

Reflection on learning with learning contract

[Education](#), [Learning](#)



In this assignment, I need to reflect on the situation that took place during my working group. In this reflection, I am going to use Gibbs (1988) Reflective Cycle. This model is a recognised framework for my reflection. Gibbs (1988) modal of reflection consists of six stages to complete one cycle which is description, feelings, evaluation, analysis, conclusion and an action plan. Description I was put in groups for a week to work through a set of tasks. There was a mixture of males and females with a wide range of ages. There were some people that played a part in the group activities and there were some that did not, this was what contributed to the breakdown in communication in my group. The first day we got into groups, we had to do a learning styles questionnaire. In this questionnaire there were four types of learning styles, which were activists, reflectors, theorists and pragmatists (Honey, 1973). In my group of seven we were made up of reflectors, theorists and pragmatists.

On the second day we did a group activity about the skills knowledge and attitudes that a healthcare professional should have. During this task we were divided into a group even more because we all had different views on what we thought was the ideal health care professional. Day three we did a Kohlberg's moral dilemma (1981) where we had to choose whether Heinz should steal the drug or not. My group was divided on whether he should steal the drug or not. On day four we did a self and peer-evaluation questionnaire. Feelings

I felt very frightened in the group setting because I perceived that I was the youngest in the group and I did not know anyone, which I was very shocked by because I am normally a very confident person. I also felt very out of

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place I really did not like being in a group that did not click with each other. I then started to get concerned that we would not get any of our group tasks finished. My second concern was that in a difficult situation that we might all argue because we all had such different views. But I was also excited to see what might have come out of the group tasks.

I also think there should have been an icebreaker task; this would have eased us in. Evaluation The good experiences of the group tasks were that I learnt about myself and how other people work in small groups. It was also good to listen to other people's opinions. It was also good to work with people I would not necessarily work with outside of these groups that were chosen for me. The bad points were that we had a group that did not gel; there was a lack of communication throughout the whole week. I also think there should have been an icebreaker task. Analysis

There were no activists in my group and I think this is why there was a breakdown in my group because activists like to be involved in new experiences. They are open minded and enthusiastic about new ideas but get bored with implementation. They enjoy doing things and tend to act first. Where reflectors, theorists and pragmatist are more reserved and like to think first and take a back seat (Honey, 1973). Some points of the task went well which were that as a group we found out what learning styles are and what the positives and negatives of each learning style and how we can use it to better are learning enhancement.

The other members of the group also contributed on what they thought each learning style meant and if they thought it was a true representation of them. But some just did not contribute I am not sure if this was because they

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were shy or did not want to say the wrong thing or intimidated by the large group. Conclusion I have learnt a lot from working in my group, I learnt to put myself in the others shoes and understand why people acted in a certain way. I came away being very emphatic and willingness to understand that not everyone is not the same.

But now it has become a normal way of thinking and responding to a particular situation. So I have turned my reflection into learning. I have read that the more we read and think about a situation the more we can identify the importance of reflection (Boud et al, 1994). I have also learnt that “ the basic unit of communication is made up of a sender, a receiver and a message set within a particular context” (Ellis et al, 1994, p. 4). Action plan If the situation came up again there would be a lot I would change one of which would be more considerate to the group member’s feelings. Secondly I will continue to reflect and study the causes of why things go wrong. Reflection is based on allowing us to ground our thoughts and keep us focused. This helps to prevent reflection going off the subject. (Dallas et al, 2005). I would also like feedback because feedback is vital for development and change. Feedback is important to the on-going development of us as humans. ‘ Feedback is central to developing learners' competence and confidence’ (londondeanery, 2010)