

Education reflection on a placement class



"Yesterday's class brought Vygotsky's concepts of scaffolding and the 'significant other' into sharp focus for me. Without instruction, 'Emily' was able to scaffold 'Emma's' solving of the Keystone Puzzle without directing her or supplying her with the answer – she acted as the 'significant other'. **It really highlighted for me** the fact that I do not always have to directly be involved in students' learning, and that students have learning and knowledge they bring to the classroom context."

What this example does well:

- Links theory to practice.
- Clearly states where learning occurred.

Tip

De-identify actual people you have observed or dealt with on placement or work experience using pseudonyms (other names, job titles, initials or even numbers so that real identities are protected). E.g.:

- "It was great to observe 'Lee' try to..."
- "Our team leader's response was positive..."
- "I observed G's reaction to this..."
- "Student Four felt that this was..."

Reflection on an Environmental Sustainability class



*"The lectures and tutes this semester **have broadened my views** of what sustainability is and the different scales by which we can view it. **I learned that** sustainability is not only something that differs at an individual level in terms of how we approach it ourselves, but also how it differs in scale. We might look at what we do individually to act sustainably, such as in what and how we recycle, but when we think about how a city or state does this, we need to consider pollution, rubbish collection and a range of other systems that point to sustainability on a much larger scale."*

What this example does well:

- Clearly states where learning occurred
- Elaborates on key issues
- Gives examples.



Reflection on medical placement



*"On the ward rounds yesterday, I **felt** Mr G's mobility had noticeably improved from last week. This may be due to the altered physio program we have implemented and it allowed me to **experience** a real **feeling** of satisfaction that I had made a real difference."*

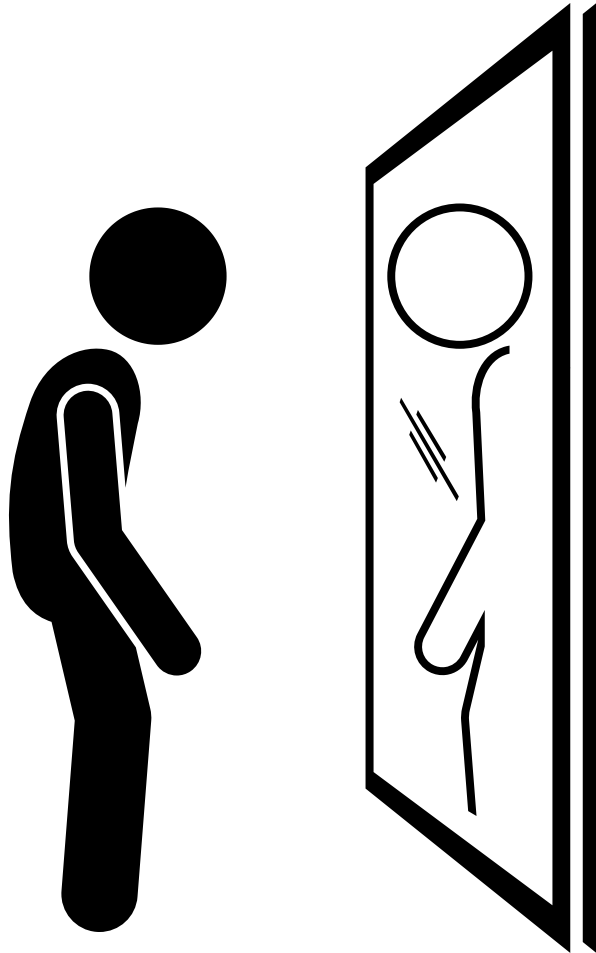


Tip

Action verbs are usually expressing feelings and thoughts in reflective writing, e.g. felt, thought, considered, experienced, wondered, remembered, discovered, learned.

Reflecting on theory

Some reflection tasks are purely theoretical, where you are asked to consider texts you have read, or ideas you may have discussed in tutorials, and reflect on them.



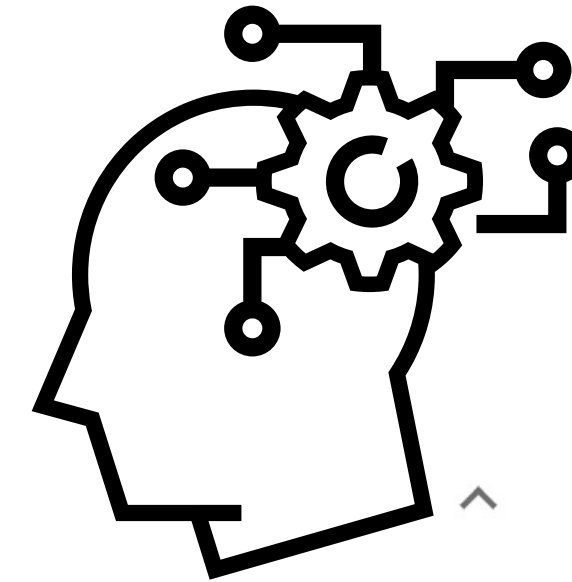
Example

Theoretical response paper

*"Comparing the approaches of Mayr and Ulich (2009) and Laevers (2005) to what 'wellbeing' means for the early childhood setting was **very illustrative in that I discovered** they seek to do similar things but within different frameworks. Analysing the two constructs highlighted that the detail in Mayr and Ulich's framework provided a much richer framework in defining and measuring wellbeing than Laevers' does."*

What this example does well:

- Clearly states where learning occurred.
- References correctly.
- Considers what the theory has shown.



Reflective writing records the development of your insights and ideas. It focuses on a specific new understanding and its application to future practice.

The following diagram illustrates the reflective process of DIEP.

