

Reflective analysis

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The paper describes a method of computer assisted reflective learning capable of being used by managers. The method enables managers to explore the value of their past experience in relation to a particular problem context; to consider how their own experience relates to that of other managers; and finally to create design criteria for strategic options within a problem context capable of commanding a consensus between the managers. The paper concludes that the method represents a new departure in the use of computers for supporting strategic management.

Introduction

The methods described in this paper were developed within a project funded by the London Graduate School of Business Studies and the National Development Programme in Computer Assisted Learning: the Management Decision-making Project. The methods are an example of how software developed by that Project can be used. The software and its application are now supported by the Management Learning Project based at the London Business School and funded by the Manpower Services Commission. The aim of this paper is to describe how the author uses that software for supporting reflective learning, rather than to describe the characteristics of the software itself.

The Management Decision-making Project (Hooper, 1977; Fielden & Pearson, 1978) was set up to produce learning techniques capable of developing the intuitive, qualitative and judgmental aspects of decision-making. It was based on the assumption that there is something beyond rational, analytic and objective decision-making which the practising manager could recognise even if the academic could not. Loosely referred to as judgement, such processes become most apparent when non-routine decisions have to be made and the manager is involved in breaking new ground; or when the decisions to be made are themselves hard to define because of the ambiguous nature of the circumstances in which the need for a decision has arisen.

The hypothesis was that the rational analytic mode of decision-making could be explained wholly by reference to phenomena external to the decision-maker: as a mode of decision-making it was therefore wholly *object-referenced*. Judgement on the other hand involved the decision-maker in reference to the quality of his own past experience: it used knowledge that was *subject-referenced* (Boxer, 1978). Subject-referenced knowledge was therefore vitally different from object-referenced knowledge because its expression had to be subject centred, and it had to be observed relative to the subject's point of view. This paper describes a method of enabling managers to explore their subject-referenced knowledge in relation to a particular problem context. Boxer (1980) describes the theoretical basis underlying the design of this method.

The assumptions underlying the use of the method described in this paper are firstly that a group of managers using it will be faced with a problem which exists

Reflective Analysis Paper

Salmons, Janet, Wilson, Lynn



Reflective Analysis Paper:

Reflective Practice for Teachers Maura Sellars, 2017-05-15 *Reflective Practice for Teachers* explores a range of key issues that you will need to engage with during your teacher preparation and early career in the classroom in order to deepen your understanding of teaching practice Case studies and What does this mean for you boxes in every chapter take ideas from research and show how they can apply to the real world of teaching This second edition has been updated with a new chapter on assessment extended discussion of metacognition in the classroom critical perspective on what we really know about brain based learning further coverage models of reflective practice

Reconceptualising Reflection in Reflective Practice Misrah Mohamed, Radzuwan Ab Rashid, 2023-05-10 This edited volume presents a model that embraces four components of reflective practice planning acting reflecting and evaluating The complexities of reflective practice are manifested through three aspects of reflection problem solving action orientedness and critical reflection To provide practical guidance the audience is presented with various sets of experiences within the field of education which represent different foci and criticality of reflection The experiences are described through different lenses from individual to groups of educators The chapters provide a reconceptualisation of reflection which underpins an effective reflective practice Therefore readers are provided with information that demonstrates the different phases of reflection that make up an effective cycle of reflective practice It is through the chapters that readers will be able to distinguish the different foci and levels of reflection thus enabling them to engage in reflective practice more effectively The Malaysian context that the book brings gives readers insights into a lesser known context and its people culture and educational system as a whole for comparison The book is written with the needs of student teachers and teacher educators in mind However the model reconceptualised is transferable to other disciplines too

Reflection and Software Engineering Walter Cazzola, Robert J. Stroud, Francesco Tisato, 2003-05-15 This book presents the state of the art of research and development of computational reflection in the context of software engineering Reflection has attracted considerable attention recently in software engineering particularly from object oriented researchers and professionals The properties of transparency separation of concerns and extensibility supported by reflection have largely been accepted as useful in software development and design reflective features have been included in successful software development technologies such as the Java language The book offers revised versions of papers presented first at a workshop held during OOPSLA 99 together with especially solicited contributions The papers are organized in topical sections on reflective and software engineering foundations reflective software adaptability and evolution reflective middleware engineering Java based reflective languages and dynamic reconfiguration through reflection

The SAGE Guide to Writing in Criminal Justice Research Methods Jennifer M. Allen, Steven Hougland, 2020-01-28 The SAGE Guide to Writing in Criminal Justice Research Methods equips students with transferable writing skills that can be applied across the field of criminal justice both academically and professionally Authors Jennifer M Allen and Steven

Hougland interweave professional and applied writing academic writing and information literacy with the result being a stronger more confident writer researcher and student in criminal justice Focused on teaching students how to write in the academic setting while introducing them to a number of other writing tools specific to research methods such as writing literature reviews abstracts proposals and more The perfect companion for any criminal justice research methods course this brief text focuses on key topics that will benefit students in their classes and in the field *The SAGE Guide to Writing in Corrections* Steven Hougland, Jennifer M. Allen, 2019-12-02 As part of the SAGE Guide to Writing series The SAGE Guide to Writing in Corrections 1e by Steven Hougland and Jennifer Allen focuses on teaching students how to write in the academic setting while introducing them to a number of other professional writings specific to the correctional profession such as the pre sentence investigation report contact sheets court status reports incident reports rehabilitation and therapy Covering correctional institutions as well as community corrections the goal is to interweave professional and technical writing academic writing and information literacy with the result being a stronger more confident report writer and student in corrections This text will be a concise supplemental writing book in courses focused on writing in the criminal justice discipline report writing or in introductory corrections courses It is part of a series of books on this topic that will span criminal justice policing corrections and research methods *Improving Learner Reflection for TESOL* Li-Shih Huang, 2021-06-03 Presenting comprehensive research conducted with learners and educators in a range of settings this volume showcases self reflection as a powerful tool to enhance student learning The text builds on empirical insights to illustrate how language professionals can foster critical self reflection amongst learners of English as an additional language This text uses ecologically sensitive practitioner research that addresses issues of both practical and pedagogical significance in the fields of TESOL language teaching and learning and teacher education By synthesizing interdisciplinary research and theory chapters show how various types of self reflection including guided and non guided group and individual forms and written oral and technology mediated reflection can promote autonomous self regulated learning amongst students at various levels Whilst offering readers a strong grounding in the theoretical and empirical knowledge that supports self reflection the volume gives constant attention is given to praxis with a focus on effective pedagogical strategies and tools needed to implement encourage and evaluate critical learner reflection in readers own teaching or research This volume will be a critical resource for language teaching professionals interested in critical learner reflection including in service pre service and teacher educators in the field of TESOL Scholars and researchers in the fields of applied linguistics and language education more broadly will find this volume valuable [Handbook of Reflection and Reflective Inquiry](#) Nona Lyons, 2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it s necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the *Handbook of Reflection and Reflective Inquiry* presents reflective thought in its most vital aspects not as

a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau's wide awakeness an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times The SAGE Guide to Writing in Policing Jennifer M. Allen, Steven Hougland, 2019-12-02 The SAGE Guide to Writing in Policing Report Writing Essentials equips students with transferable writing skills that can be applied across the field of policing both academically and professionally Authors Steven Hougland and Jennifer M Allen interweave professional and applied writing academic writing and information literacy with the result being a stronger more confident report writer Students are also exposed to a number of best practices for various elements of report writing such as the face page incident reports supplemental reports investigative reports and traffic reports as well as search warrants and affidavits **Handbook of Research on Electronic Collaboration and Organizational Synergy** Salmons, Janet, Wilson, Lynn, 2008-11-30 Offers exhaustive research on collaborations in education business and the government and social sectors **Teaching and Learning Through Reflective Practice** Tony Ghaye, 2010-12-09 This is a practical guide to enable all those involved in educational activities to learn through the practices of reflection The book highlights the power that those responsible for teaching and learning have to appraise understand and positively transform their teaching **Developing Reflective Practice** J. John Loughran, 2002-11 This text presents a research study into the development of reflective practitioners in a pre service teacher education programme The teacher educator in the study modelled his own reflections on practice in the hope that it would help students to apply reflection to their own teaching The results of the author's research demonstrate that reflection on practice occurs in three distinct periods before anticipatory during contemporaneous and after retrospective a pedagogical experience The book concludes that when student teachers own learning situations both within their university coursework and their school experiences become the focus for their learning about teaching and learning their understanding of and practice in teaching is enhanced Intelligent Systems and Applications Yaxin Bi, Rahul Bhatia, Supriya Kapoor, 2019-08-23 The book presents a remarkable collection of chapters covering a wide range of topics in

the areas of intelligent systems and artificial intelligence and their real world applications It gathers the proceedings of the Intelligent Systems Conference 2019 which attracted a total of 546 submissions from pioneering researchers scientists industrial engineers and students from all around the world These submissions underwent a double blind peer review process after which 190 were selected for inclusion in these proceedings As intelligent systems continue to replace and sometimes outperform human intelligence in decision making processes they have made it possible to tackle a host of problems more effectively This branching out of computational intelligence in several directions and use of intelligent systems in everyday applications have created the need for an international conference as a venue for reporting on the latest innovations and trends This book collects both theory and application based chapters on virtually all aspects of artificial intelligence presenting state of the art intelligent methods and techniques for solving real world problems along with a vision for future research it represents a unique and valuable asset

Key Theoretical Frameworks Angela M. Haas,Michelle F. Eble,2018-10-17 Drawing on social justice methodologies and cultural studies scholarship Key Theoretical Frameworks for Teaching Technical Communication in the Twenty First Century offers new curricular and pedagogical approaches to teaching technical communication Including original essays by emerging and established scholars the volume educates students teachers and practitioners on identifying and assessing issues of social justice and globalization The collection provides a valuable resource for teachers new to translating social justice theories to the classroom by presenting concrete examples related to technical communication Each contribution adopts a particular theoretical approach explains the theory situates it within disciplinary scholarship contextualizes the approach from the author s experience and offers additional teaching applications The first volume of its kind Key Theoretical Frameworks for Teaching Technical Communication in the Twenty First Century links the theoretical with the pedagogical in order to articulate use and assess social justice frameworks for designing and teaching courses in technical communication Contributors Godwin Y Agboka Matthew Cox Marcos Del Hierro Jessica Edwards Erin A Frost Elise Verzosa Hurley Natasha N Jones Cruz Medina Marie E Moeller Kristen R Moore Donnie Johnson Sackey Gerald Savage J Blake Scott Barbi Smyser Fauble Kenneth Walker Rebecca Walton

Advances in Pavement Design through Full-scale Accelerated Pavement Testing David Jones,John Harvey,Imad L. Al-Qadi,Angel Mateos,2012-10-08 Pack Book and CDInternationally full scale accelerated pavement testing either on test roads or linear circular test tracks has proven to be a valuable tool that fills the gap between models and laboratory tests and long term experiments on in service pavements Accelerated pavement testing is used to improve understanding of pavement behavior

Developing Writers in Higher Education Anne Ruggles Gere,2019-01-02 For undergraduates following any course of study it is essential to develop the ability to write effectively Yet the processes by which students become more capable and ready to meet the challenges of writing for employers the wider public and their own purposes remain largely invisible Developing Writers in Higher Education shows how learning to write for various purposes in multiple disciplines

leads college students to new levels of competence This volume draws on an in depth study of the writing and experiences of 169 University of Michigan undergraduates using statistical analysis of 322 surveys qualitative analysis of 131 interviews use of corpus linguistics on 94 electronic portfolios and 2 406 pieces of student writing and case studies of individual students to trace the multiple paths taken by student writers Topics include student writers interaction with feedback perceptions of genre the role of disciplinary writing generality and certainty in student writing students concepts of voice and style students understanding of multimodal and digital writing high school s influence on college writers and writing development after college The digital edition offers samples of student writing electronic portfolios produced by student writers transcripts of interviews with students and explanations of some of the analysis conducted by the contributors This is an important book for researchers and graduate students in multiple fields Those in writing studies get an overview of other longitudinal studies as well as key questions currently circulating For linguists it demonstrates how corpus linguistics can inform writing studies Scholars in higher education will gain a new perspective on college student development The book also adds to current understandings of sociocultural theories of literacy and offers prospective teachers insights into how students learn to write Finally for high school teachers this volume will answer questions about college writing Companion Website Click here to access the Developing Writers project and its findings at the interactive companion website Project Data Access the data from the project through this tutorial [Examining and Facilitating Reflection to Improve Professional Practice](#) Ann Shelby Harris,Benita Bruster,Barbara Peterson,Tammy Shutt,2010-09-16 Examining and Facilitating Reflection to Improve Professional Practice is specifically designed and organized to be used throughout a teacher education program from an introductory foundations course continuing through content specific methods classes to graduate level theory seminars and ultimately onto professional development workshops Harris and her co authors provide a method for directly instructing students on the practice of reflection and the understanding and identification of the developmental phases of reflection supported by theory drawn from research By moving students beyond their commonly held belief that reflection is simply keeping a journal or summarizing the days activities Examining and Facilitating Reflection to Improve Professional Practice enables them to use increasingly sophisticated reflection practices that help them grow in their reflective process ultimately improving their instructional practice Closely aligned with the reflections standards set by INTASC NCATE and NBPST this book is essential as universities and colleges seek to have reflection as a standard skill set for classroom teachers and educational administrators Using this text as an easily accessible resource a discussion and activities guide and a support for professional development Education Departments reflection goals and objectives are met and students enter the classroom confident in their ability to think in diverse ways meet the challenges of the classroom and respond to changing educational environments **A Rhetoric of Reflection** Kathleen Yancey,2016-08-15 Reflection in writing studies is now entering a third generation Dating from the 1970s the first generation of reflection focused on identifying and describing internal

cognitive processes assumed to be part of composing The second generation operating in both classroom and assessment scenes in the 1990s developed mechanisms for externalizing reflection making it visible and thus explicitly available to help writers Now a third generation of work in reflection is emerging As mapped by the contributors to *A Rhetoric of Reflection* this iteration of research and practice is taking up new questions in new sites of activity and with new theories It comprises attention to transfer of writing knowledge and practice teaching and assessment portfolios linguistic and cultural difference and various media including print and digital It conceptualizes conversation as a primary reflective medium both inside and outside the classroom and for individuals and collectives and articulates the role that different genres play in hosting reflection Perhaps most important in the work of this third generation is the identification and increasing appreciation of the epistemic value of reflection of its ability to help make new meanings and of its rhetorical power for both scholars and students Contributors Anne Beaufort Kara Taczak Liane Robertson Michael Neal Heather Ostman Cathy Leaker Bruce Horner Asao B Inoue Tyler Richmond J Elizabeth Clark Naomi Silver Christina Russell McDonald Pamela Flash Kevin Roozen Jeff Sommers Doug Hesse

Promoting Qualitative Research Methods for Critical Reflection and Change Wang, Viktor, 2021-04-16 The philosophical foundation of emancipatory knowledge lies in critical theory In this paradigm instrumental and communicative knowledge are not rejected but are limited If we do not question current scientific and social theories and accepted truths we may never realize how we are constrained by their inevitable distortions and errors Without the possibility of critical questioning of ourselves and our beliefs such constraining knowledge can be accepted by entire cultures The research paradigm that is relevant for constructing this kind of knowledge is the critical paradigm Data are always qualitative and have specific methods of research Quantitative research unquestionably has a place and is fundamental to scientific advances but qualitative research delves into what it is to be human Through qualitative research we gain insight into communicative knowledge its rich nature and the mechanisms by which communicative knowledge is formed and interpreted Qualitative research enables the necessary exploration and critical analysis of social systems and uncovers and facilitates critical reflections on the inevitable assumptions which shape social behavior and interaction thereby stimulating and empowering change *Promoting Qualitative Research Methods for Critical Reflection and Change* provides readers with a comprehensive array of qualitative research methods which can be implemented in a variety of contexts for a variety of purposes The chapters explore the impact uses and methodologies for qualitative research across various fields of research This book is ideal for practitioners researchers academicians and students interested in the use of qualitative research methods

Thinking Skills in Higher Education S. Mekala, M. P. Shabitha, 2025-07-19 This edited volume illustrates the need for imparting thinking skills in education and workplace training to excel in the 21st century It deals with the diversity of thinking skills in all domains It is a valuable resource to understand human cognition and its interaction with human emotion for better social cognition in this digitalized era This book assists in selecting appropriate thinking skills to

be applied in the multitasking environment It also offers essential strategies to be employed by the learners and teachers for improving thinking skills in the teaching learning context and the workplace The book also provides solutions for coping with the cognitive strain evident while performing complex tasks It comprises six sections Each section addresses different thinking skills related to social cognition meta emotion meta thinking digital thinking workplace thinking lateral thinking innovative thinking positive activating thinking thinking skills in language production achievement motivation and pragmatic thinking Thinking skills and strategies examined in the chapters are participative diverse and interconnected fostering individuals to think collectively to get innovative solutions in complex situations This book is a valuable resource for Educators Researchers Skill Trainers Strategic Trainers Trainers of Thinking skills in the corporate sector and individuals who aspire to be effective thinkers in society

Reflective Practice for Coaches Iain McCormick, 2023-02-22 This practical evidence based guide to running Reflective Practice professional development programmes provides a dynamic and engaging resource for a wide range of coaches Reflective Practice is a proven learning and development approach that involves consciously and deliberately thinking about experiences to develop insights and apply these within coaching practice McCormick argues that it is vital that coaches regularly reflect on their work to develop and grow professionally and this book provides a definitive and rich source of material on how and what to reflect on Topics include how to reflect as an individual coach working in pairs and small groups applying reflective practice in a training context and how to run advanced group sessions for coaches The book features a wide range of practical workbook exercises to challenge the reader s current practice and extend their capability as well as an evidence based guide to enhancing skills in recently developed areas such as Unified Protocol Cognitive Behavioural Therapy Internet Supplemented Acceptance and Commitment Therapy and Using Schema Therapy with Mindfulness Techniques Written by a highly experienced executive coach this book is full of practical and effective ways to become more capable and proficient It is essential reading for any career life or executive coach who wishes to enhance their coaching capability through reflective practice as well as for coaching training organisations senior executive coaches offering sessions for other coaches and academic institutions offering coaching qualifications

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