

Free reflective learning research paper sample

[Technology](#), [Development](#)



Preface3

Theoretical Framework for Reflective Learning3

Advantages Associated with Reflective Learning4

Brain and the Reflective Learning System5

Natural learning system of Brain6

Emotions & Learning6

Emotional Intelligence7

Learning in Adults and Technical training7

Conclusion8

References9

Preface

The reflective learning enhances the inner structure to promote the learning. It involves the various processes involving the brain and emotions. The brain is able to think consciously. It is also analyzing the working of the individual, e. g. what is he doing or is intending to do. For instance, in the higher studies the reflective learning is considered to be very important. It is trying to develop the sense of continuously improving the commitment level for a long term practice. There are a number of theories about the reflective learning process. These theories are able to explain that what is the reflective learning and what is its importance for various individuals (Ingram).

Theoretical Framework for Reflective Learning

The reflective learning is a way to develop the critical thinking process. It is able to enhance the self-awareness and analytical skills within the individual.

The reflective learning process is of great importance for both the students

and the staff. It can help the individual in understanding the processes of the work or what is going around. It can guide the individual that how can they develop the better understanding of the work and how can they modify their behavior. The reflective learning can make the individuals understand that how the theories are applicable in practice. It can verify the consistency of the theory and the practice.

As discussed in the teaching or learning guide of the Angela Tomkins in her introduction of “ Developing Skills in Critical Reflection through Mentoring Stories”. The reflective learning can be assessed by the reflective portfolio of an individual. It can be a personal diary, journal, log, etc. All these materials are the source, where all the reflective thoughts are being collected or captured. It is designed to help the students in understanding the critical reflection process. It also helps in establishing the mentoring skills among the individuals (Tomkins).

An overview of reflective learning is well given by the Teresa Leopold in her guide of “ Critical Thinking”. According to it, the reflective learning process is necessary for both the students and the staff. It can help the individual in understanding the processes of the work or what is going around. It can guide the individual that how can they develop the better understanding of the work and how can they modify their behavior (Leopold).

Similar to it, the Schon (1983) and Kolb (1984) are the leading theorists of the reflective learning. According to the Schon, the reflective learning is defined as the practice that enhances two distinct capabilities. The one of them is the reflection inactions and the other one is the reflection on action. The first is determined while doing something and the second one is

determined after the action has been done (Schon). Apart from this, a cyclic model is produced in the reflective practice. In this the individuals learnt from their experiences (Kolb).

Advantages Associated with Reflective Learning

The reflective learning is very important in building the habit of the critical thinking. The brain and emotional control could be learnt in this process. The learner is able to activate the prior knowledge. He can also be able to construct the knowledge in any situation or vice versa. The other benefits associated with it are as follows:

- The individual is able to learn from his experience.
- The development of the meta-cognitive skills takes place.
- The enhancement of the professional practice takes place within the individual.
- The exercise of the responsibilities occurs for learning or actions
- The increased capacity to restructure the knowledge.
- There is a continuous positive improvement in the behavior of the individual.

Brain and the Reflective Learning System

The reflective learning system is of key value for the students or adult. The development of the reflective learning system is the primary responsibility of the teachers. It is impossible to develop the system without a proper guidance and nurturing. This proper guidance can be sought from the mentors very easily. The reflective learning system cannot be able to stop or control the primitive urges of the individual. The primitive behavior can also not be controlled by it. It can only enhance the power of the brain to control

the typical emotions and to think very critically about the subject matter. For this purpose the specific instructions are needed on the daily basis. There are some important points that needed to be taken care of in order to develop the habit within the individuals (Curtin). These are as follows:

- What should be the routine of an individual in order to contemplate the impact of learning about the behavior of the person on the daily basis?
- How much the daily events are affecting the considerations of the individual along with the basic five senses of the individuals?
- At what level do the interactions of the person foster the process with the help of development of the internal code of conduct, personal drive and the zeal?
- How an individual can be able to control the emotions and the feelings and to think critically about an incident?
- How an individual can be able to continue to the positive beliefs and what type of monitoring is required of him?

Natural learning system of Brain

There is a specific learning system of the brain that is natural. In the reflective learning process the brain artificially molded to think critically in order to get the certain results. The natural learning system, as discussed, by the Barbara includes the various hooks and pegs. There is a five-system framework that includes various teaching techniques, teaching strategies and a number of practices. The brain has the inborn capacity to learn cognitively from the environment. The development of the brain and the learning process has continued since the birth of an individual in the natural context. However, in the reflective learning, the brain can only be improvised

when it gets mature enough to analyze a particular situation (Given).

Emotions & Learning

Like many other fields, the field of education has also abolished the process of thinking. The rational thinking is prevailing everywhere in everyday life. The role of emotions is ignored from the recent age. The emotions have a great impact on the reflective learning process. According to a recent research by the neurologists and educators, depicts that there is a direct relation between the emotion, reason, feelings, thoughts and learning (Weiss).

The role of emotions can be discussed in a number of ways in the reflective learning process. In the present day the area that has been under the focus of the researchers is the role of emotions in learning at the adult education level. According to the Taylor (1996) and Dirkx (2000) they dealt with the transformative learning process. They emphasize on the rational and the cognitive processes. They highlighted that how emotions are able to transform the information into perceived thoughts.

Emotional Intelligence

There is a concept known as the Emotional Intelligence. It is popularized by the Goleman (1995). According to this concept, the ability of analyzing the situation, understanding an event, etc. is directly related to the effective emotions of an individual. The various practical fields such as career development, trainings of field and technical career education are directly connected to the development of the emotional intelligence. Furthermore, the emotional intelligence is also considered as an important part of the leadership trainings, job skill trainings, leadership development, team

development skills and various organizational learning skills. So the emotional intelligence is considered to be the important link to connect the various skills and the emotional intelligence (Imel).

Learning in Adults and Technical training

The role of emotions is very critical in adult learning. It is the area that has gathered most of the attention. It has a sharp contrast with the rational and instrumental ways of learning. For instance, Leicester (2001) has identified the concept of the “intuitive understanding and emotional”. According to the Leicester, it is an alternative form of learning or thinking. It is typically in contrast with the traditional rational forms of other learning processes. For instance, the emotional intelligence is playing an important part in the technical training platforms such as, leadership trainings, job skill trainings, leadership development, team development skills and various organizational learning skills. So the emotional intelligence is considered to be the important link to connect the various skills

Conclusion

It can be concluded that the reflective learning helps in increasing the internal capacity to promote the learning in the critical way. It is not working all alone, rather, involves the various processes involving the brain and emotions simultaneously. The brain is the source that makes it possible to think consciously. It is analyzing the working of the individual characters, critically, e. g. what is he doing or is intending to do etc. For instance, in the higher studies the reflective learning is considered to be very important. It is trying to develop the sense of continuously improving the commitment level for a long term practice. There are a number of theories about the reflective

learning process. These theories are able to explain that what is the reflective learning and what is its importance for various individuals. The reflective learning is very helpful in building the habit of the critical thinking. The brain and emotional control could be learned through the process. The learner is able to activate the prior knowledge. He can also be able to construct the knowledge in any situation.

References

- Ingram, H. (2014). Reflective Learning. Retrieved on 06 July 2014 from: <http://www.heacademy.ac.uk/hlst/resources/a-zdirectory/reflectivelearning>
- Curtin (2014). Reflective Learning. Retrieved on 06 July 2014 from: http://otl.curtin.edu.au/teaching_learning_practice/student_centred/reflective.cfm
- Imel, S. (2003). Effect of Emotions on Learning in Adult, Career, and Career-Technical Education. Trends and Issues Alert 43.
- Given, B. (2014). An ASCD Study Guide for Teaching to the Brain's Natural Learning Systems. Retrieved on 06 July 2014 from: <http://www.ascd.org/publications/books/101075/chapters/An-ASCD-Study-Guide-for-Teaching-to-the-Brain's-Natural-Learning-Systems.aspx>