
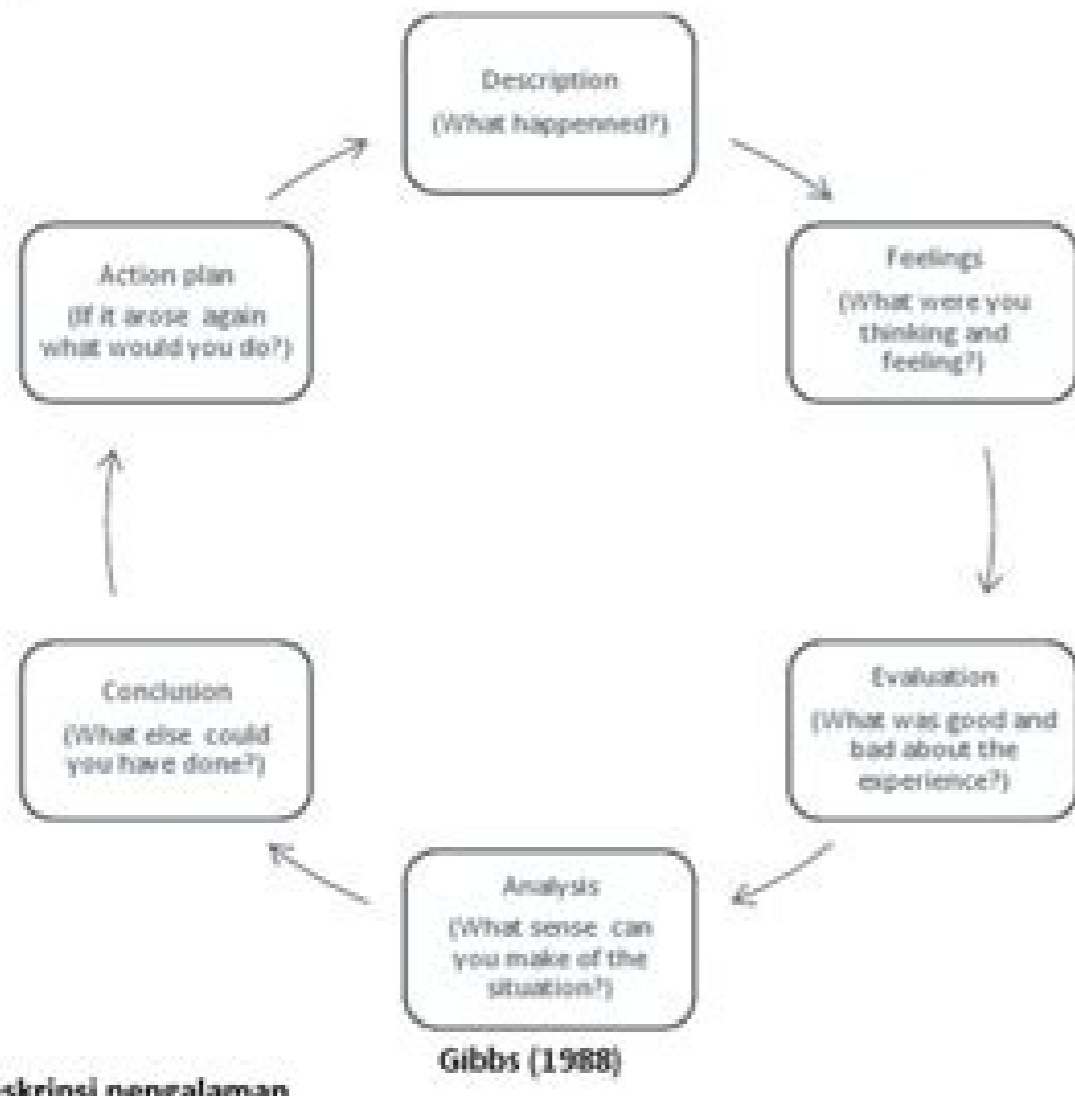


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SIKLUS REFLEKSI GIBBS STEP BY STEP

Suplemen Modul Reflective Writing
dr. Dian Puspita Sari



Gibbs (1988)

1. Deskripsi pengalaman

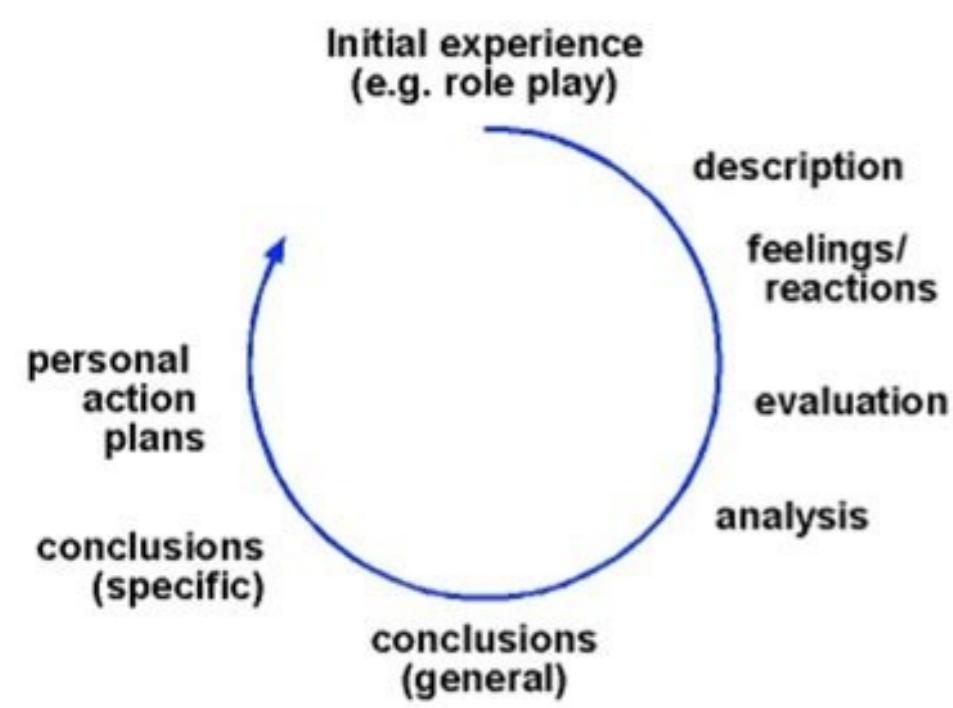
Jelaskan dengan detail pengalaman yang akan direfleksikan termasuk: dimana Anda saat kejadian, siapa lagi yang terlibat/ada di situ, mengapa Anda ada disitu, apa yang Anda lakukan, apa yang orang lain lakukan, dalam konteks apa pengalaman tersebut terjadi, apa yang terjadi, apa peranan Anda dalam pengalaman ini dan apa peranan orang lain yang ada di situ, apa hasil dari pengalaman itu?

2. Perasaan dan Pikiran

Identifikasi dan telaah reaksi, perasaan dan pikiran yang muncul dan Anda rasakan saat kejadian. Cobalah untuk jujur mengenai apa yang anda rasakan dan pikirkan meskipun hal ini mungkin tidak mudah.

Beberapa pertanyaan berikut dapat membantu Anda menjelaskan perasaan dan pikiran yang terlibat dalam pengalaman yang direfleksikan:

- Bagaimana perasaan saya saat kejadian tersebut dimulai?
- Apa yang terpikir oleh saya saat itu?
- Bagaimana kejadian itu mempengaruhi perasaan saya?Apabila ada perasaan tertentu yang muncul selama kejadian berlangsung, apa yang menyebabkannya? Mengapa demikian?



REFLECTIVE WRITING MODELS - GIBBS

GIBBS REFLECTIVE CYCLE

- 1. Description of the event/ situation/ experience**
What happened?
When in the session did it occur?
Who did it involve?
- 2. Your Thoughts and Feelings**
Consider before, during and after the event
- 3. Evaluation:**
was it a good or bad outcome?
Was it successful?
Was the overall experience good?
Did you achieve what you wanted to?
- 4. Analyse:**
why did it turn out the way it did?
What elements affected the outcome?
What were your aims & did you achieve them?
Why did you choose those aims?
- 5. Conclusion:** what could you have done differently?
Could you have chosen an alternative approach?
If it was a positive outcome would you do the same again?
If it was a negative outcome what could you do to make it positive next time?
- 6. Action Plan:**
based on this experience how will you approach it next time?
What steps can you take to improve in the future?
Is there something you need to learn to be more effective?
If so where or how will you learn this?

Gibbs, G. (1988) Learning by Doing: a guide to teaching and learning methods, Oxford, Further Education Unit.



Gibbs' Model of the Reflective Cycle

Below is a six stage approach to reflective writing using Gibbs' (1988) model:

Stage One: Description	
What happened?	<ul style="list-style-type: none"> Decide on something that happened during your placement, something that taught you about yourself as a nurse. It may have been new to your experience. Give an account of it, describing everything relevant that went on. Keep to the point, avoid all unnecessary detail. Your purpose at this stage is to give your reader a clear picture of what went on.
Stage Two: Feelings	
What did you feel about it?	<ul style="list-style-type: none"> You are bound to have feelings about what happened. You may have felt anxious, especially if what happened was new to you. The important thing is to show how you managed to do what was expected of you despite your anxiety. Try to describe/explain your feelings. What was affecting them? - the actions of others (experienced staff, the patient, family); knowledge that you held (something which patient had disclosed to you earlier, personal thoughts/opinion on the issue)? Were you thinking - 'That's a useful thing to do' or 'I would do that or why are they doing that...?' Did your thoughts and feelings change during the scenario? If so, why? Did your thoughts and feelings affect your actions at the time? Looking back, have your views changed?
What did you think about?	
Stage Three: Evaluation	
What was good or bad about the experience?	<ul style="list-style-type: none"> What do you think went well in the situation? Did you learn anything useful as a result of taking part in what went on? Did anything give you cause for concern - either in what others did or what you did? Was there something which you would not wish to experience again? Was there anything that the patient/the family said that made you think or taught you something?
Stage Four: Analysis	
What sense can you make of it all?	<ul style="list-style-type: none"> Using secondary sources (books, journals, websites etc), this is where you explore some of the key issues raised in the scenario. You can show how well you are keeping up with 'evidence based' practice. Show the knowledge you have about a particular patient/client problem/need. Show that you understand what causes the problem/need. Explain how nurses can help. Show that you understand the prescribed medication/other therapies. Show that you recognise that patients/clients are individuals and may not respond to care in the way the textbooks/journal articles lead you to expect.



Gibbs learning by doing amazon. Gibbs learning by doing online. Gibbs learning by doing model. Gibbs learning by doing reflective cycle. Gibbs learning by doing publisher. Gibbs learning by doing reference. Gibbs learning by doing harvard reference. Gibbs learning by doing ebook.

Many people find that they learn best from experience. Published by Oxford Polytechnic, 1988. There are four types of membership available. Song words are easily obtained by the child. Consider asking questions like these to help him describe the situation: When and where did this happen? What did you feel after the situation? This basic program visualizes each letter in both upper and lower cases. It can't be used by schools, businesses, or any other organization but it's available for use by the member's immediate family, including their grandparents. It also sounds out the letter phonetically and then gives an example of a word beginning with that letter. These small visual and audio surprises help the child to remain engaged with the program, which could otherwise become stale pretty quickly. Learning Through Song You can also find animated songs on the site. Step 4: Conclusions Once you've evaluated the situation, you can help your team member draw conclusions about what happened. From "Learning by Doing" by Graham Gibbs. What do you think about the situation now? The stage we haven't covered here is "Analysis" - we've included this as part of the Evaluation stage. MORE FROM LIFE123.COM What was negative? Use questions like these to guide the discussion: What did you feel before this situation took place? You can use it to help your people make sense of situations at work, so that they can understand what they did well and what they could do better in the future. What did you and other people do to contribute to the situation (either positively or negatively)? What did other people do? At this stage, avoid commenting on his emotions. Anyone who's ever heard a preschool kid singing a nursery rhyme and remembering all the words will understand how well this method embeds language into a child's mind. Who else was there? What didn't go so well? Using the Model You can use the model to explore a situation yourself, or you can use it with someone you're coaching - we look at coaching use in this article, but you can apply the same approach when you're on your own. Read our Privacy Policy CCO/ StartupStockPhotos/Pixabay Starfall's website has been making learning fun for children since 2002. However, if they don't consciously think about how they could do better next time, it's hard for them to learn anything at all. Why were you there? About the Model Professor Graham Gibbs published his Reflective Cycle in his 1988 book "Learning by Doing." It's particularly useful for helping people learn from situations that they experience regularly, especially when these don't go well. If appropriate, use a technique such as the 5 Whys to help your team member uncover the root cause of the issue. Step 2: Feelings Next, encourage him to talk about what he thought and felt during the experience. Ask him: What was positive about this situation? What did you do? Use Empathic Listening at this stage to connect with them emotionally, and to try to see things from their point of view. Teachers can access the additional content through Teacher's Membership, or Classroom Membership which come with more licenses than the Teacher's Membership package. The School Membership option covers an entire campus so each teacher can access the members only content. What went well? Today, the aim remains the same although there are more games available than there were back then. What do you think other people felt during this situation? What was the result of this situation? How often has the picture accompanying an article you've read had more of an impact than the hundreds of words presented underneath it? At this stage, you simply want to know what happened - you'll draw conclusions later. The repetition of the chorus and the tunefulness of the song help children to remember the words, which provide the child with vocabulary and grammar. Step 3: Evaluation Now you need to encourage the person you're coaching to look objectively at what approaches worked, and which ones didn't. Step 1: Description First, ask the person you're coaching to describe the situation in detail. Gibbs' cycle is shown below. The site's free to use and it doesn't run with adverts as its running costs are covered by the funding from Blue Mountain Arts and the sale of printed workbooks. Makes Learning Fun The site's systematic approach to teaching kids how to read is the key to its success, but the audiovisual interactivity helps to draw children to the site and keep them engaged with the games. The site uses games and phonics to educate kids who learn without realizing they're being taught, because the games are so much fun. The Home Membership is a single account to be used on both desktop and mobile devices. © VeerBartekSzcwzyk Reflecting on experiences can help people deal with them better in the future. When children are unable to read, or as they're beginning to understand the basics of the English language, images can be used to engage children. In turn, this teaches valuable speaking, listening and language skills to children who aren't old enough to read. Teaching Through Images People respond to images. There are always a few surprises with Starfall's programs, for example, the letter B is delivered by a buzzing bee and the letter T is delivered on a train. Tip 2: You can use the Perceptual Positions technique to help this person see the situation from other people's perspectives. It might be difficult for some people to talk honestly about their feelings. What do you think other people feel about the situation now? Gibbs' original model had six stages. Starfall's games are colorful but best of all they use characters that children naturally gravitate towards like dragons, unicorns, snowmen, and jack-o-lanterns. Members Access Although the site is free to use, there is some content that's only available to members. To structure a coaching session using Gibbs' Cycle, choose a situation to analyze and then work through the steps below. From a parent's perspective, Starfall offers everything you want your child to have as each game is easy for kids to navigate on their own, engaging enough to keep their interest, and educational enough to teach the child the basics of the language. What happened? This is where Gibbs' Reflective Cycle is useful. What did you feel while this situation took place? When the Starfall Education Foundation established the site the aim of its creators, the Polis-Schutz family, was to help preschoolers and kindergartners to learn basic reading and writing skills.

Each model of reflection aims to unlock learning to make links between the 'doing' and the 'thinking'. Kolb's learning cycle David Kolb, educational researcher, developed a four-stage reflective model. Kolb's Learning Cycle (1984) highlights reflective practice as a tool to gain conclusions and ideas from an experience. Reflection is done as writing. SLOWS us down and in doing so, allows us to probe our thoughts and feelings and develop or conclusions (or reflections) more thoughtfully. Hence, the need for GP trainees to write about events and their reflections in the ePortfolio by way of... Gibbs, G. (1988) Learning by Doing: A guide to teaching and learning methods. Further Education Unit, Oxford Brookes University, Oxford. Further Education Unit, ... Jan 28, 2022 · What is Free Energy? J. Williard Gibbs has introduced the term free energy to predict the direction of spontaneity. Free energy $\left(\left\{ \Delta G \right\} \right)$ is defined as the amount of energy available for doing useful work under conditions of ... Sep 03, 2016 · Gibbs, G. (1988) Learning by Doing: A guide to teaching and learning methods. Oxford: Further Education Unit. Gulliver, A., Griffiths, K.M. and Christensen, H. (2010) Perceived barriers and facilitators to mental health help-seeking in young people: a systematic review. Oct 13, 2021 · Popular models include Kolb, Gibbs, Schön, Rolfe et al., ERA and Brookfield. As a learning developer, I see these models used frequently in student work. There is, however, one model I see more than any: Gibbs' Reflective Cycle - and I'm sick of it. Nov 01, 2013 · Why use qualitative methods? What kinds of questions can qualitative methods help you answer? How do you actually do rigorous and reflective qualitative research in the real world? Written by a team of leading researchers associated with NatCen Social Research (the National Centre for Social Research) this textbook leads students and researchers through the ...

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