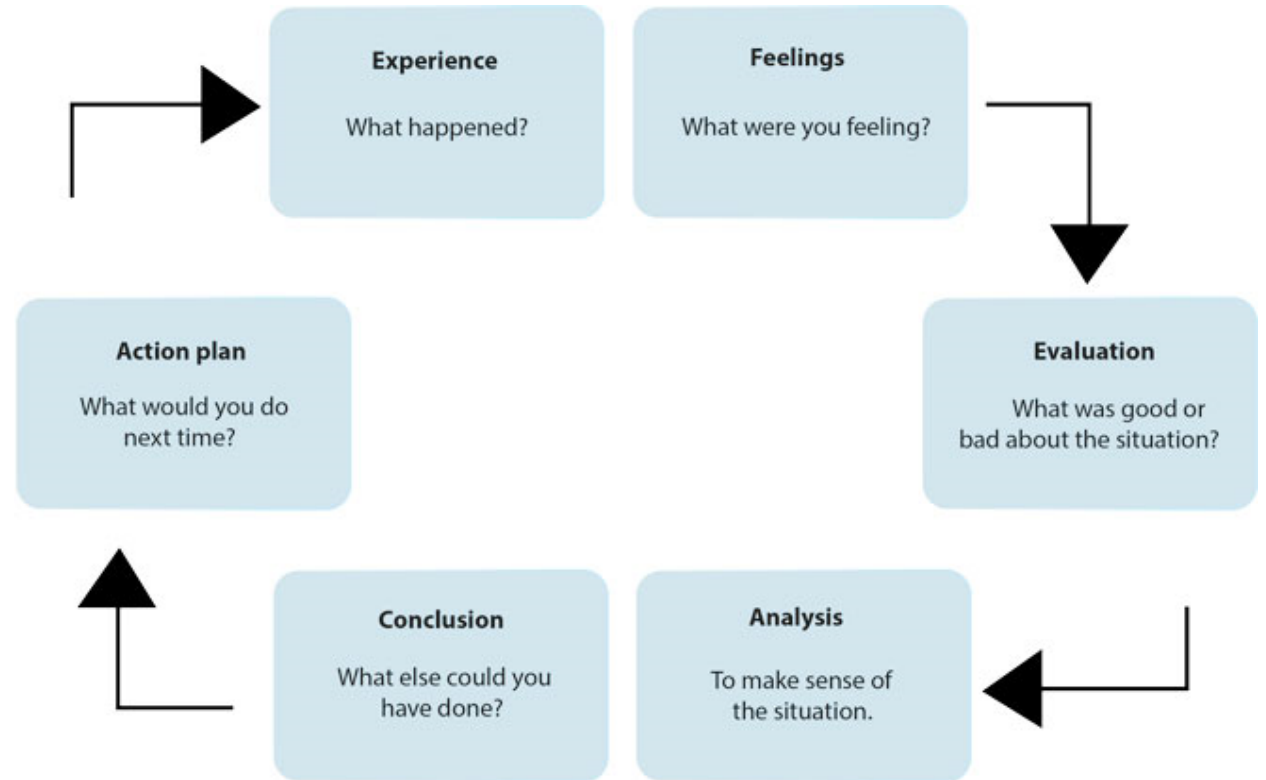
- For example, when writing an **assessment** you found that it was easy to address most of the questions in the assignment (***experience***).
- However, you were somewhat disappointed when you received comments and feedback from your tutor (***feelings***), as they thought that you could have expressed some ideas better and more explicitly demonstrated the application of module concepts.
- Reading your tutor's in-text and Turnitin comments (***evaluation and analysis***) you realised that you mainly focused on meeting the task requirements rather than the flow of the argument, style and grammar and had not always followed the guidance notes.
- Your *conclusion* was that you should spend at least two extra hours going through the final draft of the assignment and making sure that you spell check your work, communicate your ideas clearly and use the referencing system correctly (***action plan***).

# Gibbs (1988) Reflective Cycle

Let's apply this to undertaking your personal SWOT analysis.

Share your experiences of conducting a SWOT analysis in the recent tutorial :

1. Experience
2. Feelings
3. Evaluation
4. Analysis
5. Conclusion
6. Action plan.

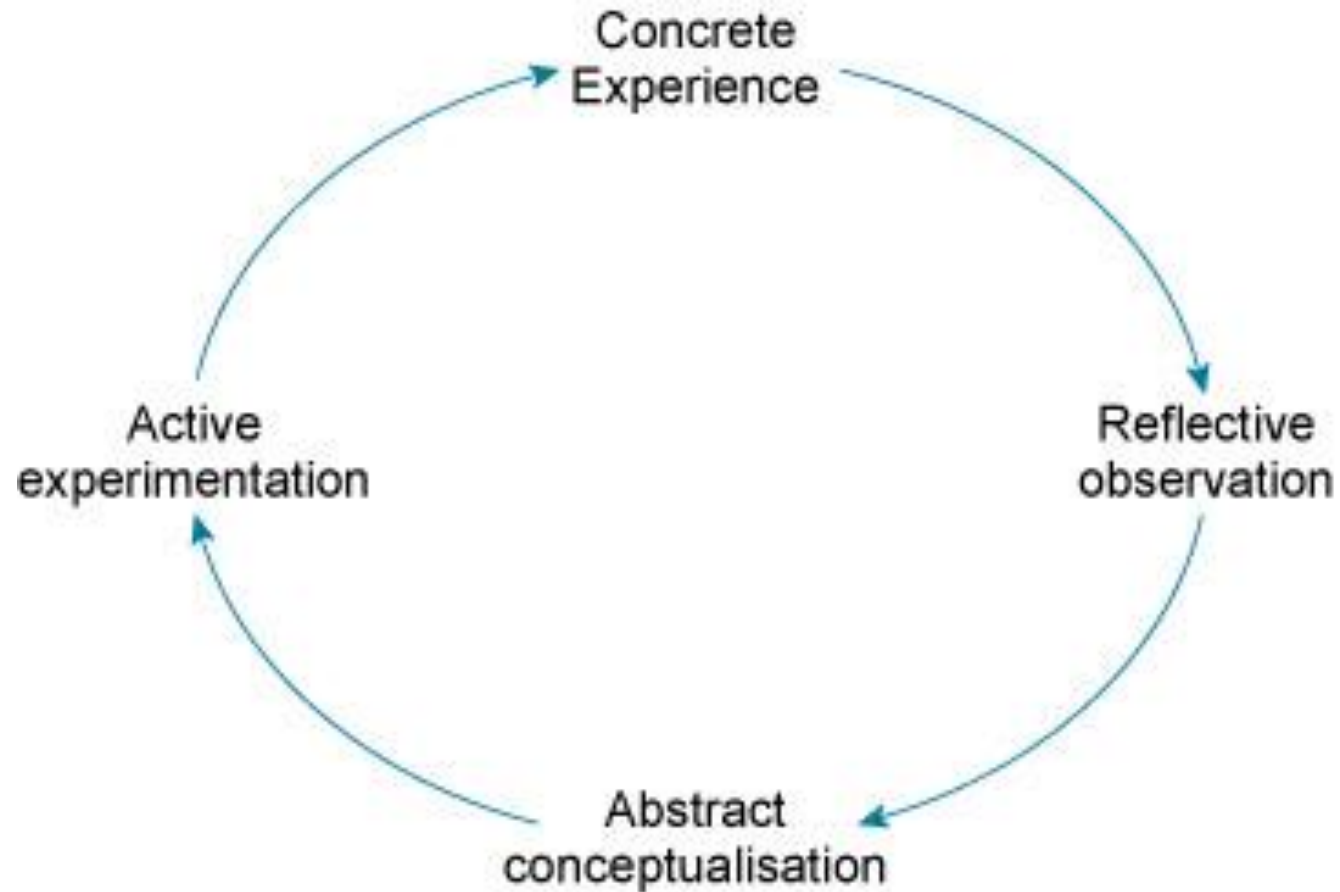


(Gibbs, 1988, cited in The Open University, 2020c)



# Another way of reflecting ...

KOLB's (1988) experiential learning cycle



(Kolb, 1988, cited in The Open University, 2020b)

What **academic skills** have you developed so far?

# What **academic skills** have you developed so far?

## SOME EXAMPLES

Critical reading

Selecting and using  
information

Note taking

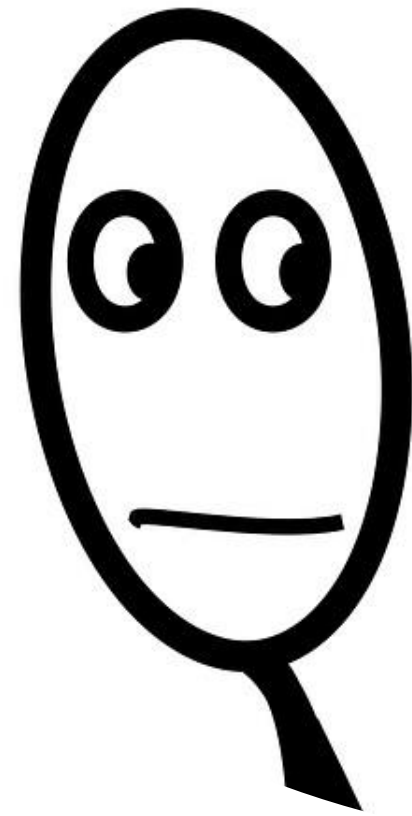
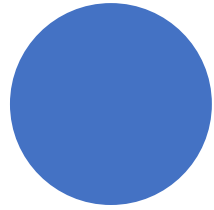
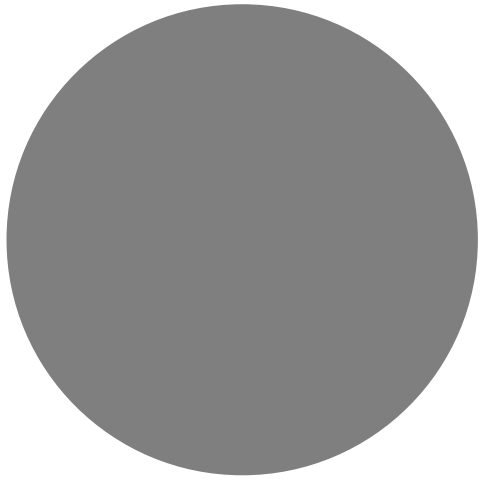
Explaining/Analysing/  
Evaluating

Applying concepts

Referencing work

Writing

Acting on feedback



Reflection:  
**Looking forward**

How could you  
improve/enhance  
your **academic  
skills**?



How could you improve/enhance your **academic skills**?

- Develop action plan.
- Make use of SMART approach to set yourself objectives:
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**ealistic
  - **T**imely.



# Action Plan

## Academic skills

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- In looking forward to your next stage of study, can you identify some skills that you wish to develop/further develop?
- How might you set out an action plan for a particular skill using a SMART approach?



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