

Gibbs Reflective Cycle

STAGE 1: Description.

-This stage is about describing the experience. In this section, you state what happened, this could include new experiences, whether personal, professional or academic. Stating the experience or activity is necessary, because it is a factual description of events. Only the facts about what happened with the experience/event should be included in this section. It can include factors such as describing an activity which the individual had an active role in, or if an incident happened when you were playground monitor. It would be beneficial to reflect on an activity where you were placed with an obstacle which you had to overcome, and whether you were able to successfully or unsuccessfully solve the problem.

STAGE 2: Feelings

Unlike a lot of reflective cycles Gibb's reflective cycle includes an aspect of your personal feelings during this reflective experience. This is because as part of Gibb's theory of reflection, he believes that personal feelings influence a situation and how an individual would reflect on the experience. In the feelings section, you would describe how you felt during the experience, whether you noted any strengths or weaknesses of your own personal role whilst conducting the experience/activity. This is an important part of the reflective cycle because it includes your own personal view on your development. However, this section is not always effective for reflection because as it includes your own personal feelings, an individual can make assumptions on how the experience went, rather than it being based on factual events. Including feelings as part of a reflective cycle therefore creates the reflection to be a subjective cycle, opposed to using objectivity that creates an outsiders perception of an event.

STAGE 3: EVALUATION

Within this section it is important to state whether you were able to overcome the obstacle, or if you were unable to problem solve. As part of evaluating the reflective experience it is important to state any positive or negatives of the situation. Were you unprepared for something that occurred, but were you able to positively solve the situation? Or did you require any additional support? Was the activity/experience concluded in a beneficial way, or would you be required to conduct it in a different manner if it was to happen again? Here you simply state the good and bad aspects of the reflective experience, it is important to include both positive and negative parts because both are necessary to show learning and development in your professional role.

STAGE 4: Analysis

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Lucy Rai



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The Student's Guide to Reflective Writing Martin McMorrow, 2024-03-21 From your studies to your career reflection and reflective writing is a key skill for personal and professional development However reflective writing requires a different approach to essays or reports it can be difficult to know how to accomplish it Written in a supportive and inclusive tone The Student's Guide to Reflective Writing is an ideal resource for anyone faced with reflective writing assignments It provides clear and practical advice on every step of the process showing you how to Record your experiences Choose what to write about Structure your assignment Write reflectively using appropriate tone and language and Incorporate theory and refer to professional skills and competencies Throughout the book there are a wealth of practice tasks and detailed examples of reflective writing from a range of disciplines It also contains a glossary of sentence structures to help you get started and build your confidence This hands on and supportive guide equips you with the skills to write critically reflectively and successfully

Professional Practice in Paramedic, Emergency and Urgent Care Valerie Nixon, 2013-07-15 Professional Practice in Paramedic Emergency and Urgent Care explores a range of contemporary relevant topics fundamental to professional practice Written for both pre and post registration paramedic students it is also ideal for existing practitioners looking to develop their CPD skills as well as nursing and other health professionals working in emergency and urgent care settings Each chapter includes examples practical exercises and clinical scenarios helping the reader relate theory to practice and develop critical thinking skills Covers not only acute patient management but also a range of additional topics to provide a holistic approach to out of hospital care Completion of the material in the book can be used as evidence in professional portfolios as required by the Health and Care Professions Council Professional Practice in Paramedic Emergency and Urgent Care is a comprehensive theoretical underpinning to professional practice at all levels of paramedic and out of hospital care

Innovative Practices for Higher Education Assessment and Measurement Cano, Elena, Ion, Georgeta, 2016-07-18 Both educators and their students are involved in the process of assessment all parties are expected to meet and exceed expectations in the face of competing conditions New practices are being developed to enhance students participation especially in their own assessment be it through peer review reflective assessment the introduction of new technologies or other novel solutions Though widely researched few have measured these innovations effectiveness in terms of satisfaction perceived learning or performance improvements Innovative Practices for Higher Education Assessment and Measurement bridges the gap between political discourse theoretical approach and teaching practices in terms of assessment in higher education Bringing new insights and presenting novel strategies this publication brings forth a new perception of the importance of assessment and offers a set of successful innovative practices This book is ideal for educators administrators policy makers and students of education

Psychology in Everyday Life , Resources in Education
, 1976-12 Academic Writing for International Students of Business and Economics Stephen Bailey, 2020-01-16 The third

edition of Academic Writing for International Students of Business and Economics is written to help international students succeed in writing essays reports and other papers for their English language academic courses Thoroughly revised and updated to reflect issues such as diversity and sustainability this book is designed to let students and teachers easily find the help they need both in the classroom and for self study The book is divided into five parts comprising a total of 42 units The Writing Process Elements of Writing Language Issues Vocabulary for Writing Writing Models New topics in this edition include Writing in Groups Written British and American English and Reflective Writing In addition the new interactive website has a full set of teaching notes as well as more challenging exercises revision material and links to other sources Additional features of the book include Models provided for writing tasks such as case studies and literature reviews Use of authentic academic texts from a range of sources Designed for self study as well as classroom use Useful at both undergraduate and postgraduate level A complete set of answers to the practice exercises Cross references across all units Providing a glossary to explain technical terms and written to deal with the specific language issues faced by international students of Business and Economics this practical user friendly book is an invaluable guide to academic writing in English

Ultimate Academic Writing Hacks Ryan Arthur,2025-11-13 This book brings together a wide range of easy to use study hacks In a matter of seconds students can access topics as wide ranging as how to build an argument how to write reflectively and how to use theories in an assignment The hacks have been stripped of excess wordiness many take up no more than 2 3 pages which enables students to find what they need and apply the material with each These highly practical resources will help students to get started with their assignments and will equip readers with the confidence and assurance to articulate their ideas in a clear and coherent way They will also boost students creativity because they are designed to be adapted and tweaked to suit different needs The resources in this book were developed over a decade of the author s work with mature students international students neurodivergent students first generation university students and time pressed students All the materials have been tried and tested in universities across the UK and beyond Artificial Intelligence in Education Seiji Isotani,Eva Millán,Amy Ogan,Peter Hastings,Bruce McLaren,Rose Luckin,2019-06-20 This two volume set LNCS 11625 and 11626 constitutes the refereed proceedings of the 20th International Conference on Artificial Intelligence in Education AIED 2019 held in Chicago IL USA in June 2019 The 45 full papers presented together with 41 short 10 doctoral consortium 6 industry and 10 workshop papers were carefully reviewed and selected from 177 submissions AIED 2019 solicits empirical and theoretical papers particularly in the following lines of research and application Intelligent and interactive technologies in an educational context Modelling and representation Models of teaching and learning Learning contexts and informal learning Evaluation Innovative applications Intelligent techniques to support disadvantaged schools and students inequity and inequality in education The Routledge International Handbook of Social Work Teaching Jarosław Przeperski,Rajendra Baikady,2024-04-09 This handbook is a comprehensive text on social work education based on

the narratives of social work educators practitioners and researchers from Asia and the Pacific North and South America Australia and Oceania and Europe It discusses innovations challenges pedagogy and tested methods of social work teaching at various levels of educational programmes The volume Examines key concepts that underpin debates concerning social work teaching research and practice Brings out key concerns debates and narratives concerning various teaching learning and pedagogical methods from different countries Documents principal perspectives of different stakeholders involved in social work education from educators and practitioners to novice social workers The Routledge International Handbook of Social Work Teaching will be an effective instrument in informing policy decisions related to social work teaching and pedagogy at the global and local levels It will be essential for educators researchers and practitioners within social work institutions and for professional associations around the world

Your Social Work Practice Placement Ian

Mathews,Diane Simpson,Karin Crawford,2013-12-06 Embarking on a first practice placement can be an anxious experience for social work students This textbook takes them step by step through the process holding their hand through preparation for practice modules and during the course of the placement itself Focusing on practicalities knowledge values and skills the authors guide students through the challenges they may face Chapters include numerous real life case examples which reflect a range of varying placement contexts including different settings service user groups locations and areas of practice The book will help students become confident on placement and lead to rich placement experiences which will benefit them throughout the rest of their degree and upon entry to the profession Your Social Work Practice Placements is essential reading for all social care students

Academic Writing and Referencing for your Policing Degree Jane Bottomley,Steven

Pryjmachuk,Martin Wright,2025-02-28 If you are embarking on a university criminology policing or other law enforcement professional degree the books in this series will help you acquire and develop the knowledge skills and strategies you need to achieve your goals They provide support in all areas important for university study including institutional and disciplinary policy and practice self management and research and communication Tasks and activities are designed to foster aspects of learning which are valued in higher education including learner autonomy and critical thinking and to guide you towards reflective practice in your study and work life Academic Writing and Referencing for your Policing Degree provides you with a sound knowledge and understanding of what constitutes good academic writing in policing a range of strategies for writing successful essays and reports the importance of clarity and coherence in your writing about policing how to improve your academic style grammar and punctuation and formatting and presentation referencing conventions in the field of policing and of how to avoid plagiarism

Information Skills for Nursing Students Kay Hutchfield,2010-08-17

It is essential for nursing students to access current and reliable information to succeed in academic assignments and nursing practice yet there are increasingly diverse information sources available which can raise questions about the authenticity and reliability of information provided This book presents a practical and clear guide to mastering information skills It shows the reader

how to effectively plan and implement a search for information and make judgements on the quality of the sources found It also gives strategies for storage and retrieval of information helping nurses to maximise the time they have available for keeping up to date Professional Development, Reflection and Decision-making Melanie Jasper,2006 Providing an introduction to reflective practice clinical decision making and professional development this book explores the concepts in relation to professional practice and inter professional working competencies and accountability and portfolio development

Leadership Development for Nurses and Midwives - E-Book Gemma Stacey,Greta Westwood,2022-05-01 This groundbreaking new text will help nurses and midwives develop their unique leadership capabilities for better care no matter what their level of experience or where in the organizational hierarchy they work Edited by the CEO and Director of the prestigious Florence Nightingale Foundation and written by specialists in their field the book focuses on the personal development required for nurses and midwives to become authentic leaders It guides the reader through a range of innovative and novel perspectives on leadership development with an emphasis on self awareness and personal growthLeadership Development for Nurses and Midwives offers an exciting new perspective that is sure to maximize the individual and collective influence of nurses and midwives and all that each has to offer Increases awareness of how personality preferences influence personal effectiveness and performance in teams Shows how to identify opportunities to influence and how to express yourself for impact Supports personal resilience and how to stay calm under pressure Brings theory to life through authentic case studies provided by current nursing and midwifery leaders working in a range of settings Reflects contemporary practice and responds to identified gaps in leadership development for nurses and midwives Reflective learning activities encourage the reader to apply principles to their own self development Presents historical references to Florence Nightingale and her relevance to modern day nursing throughout **Improving Learning Through**

Assessment Rubrics: Student Awareness of What and How They Learn Gonsalves, Chahna,Pearson, Jayne,2023-08-14 Assessment by rubrics has emerged as a tool with great potential to guide successful student learning from a competency based approach Rubrics as instruments that make it possible to share the criteria for carrying out learning and assessment tasks with students are excellent roadmaps for student learning largely because they allow students to know what they are expected to do and what they are expected to achieve by carrying out the learning tasks Improving Learning Through Assessment Rubrics Student Awareness of What and How They Learn contributes to the improvement of what is being evaluated by identifying the strengths as well as the weaknesses of the didactic use of rubrics in the assessment of university learning The book also provides a set of theoretical issues methodological elements and practical resources for the assessment of university learning using rubrics Covering topics such as active learning self assessment and teacher identity this reference work is ideal for administrators policymakers researchers scholars academicians practitioners educators and students Writing Skills for Social Work Students Bella Ross,2021-03-03 This book will equip social work students with the

knowledge skills and confidence to produce first rate written assignments Part one focuses on the foundational skills needed to produce excellent written work Students are taken through the core stages of working on an assignment from planning the task and reading and note making through to finding and evaluating sources drafting a text and editing and proofreading Part two hones in on the key types of assignment students will encounter on their degree It contains dedicated chapters on writing an essay a reflective text a case study analysis a literature review a placement report and case notes on placement Each chapter contains examples and activities which will help students to test their knowledge and understanding This is an essential companion for all social work students

The Student Assessment Handbook Lee Dunn,Chris Morgan,Meg O'Reilly,Sharon Parry,2003-12-16 A guide to current practice in assessment particularly for those professionals coming to terms with new pressures on their traditional teaching practices Increased use of IT flexible assessment methods and quality assurance all affect assessment and the need to diversify and adapt traditional assessment practices to suit new modes of learning is clearer than ever The Student Assessment Handbook looks at the effectiveness of traditional methods in the present day and provides guidelines on how these methods may be developed to suit today s teaching environments It is a practical resource with case studies reflection boxes and diagnostic tools to help the reader apply the principles to everyday teaching The book provides advice on a wide range of topics including assessing to promote particular kinds of learning outcomes using meaningful assessment techniques to assess large groups the implications of flexible learning on timing and pacing of assessment the pros and cons of online assessment tackling Web plagiarism and the authentication of student work mentoring assessment standards assessing generic skills and quality assurance

Developing Effective Assessment in Higher Education: A Practical Guide Sue Bloxham,Pete Boyd,2007-10-16 As an overview Developing Effective Assessment in Higher Education makes a very useful contribution to assessment literature providing a publication that is relevant and accessible to practitioners whilst giving rigorous exploration of issues associated with student assessment It should find a readership on that basis and will be welcomed as a considered and insightful contribution to the literature on student assessment Higher Education Review What are the main issues when considering the design and management of effective assessment strategies for academic programmes How should lecturers design and use assessment in university so that it helps students to learn as well as judging their achievement How can students be prepared for assessment including peer self and group assessment This book provides comprehensive practical guidance on managing and improving assessment within higher education It tackles all stages in the assessment cycle including Assessment design Preparing students for assessment Marking and moderation Providing feedback Quality assurance It also provides a concise introduction to the research literature on assessment which will inform practice debate programme enhancement and practitioner research within university departments teaching teams and courses for higher education teachers The practical guidance in the book is substantiated with reference to relevant research and policy In particular it considers how the different purposes of

assessment create conflicting demands for staff often characterised by the tension between attempting to support student learning whilst meeting imperatives for quality assurance and demonstrable maintenance of standards Issues are debated using concrete examples and workable solutions are illustrated Consideration is also given to the management of assessment as well as to how new technologies might be used to develop assessment methods and enhance student learning Developing Effective Assessment in Higher Education is key reading for both new and experienced lecturers programme leaders and academic developers and will enhance their efforts to use assessment to improve students learning as well as to grade them fairly reliably and efficiently

Writing for Social Work Lucy Rai, 2021-02-03 Writing is an important skill not just for a social work degree but also as an integral part of practice Social workers need to be able to write effectively in a range of formats for different contexts Equipping students with guidance on both academic and assessed writing and writing in social work practice this book will use case studies and examples to develop their ability to plan and respond to the challenges of new and familiar writing tasks

Reflective Writing in Medical Practice Miriam A. Locher, 2017-06-05 This book reports the results of a linguistic analysis of reflective written texts produced during medical education or practice It explores the topics and communication skills the authors write about how the narratives develop how these texts are shaped what genres influence their composition how relational work surfaces in them and how the writers linguistically create their identities as experts or novices It is clear that both experienced and trainee medics grapple with the place of emotions in their communicative acts and with the idea of what it means to be a doctor The book makes a valuable contribution to genre analysis interpersonal pragmatics and the study of linguistic identity construction and will be essential reading for those involved in teaching doctor patient communication skills

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