Coding scheme of reflective process

(derived from Boud *et al's* (1985) model)

Code	Elements of reflective process	Criteria	Remarks
0	Return to experience	Recording in vivid and detailed form the original experience and all that accompanied it, including observations of self and others, what and how views were expressed and the surroundings in which it took place.	Capturing what occurred and was experienced
1	Attending to feelings	Utilizing positive feelings Removing obstructing feelings	Ensuring feelings are not occluding rationality
2	Association	Linking of prior knowledge, feelings or attitudes with new knowledge, feelings or attitudes Discovering prior knowledge, feelings or attitudes that are no longer consistent with new knowledge, feelings or attitudes Re-assessing prior knowledge, feelings or attitudes and modify to accommodate new knowledge, feelings or attitudes	Relating the old and the new Making way for the new
3	Integration	Seeking the nature of relationships of prior knowledge, feelings or attitudes with new knowledge, feelings or attitudes Arriving at insights	Relating the old and the new Emerging originality
4	Validation	Testing for internal consistency between new appreciations and prior knowledge or beliefs	
5	Appropriation	Making knowledge one's own New knowledge, feelings or attitude entering into own sense of identity New knowledge, feelings or attitudes becoming a significant force in own life	
6	Outcome of reflection	Transformation in perspectives Change in behaviour Readiness for application Commitment to action	

Criteria for the Recognition of Evidence for Different Types of Reflective Writing

Descriptive writing
- *Not* reflective.
- Description of events that occurred/report of literature.
- No attempt to provide reasons/justification for events.

Descriptive reflection
- Reflective, not only a description of events but some attempt to provide reason/justification for events or actions but in a reportive or descriptive way.
  eg, 'I chose this problem solving activity because I believe that students should be active rather than passive learners'.

- Recognition of <u>alternate</u> viewpoints in the research and literature which are reported.
  eg, 'Tyler (1949), because of the assumptions on which his approach rests suggests that the curriculum process should begin with objectives. Yinger (1979), on the other hand argues that the 'task' is the starting point.'
- Two forms:-
  (a) Reflection based generally on one perspective/factor as rationale.
  (b) Reflection is based on the recognition of multiple factors and perspectives.

Dialogic reflection
- Demonstrates a 'stepping back' from the events/actions leading to a different level of mulling about, discourse with self and exploring the experience, events and actions using qualities of judgement and possible alternatives for explaining and hypothesising.

- Such reflection is analytical or/and integrative of factors and perspectives and may recognise inconsistencies in attempting to provide rationales and critique,
  eg, 'While I had planned to use mainly written text materials I became aware very quickly that a number of students did not respond to these. Thinking about this now there may have been several reasons for this. A number of the students, while reasonably proficient in English, even though they had been NESB learners, may still have lacked some confidence in handling the level of language in the text. Alternatively a number of students may have been visual and tactile learners. In any case I found that I had to employ more concrete activities in my teaching.'

- Two forms, as in (a) and (b) above

Critical reflection
- Demonstrates an awareness that actions and events are not only located in, and explicable by, reference to multiple perspectives but are located in, and influenced by, multiple historical, and socio-political contexts.
  eg, 'What must be recognised, however, is that the issues of student management experienced with this class can only be understood within the wider structural locations of power relationships established between teachers and students in schools as social institutions based upon the principle of control'.

A four-category scheme for coding and assessing the level of reflection in written work

Habitual action
In professional practice, habitual action occurs when a procedure is followed without significant thought about it. Expert practitioners will do this with routine cases. Similar ones have been dealt with many times before, so dealing with others becomes almost automatic. Novices in practice situations can behave non-reflectively by rigidly following the steps of procedures they have been taught. No thought is given to applicability or alternatives. Habitual action or non-reflection occurs when a student responds to an task by providing an answer without attempting to reach an understanding of the concept or theory that underpins the topic.

Understanding
As the name suggests, the understanding category is distinguished from the habitual action one by the student attempting to reach an understanding of a concept or topic. When reading the student searches for the author's underlying meaning.

The category, however, does not imply reflection. The concepts are understood as theory without being related to personal experiences or real-life applications. As such they have no personal meaning and may not be assimilated into an individual's knowledge structure. Retention of the knowledge can, therefore, be for a limited period.

Reflection
Reflection can be delineated from the understanding category because the process of reflection takes a concept and considers it in relation to personal experiences. Theory is applied to practical applications. As a concept becomes related to other knowledge and experience personal meaning becomes attached to the concept.

In writing, the reflection category goes beyond the understanding category by showing the application of theory. Concepts will be interpreted in relationship to personal experiences. Situations encountered in practice will be considered and successfully discussed in relationship to what has been taught. There will be personal insights that go beyond book theory.

Critical reflection
Critical or premise reflection implies undergoing a transformation of perspective. Many of our actions are governed by a set of beliefs and values that have been almost unconsciously assimilated from our experiences and environment. To undergo a change in perspective requires us to recognize and change these presumptions. To undergo critical reflection it is necessary to conduct a critical review of presuppositions from conscious and unconscious prior learning and their consequences.

Conventional wisdom and ingrained assumptions are hard to change, in part because they become so deeply embedded that we become unaware that they are assumptions or even that they exist. Mezirow (1990, 1998) clearly recognized the difficulty of perspective transformation. Critical reflection is, therefore, unlikely to occur frequently. This would be particularly true of topics that are central to our main activities. Professionals would not commonly undergo critical reflection on their everyday work as this would be influenced by the greatest store of, and the most deep-seated, beliefs.

The steps for perspective transformation can be seen as closely resembling those which would prompt a professional to critically reflect on an unusual case:
(1) A process for diagnosing existing conceptual frameworks and revealing them to the student.
(2) A period of disequilibrium and conceptual conflict which makes students dissatisfied with existing conceptions.
(3) A reconstruction or reforming phase in which a new conceptual framework is formed.

To classify a piece of writing as showing critical reflection, there should be evidence of a change in perspective over a fundamental belief. There is likely to be evidence of the process taking time and displaying the type of steps described above. This is unlikely to be a common outcome.