

CRITICAL REFLECTION

What are reflection and critical reflection in action research? What are the key models and approaches for critical reflection? How do researchers engage in critical reflection? What tools assist with reflection? These questions are the focus of this entry.

Background and Definition of Reflection and Critical Reflection

A multitude of definitions of action research include reflection as a key element of the approach. For example, as early as 1988, Stephen Kemmis and Robin McTaggart explained that action research was a form of collective self-reflective inquiry. Later, in 2001, Bob Dick considered that alternating action and critical reflection was part of action research. It is often said that in action research, reflection integrates the action and the research. Alongside the articulated centrality of reflection, however, there is an assumption that everyone knows what it is—this is not always the case. To understand what it is requires a short walk through the history of our understanding of reflection.

Although Donald Schön's work in the 1980s is most frequently referred to in defining reflection associated with the notion of enhancing professional practice through a process of structured thinking, this material in fact drew influence from the early Greek 'Socratic questioning' and John Dewey's work on reflection in the 1930s. In the 1990s, David Boud and his team indicated that reflection involved recapturing experience, thinking about this experience, mulling over it and evaluating it.

Critical Reflection Critical Reflection

**Gary Rolfe, Dawn Freshwater, Melanie
Jasper**



Critical Reflection Critical Reflection:

Practising Critical Reflection: a Resource Handbook Jan Fook, Fiona Gardner, 2007-09-16 How can professionals learn more easily from their own experience How can critical reflection be performed in a structured way How can professionals maintain a critically reflective stance when contexts may be restrictive Critical reflection in professional practice is popular across many different professions as a way of ensuring ongoing scrutiny and improved practice skills This accessible handbook focuses on a description and analysis of the theoretical input as well as the approach involved in critical reflection It also demonstrates some skills strategies and tools which might be used to practise it The cross disciplinary approach taken by the authors will appeal to a wide range of students and professionals and combines neatly with useful discussion of the complex educational and professional issues which arise from the practice of critical reflection An innovative website containing a variety of useful resources accompanies the book www.openup.co.uk/fookgardner Resources include Extracts from workshops interviews and lectures Additional articles and readings Sample material for workshop preparation Throughout the book the authors provide pertinent examples from their own practice referring to relevant literature providing annotated bibliographies and noting where additional resource materials are available to provide further illustration Practising Critical Reflection is key reading for a variety of students across social work health sciences and nursing as well as health care and social welfare professionals

Researching Critical Reflection Jan Fook, Val Collington, Fiona Ross, Gillian Ruch, Linden West, 2015-10-05 Critical reflection helps professionals to learn directly from their practice experience so that they can improve their own work in an ongoing and flexible way something essential in today's complex and changing organisations It allows change to be managed in a way which enables individuals to preserve a sense of what is fundamentally important to them as professionals It is particularly important as it can also help make sense of some fundamental issues and so also has implications for how we live our lives However more systematic research on critical reflection is needed to help us understand what works best for professionals in different settings This timely work explores how critical reflection is researched evaluated and used as a research method itself with the aim of improving how it is taught and practised in a rigorous and transferable way Developing a more comprehensive and multi disciplinary view of the current state of critical reflection and the research directions which need to be taken the book is divided into four parts It Provides an overview of different perspectives on critical reflection and stimulates dialogue between them Establishes some common platforms from which to develop further research directions Identifies the major issues in evaluating critical reflection teaching and main methods for doing so Contributes to social science methodological innovations by exploring how methods based on critical reflection can be used for researching professional practice Contains contributions from academics who are internationally known and highly experienced in different aspects of critical reflection Researching Critical Reflection is an important reference for all students practitioners and researchers including in the areas of education

management health and social work who engage with critical reflection to develop their practice

Critical Reflection in Context Jan Fook, Fiona Gardner, 2012 Critical reflection enables practitioners especially those within health and social care to theorise from their own practice improving and developing their work and practising both creatively and professionally This book provides an accessible overview of the influential Fook Gardner Critical Reflection framework for students researchers and professionals It then presents a wide range of illustrative case studies from a variety of different health and social care settings demonstrating how it can be used in effective and innovative practice around the world By highlighting how professionals are actually using the Fook Gardner model of critical reflection it shares practical and resourceful ideas and provides specific theoretical and practical guidelines for use It also further conceptualises and develops the theory of critical reflection by articulating underlying theory used in practice The book also draws out particular issues for how critical reflection might be better practised within organisations and develops a framework for a better understanding of this The book is divided into four parts discussing critical reflection in Professional Practice Supervision and Management Research Education Including an up to date overview of the framework written by Jan Fook this helpful text makes a significant contribution in terms of the practical theorizing of critical reflection It will be of use to health and social care professionals keen to practice creatively and effectively especially those undertaking short courses or further development in supervision critical reflection advanced practice and leadership and management

Demystifying Critical Reflection Namala Tilakaratna, Eszter Szenes, 2023-10 Critical thinking is widely held to be a key attribute required for successfully living learning and earning in modern societies Universities now list critical thinking as a key graduate quality and use critical reflection as a way of teaching students how to become reflective and ethical professionals Yet what critical reflection actually involves remains vague in research teaching practice and assessment This volume of cutting edge research reveals the knowledge practices and language of critical reflection in a range of different kinds of subjects making clear how it can be taught and learned Studies draw on Legitimation Code Theory LCT a fast growing framework for revealing the knowledge practices that enable educational success The individual chapters focus on a diverse range of contexts across the disciplinary map including education science arts sociology and nursing This volume also relates research and practice by presenting in depth analyses of critical reflection and providing practical insights into how LCT can be used to design pedagogic interventions The book offers a rich resource for both scholars and teachers who want to demystify critical reflection and prepare university students for the modern workplace

The Reflective Practice Guide Barbara Bassot, 2015-10-23 The Reflective Practice Guide supports all students for whom the process of reflecting on developing knowledge and skills is crucial to successful professional practice It offers an accessible introduction to a wide range of theories and models that can help you engage more effectively in critical reflection Illustrated throughout with examples and case studies drawn from a range of interdisciplinary professional contexts The Reflective Practice Guide offers models of practice that can be applied in

a variety of settings Reflective questions in each chapter help you apply ideas to your own professional context Drawing on literature from a range of disciplines key aspects of reflection explored include Becoming more self aware The role of writing in reflection Learning from experience Learning from positives and negatives Emotions and processing feelings Bringing assumptions to the surface Learning from feedback Reflecting in groups Managing change The Reflective Practice Guide is an essential source of support guidance and inspiration for all students on education nursing social work and counselling courses who want to think about practice at a deeper level question approaches challenge assumptions and gain greater self awareness

Critical Reflection Inventory Frank Sofo,1996 **Becoming a Critically Reflective Teacher** Stephen D. Brookfield,2017-01-18 A practical guide to the essential practice that builds better teachers Becoming a Critically Reflective Teacher is the landmark guide to critical reflection providing expert insight and practical tools to facilitate a journey of constructive self critique Stephen Brookfield shows how you can uncover and assess your assumptions about practice by viewing them through the lens of your students eyes your colleagues perceptions relevant theory and research and your own personal experience Practicing critical reflection will help you Align your teaching with desired student outcomes See your practice from new perspectives Engage learners via multiple teaching formats Understand and manage classroom power dynamics Model critical thinking for your students Manage the complex rhythms of diverse classrooms This fully revised second edition features a wealth of new material including new chapters on critical reflection in the context of social media teaching race and racism leadership in a critically reflective key and team teaching as critical reflection In addition all chapters have been thoroughly updated and expanded to align with today s classrooms whether online or face to face in large lecture formats or small groups In his own personal voice Stephen Brookfield draws from over 45 years of experience to illustrate the clear benefits of critical reflection Assumptions guide practice and only when we base our actions on accurate assumptions will we achieve the results we want Educators with the courage to challenge their own assumptions in an effort to improve learning are the invaluable role models our students need Becoming a Critically Reflective Teacher provides the foundational information and practical tools that help teachers reach their true potential

Critical Reflection on Research in Teaching and Learning ,2020-08-17 In Critical Reflection on Research in Teaching and Learning the editors bring together a collection of works that explore a wide range of concerns related to questions of researching teaching and learning in higher education and shine a light on the diversity of qualitative methods in practice This book uniquely focuses on reflections of practice where researchers expose aspects of their work that might otherwise fit neatly into traditional methodologies chapters or essays but are nonetheless instructive issues events and thoughts that deserve to be highlighted rather than buried in a footnote This collection serves to make accessible the importance of teaching and learning issues related to learners teachers and a variety of contexts in which education work happens Contributors are David Andrews Candace D Bloomquist Agnes Bosanquet Beverley Hamilton Henriette Tolstrup Holmegaard Klodiana Kolomitro Minna K rkk

Outi Kyr mm l Suvi Lakkala Rod Lane Corinne Laverty Elizabeth Lee Narelle Patton Jessica Raffoul Nicola Simmons Jee Su Suh Kim West and Cherie Woolmer Contextualised Critical Reflections on Academic Development Practices Teboho Pitso, 2021-04-20 This book offers insightful reflections on academic development practices The contributors engage the reader painstakingly in the dynamics of professional learning and effective teaching This volume facilitates the examination of the need for reflection that leads to professional maturity All educational institutions seek teachers who continuously search for effective strategies in improving student success The contributors uncover a variety of approaches as they evince proven suggestions The chapters are refreshing and edifying This book is essential for all teachers lecturers and trainers who want to improve their teaching practice immensely Professor Vuyisile T Msila Researcher at the Thabo Mbeki African School of Public and International Affairs University of South Africa *Researching Critical Reflection* Jan Fook, Val Collington, Fiona Ross, Gillian Ruch, Linden West, 2015-10-05 Critical reflection helps professionals to learn directly from their practice experience so that they can improve their own work in an ongoing and flexible way something essential in today's complex and changing organisations It allows change to be managed in a way which enables individuals to preserve a sense of what is fundamentally important to them as professionals It is particularly important as it can also help make sense of some fundamental issues and so also has implications for how we live our lives However more systematic research on critical reflection is needed to help us understand what works best for professionals in different settings This timely work explores how critical reflection is researched evaluated and used as a research method itself with the aim of improving how it is taught and practised in a rigorous and transferable way Developing a more comprehensive and multi disciplinary view of the current state of critical reflection and the research directions which need to be taken the book is divided into four parts It Provides an overview of different perspectives on critical reflection and stimulates dialogue between them Establishes some common platforms from which to develop further research directions Identifies the major issues in evaluating critical reflection teaching and main methods for doing so Contributes to social science methodological innovations by exploring how methods based on critical reflection can be used for researching professional practice Contains contributions from academics who are internationally known and highly experienced in different aspects of critical reflection *Researching Critical Reflection* is an important reference for all students practitioners and researchers including in the areas of education management health and social work who engage with critical reflection to develop their practice Critical Reflection In Health And Social Care White, Sue, Fook, Jan, Gardner, Fiona, 2006-07-01 the book makes an excellent contribution to the library of those keen to delve further into the realm of critical reflection understand various interpretations of interdisciplinary practices and use these to aid their own and others professional practice exploration and development Learning in Health and Social Care How can professionals reflect critically on the aspects of their work they take for granted How can professionals practise with creativity intelligence and compassion What current methods and frameworks are available to assist

professionals to reflect critically on their practice The use of critical reflection in professional practice is becoming increasingly popular across the health professions as a way of ensuring ongoing scrutiny and improved concrete practice skills transferable across a variety of settings in the health social care and social work fields This book showcases current work within the field of critical reflection throughout the world and across disciplines in health and social care as well as analyzing the literature in the field Critical Reflection in Health and Social Care reflects the transformative potential of critical reflection and provides practitioners students educators and researchers with the key concepts and methods necessary to improve practice through effective critical reflection Contributors Gurid Aga Askeland Andy Bilson Fran Crawford Jan Fook Lynn Froggett Sue Frost Fiona Gardner Jennifer Lehmann Marceline Naudi Bairbre Redmond Gerhard Reimann Colin Stuart Pauline Sung Chan Carolyn Taylor Susan White Elizabeth Whitmore Angelina Yuen Tsang

Introduction to Critical Reflection and Action for Teacher Researchers Bernie Sullivan, Máirín Glenn, Mary Roche, Caitriona McDonagh, 2016-04-28 Introduction to Critical Reflection and Action for Teacher Researchers provides crucial direction for educators looking to improve their teaching and maximise learning While many students can grasp the basic elements of researching their practice and can write about practitioner research some need guidance and assistance to reflect meaningfully on their teaching practice so as to articulate their educational values This book provides this guidance By exploring how to engage in an authentic practical and personalised framework the book encourages critical reflection and action on educational practice Moving through the process of reflecting on practice engaging in critical thinking and planning and taking action it helps the reader to subsequently generate educational theory from their own personal learning Examples from the authors experiences illustrate the issues raised in each section with Pause and Reflect activities guidelines for conducting a research project and annotated further reading available for every chapter Introduction to Critical Reflection and Action for Teacher Researchers is based on the idea that reflection is in itself a deliberate action and something we must live it is key to understanding our practice and is a core component of action research This book is a valuable guide for teachers trainee teachers and researchers interested in reflecting on and enhancing their teaching practice *Critical Reflection in Practice* Gary Rolfe, Dawn Freshwater, Melanie Jasper, 2025-10-02 This book is an essential guide to critical reflection and reflective practice for all students academics and practitioners within the health and social care professions Critical Reflection Inventory (CRI) Frank Sofo, L. Kendall, 1996 **Learning Critical Reflection** Laura Béres, Jan Fook, 2019 Learning Critical Reflection documents the actual learning experiences of social work students and practitioners It explores how a more in depth understanding of the process of learning combined with an analysis of how to critically reflect will help improve the learning process The contributors are all professionals who have learnt in a formalised way how to critically reflect on their practice They speak in depth and with feeling about their experiences how downsides and upsides worked together to transform the way they understood themselves their professional identity and their practice

Existing literature about critical reflection is reviewed identifying the details of learning and pulling no punches in recognising the difficulty and complexity of becoming transformed through this learning process The editors of this book also contribute their own reflections on learning how to teach critical reflection and include the findings of a research study conducted on students learning Edited by two experienced educators this book showcases the process of learning from the perspective of the learners in order that educators and students managers supervisors and frontline practitioners alike may make the most of opportunities to critically reflect in both educational and workplace settings It should be considered essential reading for social work students practitioners and educators

Critical Reflection Malcolm Murray,Nebojsa Kujundzic,2005-04-26 In an era of information overload our need to learn how to critically evaluate the growing flood of information has never been greater Critical Reflection showcases the role of reason in a world saturated by media enhanced persuasion and complex scientific and technological jargon Drawing from the classic philosophical texts this engaging textbook on the art of analyzing arguments is also relevant to today s undergraduates in its use of real life examples and exercises drawn mainly from media and politics Malcolm Murray and Nebojsa Kujundzic cover the standard subjects in a one semester course on critical thinking offering ways to analyze arguments in the following areas language use acceptability conditions for truth categorical and propositional logic induction causal claims probability reasoning analogical reasoning an in depth analysis of informal fallacies Critical Reflection further distinguishes itself with in depth answers to chapter exercises that are incorporated directly into the authors detailed discussions This is an ideal textbook to help professors foster autonomous thinking among their students

Critical Reflection in Health and Social Care Sue White,Jan Fook,Fiona Gardner,2006-07-01

Developing and Supporting Critically Reflective Teachers Frank Hernandez,Rachel Endo,2017-04-17 This collection centres the diverse narrative experiences of six early career US teachers who identify as critically reflective practitioners The contributors cogently demonstrate how teachers with critically reflective mindsets take active steps to ensure that they are cognizant of how their intersecting social identities impact how they arrive at making different types of decisions big and small interact with students from varied backgrounds and negotiate competing demands and expectations in and out of their classrooms The contributors have carefully thought about how learning and teaching are complex processes that involve significant ethical moral and social responsibilities While they do not offer easy answers to the complex challenges that teachers negotiate on a daily basis their willingness to share their concerns experiences and lesson learned offer timely perspectives about the possibilities and promise of using critical reflection as a means to challenge and close persistent academic equity and opportunity gaps that disproportionately and persistently impact students from underserved populations The editors offer strategies for developing and supporting critically reflective teachers with a focus on transforming PK 12 and teacher education through an equity centric lens They contend that aspiring and earlier career teachers greatly benefit from employing critical reflection in their daily lives to not only survive but to also

thrive in an increasingly complex sociopolitical climate Additional resources and guiding questions are included with specific foci on teacher educators and other major decision makers in PK 12 education who are directly involved with the education professional development and socialization of early career teachers

Critical Reflection, Spirituality and Professional Practice Cheryl Hunt, 2021-06-24 This book explores the concept and facilitation of critical reflection and its implications for professional practice It draws on the author's own extensive experience to demonstrate how reflective processes involving metaphor and imagery as well as critique can be used not only to understand and articulate key values underpinning professional practice and to generate new theoretical models but to explore one's own worldview including the ultimate question Who am I The author incorporates practical examples of reflection through writing and other reflective techniques which illustrate how ideas about critical reflection transformative learning authenticity and spirituality are intricately entwined within theories and practices of adult learning and professional development The book highlights the importance of understanding the relationship between personal worldviews values and professional practice It draws on the concepts of vocation and professional psychological wellbeing to consider what it means to act authentically as a professional within an audit culture The book will be invaluable for practitioners academics and students interested in critical reflection educational inquiry autoethnography and the use of the self in and as research the nature and use of metaphor and the development of worldviews

Being Critically Reflective Fiona Gardner, 2014-07-04 Many students and practitioners are familiar with critical reflection but struggle to make space for it in their everyday practice This book provides an accessible and practical introduction not only to doing critical reflection but to being critically reflective It demonstrates how reflective capacity can be developed in different practice contexts and applied productively to supervision teamwork and interprofessional working It outlines the different theoretical underpinnings and methods of critical reflection exploring the use of visual images writing techniques and group meetings It is rich with engaging case studies and questions for the reader that will help them to make critical reflection an integral part of their everyday practice This book is an ideal guide to dealing with challenge and change across a range of social and healthcare services including social work nursing youth and community work counselling and allied healthcare professions

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