

## **Kin 4498b Sport Management Practicum**

### **Reflection and Reflective Writing in a Practicum Course**

#### **What is reflection and reflective writing?**

Reflection and reflective writing is a process of considering and recording a personal experience and what it means. But it is most importantly an analytical process. As such, the purpose is to think about what an experience means in some depth; going beyond a mere description of what happened to describing what it meant emotionally, cognitively, physically, and so on. How did it make one feel? What was learned? What new ways of moving or thinking were experienced? and so on. This allows one to reflect on what went well or not so well, and to think about how the experience or outcome may be improved next time, or what one may want or need to do to prepare and experience the situation differently.

#### **What purpose does it serve in an academic course?**

Reflection and reflective writing provides an opportunity for students to describe a situation they experienced and think about what it means to them, particularly with regard to gaining new knowledge or insight. It enhances hands-on experiences, such as gained through a practicum, through a deliberate reflection on what is learned from the experience.

Learning may be particularly enhanced when reflection about an experience is linked with existing knowledge, such as gained through academic coursework. As such, reflection in the context of an academic course should particularly link back to what the student has learned in his or her program of study. It may also include a reflection on what knowledge is needed to better understand and deal with the situation.

#### **Doing reflective writing:**

Beyond describing what happened, which may be the briefest part of the reflection, reflective writing can answer such questions as “What did I notice?”, “How has this changed me?”, “What might I have done differently?” or “What would I do differently next time?” These questions can be answered from the perspective of one’s existing knowledge (in the case of a university assignment, one should reflect on past and current course material, including theory, models and evidence). Thus, reflective writing can be extended to, “What did I notice and how does this compare to what I knew before?”, “How does it compare to what I expected, based on my existing knowledge?” and even “What did I not know before this experience, and what else do I need to learn?”

Pasted below is an example of reflective writing, taken from:

<http://www2.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Reflective-writing---a-basic-introduction.pdf>

The example includes a citation and reference to a specific article. This is not necessary in the Kin 4498b logs, but where appropriate it may be helpful to refer to specific courses where knowledge was gained.

“Specific tasks were shared out amongst members of my team. Initially, however, the tasks were not seen as equally difficult by all team members. Cooperation between group members was at risk because of this perception of unfairness. Social interdependence theory recognises a type of group interaction called ‘positive interdependence’, meaning cooperation (Johnson & Johnson, 1993, cited by Maughan & Webb, 2001), and many studies have demonstrated that “cooperative learning experiences encourage higher achievement” (Maughan & Webb, 2001). Ultimately, our group achieved a successful outcome, but to improve the process, we perhaps needed a chairperson to help encourage cooperation when tasks were being shared out. In future group work, on the course and at work, I would probably suggest this.”

Reference Maughan, C., & Webb, J. (2001). Small group learning and assessment. Retrieved August 01, 2007, from the Higher Education Academy website: [www.ukcle.ac.uk/resources/temp/assessment.html](http://www.ukcle.ac.uk/resources/temp/assessment.html)