

## H. Reflection

### Definition:

Reflection is defined as 'an intellectual and affective activity in which individuals engage to explore their experiences in order to lead to new understanding and appreciation' (Boud, 1985). This is one more method that shall be used for the undergraduate students with the competency based curriculum.

### Features:

- Reflections shall be used as a tool to urge the students to introspect and internalise the learning after a learning experience.
- The descriptive learnings from a class that emphasises on what, when, who, where is reflected upon by the students emphasising on how, why, why not, so what, and now what.
- It's a method of andragogy that encourages deep learning and helps connect theory with practice. However, it may be time consuming.
- The method is best suited for the experiential learning sessions, that are a hallmark of competency based undergraduate curriculum, best described by Kolb's cycle of experiential learning including a cyclical process involving abstract conceptualisation - active experimentation - concrete experience - reflective observation - back to abstract conceptualisation.

### Method:

The learner shall use Gibb's Reflective Cycle as a guide to write their reflections:

- a. Describe what happened during the session of learning experience, e.g. Problem based learning or case based learning or an AETCOM module.
- b. What were you thinking and feeling at the end of your experience.
- c. Evaluate as to what was good and bad regarding the learning experiences.
- d. Analyse what else could have been done.
- e. Conclude as to what should have been done or learnt.
- f. Draw an action plan to list what you would do if the situation arose again.

### Evaluation:

Faculty shall evaluate the reflections under the heading of whether the learner had

- a. Awareness of the experience (steps a and b of Gibbs' Reflective cycle)

- b. Understanding of the experience (steps c and d of Gibbs' Reflective cycle) and
- c. Whether the experience has had an impact on the learner's future action (steps e & f of Gibbs' Reflective cycle).

For each of these three sections e.g. a, b & c, award the score as follows:

- i. Absence of description: zero score
- ii. Incorrect conclusion: one point
- iii. Incomplete conclusion: two points
- iv. Complete and correct description: three points.