Contents

Pre	face	vii
Int	roduction	1
Par		0
A	generic view of learning	9
1	The process of learning: the development of a generic view of learning	11
2	The framing of learning: the conception of the structure of knowledge	32
3	The framing of learning: emotion and learning	44
4	The framing of learning: approaches to learning	58
Par	t II	
Ex	ploring reflective and experiential learning	69
5	Reflective and experiential learning: taking stock	71
6	The nature of reflective learning	79
7	The depth quality of reflective learning	95
8	Exploring experiential learning: the literature	103
9	Experiential learning and reflective learning: drawing it together	121

vi Contents

	t III orking with r	eflective and experiential learning	131
10	Introducing	reflective activities to learners	133
11	Assessment i	ssues	149
12	2 Enhancing reflective and experiential learning		
Res	ources		183
	Resource 1	The processes of writing reflectively: a map of reflective writing	184
	Resource 2	Reflective writing: some initial guidance for students	180
	Resource 3	A comparison of reflective writing and report or essay writing	190
	Resource 4	Samples of reflective writing	192
	Resource 5	The Park: an exercise in reflective writing	190
	Resource 6	The Presentation: an exercise in reflective writing	204
	Resource 7	Questions to support reflective writing	210
	Resource 8	Dialogue: an exercise to develop reflective thinking and writing	212
	Resource 9	A framework for reflective writing	214
	Resource 10	The Dance Lesson: an exercise in reflective writing	217
	Resource 11	Strategies for enhancing learning from everyday experience	223
	Resource 12	An exercise on judgement	220
	Resource 13	Footprints	227
	Resource 14	Poetry as a form of capturing experience	230
Glossary Bibliography Index			

Index

Absurd - use of, 173 accelerated learning (see learning accelerated) accommodation, 17-20, 23, 27, 42-3, 50, 72-3, glossary 231 'accumulation' of knowledge, 17 action in learning, 27, 125-30 action learning sets, 160 action research, 160 'active experimentation' 3, 13, 114-19, adult and continuing education, 22-31 advance organizers, 29 aim, 151 androgy, 29 APEL, 110, 160 appresentation (see under learning) approaches to learning, 58-68, 99-100, 126, 127 architecture of variation (see under learning) assessment, vii, 7, 14, 25, 32, 40, 42, 61-5, 75, 97, 112, 149-57, 166-8 assessment - formative/summative, 149-57 assessment criteria, 75, 97, 149-57, assimilation, 17-20, 23, 72-3, glossary 231

Baxter Magolda, M., 5, 32–43, 63–5, 92, 99, 162
Beer stone, 22–31
Boud, D., 83, 88, 89, 104–20, 157, 161, 167
Buddhism, 53

cartoons, 174 clarity of purpose, 163 co-counselling, 147 cognitive dissonance, 19, 23, 224 cognitive housekeeping, 27-8, 90, 98 cognitive structure, 17, 19, 21-31, 48, 72-3, glossary 231 common-sense view of reflection, 82 concept maps, 162 conception of structure of knowledge (see conceptions of knowledge) conceptions of knowledge, 20, 30, 32 43, 56-7, 63-5, 99-100, 163, glossary 231 concrete experience, 114 conscious learning, 30, 71 consciousness raising, 104 constructed knowledge (see conceptions of knowledge) constructive alignment, 19 constructivism, 4, 16-31, 48, 86, 92, glossary, 231

constructivist view (see constructivism) counselling, 44, 51 creativity, 4, 157, 159, 172, 158–80 critical friend, 147, 148 critical thinking, 35, 43, 65, 96, 117 criticality in reflection, 96–100 cultural issues in reflection, 134 curriculum design – map of, 151 curriculum, 82, 105, 137

deep approach (see approaches to learning) deep reflection (see depth in reflection) depth in reflection (see reflection, depth) dialogue techniques, 141, 171, 172 diaries (see journal) differences between reflective and essay writing, Resource 3 (190-1) differences in ability to reflect, 141 direct experience (see experience, 'raw' disciplines, 37, 81-2, 145, 165, 167 distinction of figure from ground (see learning, figure/ground) Donaldson, M., 4, 48-57 double entry journal, 148 drama, 51, 174-5 drawing techniques, 174 dreams and dreamwork, 51

ecstasy, 53 education, vii, 2-3, 7, 40 e-learning, 77 emotional insight, 44–57 emotional intelligence, 45-57 emotional processes, 4, 17, 19, 23, 26, 28, 30, 44–57, 72–3, 75, 82, 88, 93, 99–100, 125, 146, 163, 165, Resources 5, 6, 9, 10 employability skills, 164-5 encounter groups, 51 Entwistle, N., 58-68 epistemology, 32-43, 167 essays, 137, 138, 149, 155, 156 everyday learning (see learning, incidental) examinations, 91 exemplary teachers, 81

experience – external and internal, 23–31, 41–3, 47, 48, 48–57, 72–8, 90–4, glossary 232 experience, learning from, 1–3, 22–31, 47, 103–30 experiential learning: 'essential criteria', 112; definitions, 108–9; literature, 103–20; typologies, 110–11 experiential learning cycle, 3, 13, 114–19, 126–8 expressive language, 86, 138, 163 external experience (see experience, external and internal)

'first person' (see T)
'flow' states, 49–54
facilitation deeper reflection, 142–8
facilitation of learning, 11–31
feedback, 125–6, 140, 142, 150
feeling in learning (see emotion)
fiction, 138, 146, 167, 174–9
figure/ground in learning (see learning
– figure/ground)
Footprints exercise, 172–7, 181
formal education (see education)
Foundation degrees, 164
frame of reference, 25–68, 72–5, 92–4,
171, glossary 232
framing of learning, 25–68, 72–3, 86

generic learning (see learning) Geology, 22–31 Glossary, 231 graphic depiction, 174 groupwork, 147, 158

handouts, 137
Hatton, N. and Smith, D., 96–100, 134, 144
helping students with reflection, 133–49
human inquiry groups, 160
hypnosis (see hypnotherapy)
hypnotherapy, 51

T (first person), 89–138 ill-structured knowledge, 35, 86, glossary 232 ILTHE, 4
imagination, 117, 119, 157, 159, 173
informal learning (see learning,
incidental)
inhibition of learning (see learning –
inhibition)
instruction (see facilitation of learning)
intellectual space, 86
intelligences (Gardner's work), 46
intention to understand, 58–68
interdisciplinarity, 134, 145
internal experience
introduction of reflective activities,
133–42

journals, vii, 2–4, 51, 124, 134, 140, 148, 149, 155, 159–60, 166, 179–81, 229 judgement exercise, Resource 12

King, P. and Kitchener, K., 5, 32–43, 56–7, 99, 171 knowledge, 34–43, 48–54, 71 Kolb, D., 3, 13, 72, 104–20, 121

language, 11-12 learning: appresentation, 23, 72-3, glossary 231; architecture of variation, 29, 124; 'building bricks' view of, 11, 16-17; accelerated, 49-54; and teaching, 12-13, glossary 232; challenge, 14, 87, 129-30, glossary 232; facilitation of, 13-14; figure/ground, 11, 24-31, 72-3, glossary 231; from work experience, viii, 3; incidental, 15, 54, 120, 128, 154, 168, 223, Resource 11; inhibition of, 49–54; journals (see journals); logs (see journals); material of, 13, 18, 19, 23-31, 90-2; mediation of, 6, 71-78, 123, 154, glossary 232; network view of, 11, 24-31; nonreflective, 92; outcomes, 166, 112, 151, 164, 168; ownership, 86, 138; pace of, 88; relevance, 26-31, 90-2, glossary 232; situated, 20-1, 118; shifts, 172; styles, 114; to learn, 30-46; transfer, 118; upgrading of,

85–7; variation, 26–31, 72–3, glossary 232; vocabulary for, 11–15 lecture, lecture notes, 161 level descriptors, 32, 39, glossary 232 levels of reflective writing (see reflection, depth) limiting factors, 60

management of variation (see 'architecture of variation') map of reflective writing, 185-6 Marton, F. and Booth, S., 4, 11, 20, 23, 59–68, 75, 101 Master's level, 40, 94, 110, 164 material of learning (see learning material of) material of learning (see teaching, material of) material of teaching (see learning, material of) material of teaching (see teaching material of) meaning, 11-31 meaningfulness (see meaning) mediation of learning (see learning mediation) mediation of learning (see learning, mediation) memory, 112, 175 menstrual cycle, 93 metacognition, 89, 100, 145 metaphor, 174–9

module design, 151 mood (see emotional state) music, 28, 49

narrative, 174–179 NVQ's, 75 non-reflective learning (see learning – non-reflective) notice board, 162 nursing, 80–2, 109, 122

ownership of learning (see learning – ownership)

patchwork text (see story – patchwork)
PBL (see problem-based learning)

PDP (see personal development planning) pedagogy, 29, 81 peer assessment (see self and peer assessment) peer and self assessment, 157, 161 peer support – using, 147 pensieve, 181 Perry, W., 5, 33-43, 63-5 personal development planning, 137, 161, 168, 193, Resource 8 personal learning journal (see journals) person-centred learning, 49-50 phenomenography, 60-8 physical skills (see skills) poetry, 173, Resource 14 portfolios, 160, 166 Potter, Harry, 181 presenting reflection, 135-42 prior knowledge and experience, 23-68 problem solving, 35-6, 47, 84, 162 problem-based learning, 161 professional development, vii, 81, 84, 98, 105, 134 Progoff, I, 171, 172-9, 180, 225-7

questions, 162–70 questionnaires learning from, 168–9

reflective learning: academic definition, 82-3; common-sense definition, 82; definitions, 82-3; depth, 41, 73, 79, 94-102, 143-9, 156, 169; general references, 67-8, 73-6; guidance for, Resource 2; mediation and, 74-6; nature of, 80-94; samples of, Resources 4, 5, 6, 10 reflection-in-action/on action, 115 reflection – second order, 148 reflection - terminology for, 79-85 reflective activities, 88 and all Resources reflective judgement, 32-43, 171 reflective practice, 80-81 reflective writing, 41, 80, 85, 91, 95-100, 133-48, Resources 1-14 reflexivity, 96-8, 176 relevance (see learning, relevance)

report writing, 137, 138, 155, 156

representation of learning, 14, 85, 87, 91, 126, glossary 232 resources for reflective activities, 184–230 Rogers, C., 49–51, 86

scales – learning from, 168–9 Schön D., 80 SEEC, 39, 151, glossary 232 Self assessment (see peer and self assessment) self-management (and see emotional intelligence), 163 shaping of subjectivity, 166, short courses (see workshops) Simulation, 102 situated learning (see learning, situated) skill of manipulation of knowledge (see cognitive skills) skills, 2, 15, 168, 195, 227 solitude, 51 SOLO taxonomy, 60-1, 85 spirituality, 53 stages of conception of knowledge (see levels of conceptions of knowledge) standing back in reflection, 91-7, 144 story: collaborative work on, 176-8; story, storytelling, 4, 24, 106, 174-9; patchwork, 176, 179; person, time and place, 177; creating senarios, 178; torytelling (see story) strategic approach (see approaches to learning) structure of learning outcomes (see SOLO taxonomy) study skills, 86, 140

teaching: general references, 81; challenge, 14, glossary 232; material of, 13, 18, 19, glossary 232; and mediation of learning, 74–8 terminology 11–21 and see glossary terminology for reflection (see reflection – terminology) theatre 173–4 therapy, 175

surface approach (see approaches to

learning)

'timespells', 180 transfer (see learning, transfer)

upgrading of learning (see learning, upgrading)
unlearning, 113
variation (see learning, variation)
video – learning from, 27–8
'voice', 36–7, 163

wait time, 162

WBL (see work-based learning) work-based learning, 163 work experience, viii, 3, 81, 105, 124, 129–30, 150, 153–7, 163 workplace, 3, 4, 19, 118 work placements, 54–5, 118, 163 work related learning, 5, 163, 166 writing, 60–1, 174–9 (and see reflective writing)

zen, 63