**A Reflection Process** (Rolfe et al, 2001)

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| **What?** Description of the event. Awareness of feelings and thoughts |
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| **So What?** Critical analysis, examinations of feelings and knowledge of event |
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| **Now What?** Development of a new perspective of the situation. Proposed actions following the event |
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**A Reflective Practice Cycle** (Adapted from Gibbs, 1988)

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| **Description:** What happened? Provide facts only, don’t make any inferences or assumptions as to why things happened the way they did. |
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| **Thoughts/Feelings:** What were you thinking and feeling? |
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| **Evaluation:** What was good about the experience/what areas did I do well? What was not so good about the experience/what areas could I improve? |
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| **Analysis/Synthesis:** What sense can you make of the situation? What have you learnt? What does it mean? |
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| **Conclusion:** What else could you have done? What could you have not done? |
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| **Action Plan:** If it arose again what would you do? Would you do things the same or different? How will you adapt your practice in light of this new understanding (what techniques/strategies will I use to improve my performance? How will I know I have improved (what is my measure of success?)? |
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**The Strands of Reflection** (Fish, 1981)

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| **Factual:** reconstructing the experience drawing mainly on procedural knowledge of it “what happened” |
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| **Retrospective:** stepping back to identify anything that stands out, critiquing the experience as a whole based on the factual strand. |
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| **Substratum:** explore the personal theory that underlies the experience and relate this to (and consider how it might be assisted by) formal theory. |
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| **Connective:** based on the three previous strands what does this mean for when something similar happens in the future? Will you do things the same or change the approach? |
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