REFLECTIVE LEARNING FRAMEWORK

Kate Whalen, McMaster University



TEMPORAL PROGRESSION /3

- Recall relevant information from memory
- Organize information, including temporal progression of events 🔟 🗋



IMPORTANT ASPECTS OF THE EXPERIENCE /3

- *Differentiate* and distinguish important aspects of the experience $\sqrt{}$
- Summarize the main points and key themes $\overline{\mathbb{M}}$



CONNECTION TO ACADEMIC THEORY /3

- Compare concepts from theory and from experience \square
- Infer by abstracting concepts or principles evident in both theory and practice



RELATING TO OTHER CONTEXTS /6

- Provide one or more specific *examples* of the general concept or principle from another situation
- **Differentiate** and distinguish relevant aspects relating the ideas and/or events
- *Compare* ideas and/or events and detect similarities and/or differences 🗹 🗹

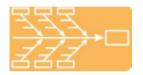
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PERSONAL THOUGHTS AND FEELINGS /6

- Attribute the points of view, biases, values, and/or intentions that underlie the personal thought or feeling
- Organize the information within the reflection
- **Summarize** the information, including how the particular events are relevant to one's own learning



CAUSE-AND-EFFECT RELATIONSHIP / 6

- **Differentiate** and distinguish important parts of the experience $\sqrt{}$
- *Explain* by constructing a cause-and-effect model, including major parts in the system
- *Critique* or judge the outcome of the relationship, based on personal criteria and standards 🗹 🗹



OTHER POSSIBLE RESPONSES /6

- ullet Generate an alternative response that meets personal criteria $\begin{tabular}{c} \end{tabular}$
- Critique or judge the possible outcome of the response 🗹 🗹



PLANNING AND FUTURE PRACTICES /6

- *Generate* ideas for solutions and/or for future practices
- Develop a *plan* for solving the problem and/or to continue the learning process
- Check for possible benefits and/or challenges including how challenges could be overcome