Master of Professional Practice

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USING REFLECTIVE PRACTICE AS A TOOL FOR BECOMING A FACILITATOR IN REFLECTIVE EDUCATION PRACTICE

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Attestation of Authorship:

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of an institution of higher learning.

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Chapter 1: Introduction

In this practitioner thesis I describe the dual development of a work project which I call ***reflect to learn*** and my professional framework of practice as ***an educator who is able to support international students develop their reflective learning process***.

In this first chapter I first state my argument which has three contributions:

1. the articulation of the framework of practice – that of as an educator who is able to support international students develop their reflective learning process;
2. the change in my practice associated with developing and adopting that framework – I have become a reflective myself and developed a reflective practice framework for the student "Reflect to Learn"; and,
3. the impact of that change programme – that students were able to adapt to reflective practice and see value in that practice. The "Reflect to Learn" is available to use online.

I start by laying out the flow of the practitioner thesis: first describing my motivations for this work, the context and the methodology. Particular focus is placed on the process that links my work project and my learning journey. The undertaking of a work project is described which illustrates and informs the articulation of my professional framework of practice.

This thesis is about my Masters of Professional Practice journey in becoming an educator who is able to support international students develop their reflective learning process. In the next part of the thesis, I will describe how I became an educator with this Professional Framework of Practice. I will further illustrate how I accomplished this in more detail in the succeeding chapters. Towards the end of report, I will discuss the impact of this undertaking in the field of education.

This work covers reflective practice. Reflective Practice is an approach to learning that experiences such as professional practice and or experiential class exercises/activities as the basis for conceptualizing their learnings.

As such, in this thesis reflective practice can be seen in all of these interrelated dimensions

- Participants' learning is reflecting on the exercises
- Researcher's own learning as reflective practice
- Professional framework of practice as an educator supporting international students develop their reflective learning practice
- The object of learning for the participants is reflective practice
- Evolution process(as an example reflection is explicitly included or described in the three cycles of action research) of models and tools is reflective

- The model and tools themselves describe reflective practices

Although these areas overlap, care has been taken to make clear which of these I am referring to. The model itself is referred to as Reflective Practice Tool for Learning, whereas my emerging identity is described as the articulation of my Professional Framework of Practice (PFP).

This study came about from my own Review of Learning as well as my observations of the I Am Capable Programme. I became aware of the disconnect between student's focus on learning as a passive activity versus the experiential, engaged student body imagined by the educators.

This is how I described the project at the start:

> This is a study about using or practising reflection as a means of learning and becoming more aware of an individual's capacity to learn from the experiences as well as creating scenarios to use as spring boards for learning. In this project, both the students and I will be engaging in reflective practice. It is an attempt to make students and everyone else find value in the experiences from the past and the present to do better in the future. The project is designed to help international students to cope and adapt to the dynamics of teaching and learning here in Otago Polytechnic Auckland International Centre (OPAIC).
> Personally, the project will be a vehicle for me where I can implement my research here at OPAIC because it caters to international students who come from diverse cultures and have different language backgrounds. And since the students come from different backgrounds and educational systems, it is important to help students become independent learners in order for them to be independently capable in their studies and future careers. With this in mind and the recent campaign at this campus to develop capable learners, this is a timely opportunity. At the same time, my own andragogical approach fostered in my programme of learning here enables me to work with them better.

In summary, this report is the overall narration of what took place within myself as the researcher and that of the participants of the action research. This thesis contains the totality of what transpired in the implementation of this project and all the learnings and insights gain both by the researcher and the participants. It also contains the future plans of the researcher as impacted by the insights gained in the project.

In this chapter I have introduced the development of a work project titled as ***reflect to learn***, and the tightly interwoven development of my professional framework of practice as ***an educator who is able to support international students develop their reflective learning process***. I have introduced the flow of the thesis that leads to the conclusion that reflection is a valuable tool in learning practice and it that it really helps

students in their learning process. In the following chapter I describe my motivations for undertaking this journey.

Chapter 2: Motivation

In the previous chapter I have introduced my project and its relation to me as the researcher as well as it importance to the international students of OPAIC. In this chapter I describe what motivated me to undertake this work. This is informed by my reflection on my personal background and experience as a teacher. It is written in the present but informed by my writings at the start of this journey. It describes my learning journey and concludes with a review of the way I have developed my professional practice as a teacher of young children and my future goal of becoming an educator in higher level (tertiary). This background and future perspectives represent my initial and aspirational professional framework of practice.

In studying the Masters of Professional Practice I realized that the person I came to be whether as a teacher, a coach, a coordinator or just an employee before coming here in New Zealand is not just the result of my education but also a product of my own reflections on how I performed my duties and responsibilities. This realization took place during the Review of Learning (first course). Looking back at my past experiences made me learn more about myself. And what is very important in that is me accepting that my previous experiences was the very source of transformational change in my practice. It is only through reflection that these things were pointed out or have come to the surface. From there on, I set out to use more of reflective practice in my personal and professional life not only to improve myself but also to direct my own learning. I then decided to use reflective practice as an instrument which will direct me in determining my future endeavors as well as the path I want to thread in my career as an educator.

As I went through my Learning Agreement, I reflected for a long time on who I wanted to become. The Learning Agreement I submitted was to use reflective practice as a tool for learning. And since I consider that experience is the best teacher and I do acknowledge the fact that my role as a professional teacher is shaped and molded through self-reflection, I thought it best to investigate how reflective practice is helpful in tertiary level education. Following useful feedback as part of the review process, I developed a method to explore international students' understanding of reflective practice. This is a study, then, about using or practising reflection as a means of learning and becoming more aware of an individual's capacity to learn from the experiences as well as creating scenarios to use as springboards. In this project, both the students and I have engaged in reflective practice. It is an attempt to make students and everyone else find value in the experiences from the past and the present to do better in the future.

For me, the project has been a vehicle where I have learned how reflective practice supports my research. The engagement or disengagements of participants have led me to reflect on how I may be able change and improve my processes in the implementation of the research project. In this endeavor, I see myself gaining information and experience of what it feels like and how it is to be in a tertiary learning centre/classroom. I believe

that these experiences will help me learn how to become a tertiary tutor and how I can gain and support adult learning strategies.

I decided to implement my research here at Otago Polytechnic Auckland International Centre (OPAIC) because it caters to international students who come from diverse culture and have different language backgrounds. And since the students come from different backgrounds and educational systems, it is important to help students become independent learners. With this in mind and the recent campaign at this campus to develop capable learners, this was a timely opportunity. At the same time, my own andragogical approach fostered in my programme of learning here has enabled me to work with them better.

Although the primary goal of the project was to validate the premise that reflection is indeed a source of learning and that reflection is an inevitable part of the learning process, I believe that reflective practice is important because of the dynamic environment we live in. And in my opinion, any experience we may have will not be fully realized without reflection on it. By interacting with tertiary students and tutors at OPAIC, I have increased my existing knowledge and practice.

In this chapter I have discussed the motivations for this work. It has explored the background to this work, personally, professionally and organisationally. An opportunity is identified to develop a way of helping student work and perform better through the practice of reflection or reflective practice and to embody that in a reflective practice model that will benefit people beyond my specific work context. In doing so, this will establish the role of an educator who is able to support international students develop their reflective learning process, which I will articulate in a professional framework of practice.

Chapter 3: Literature and (wider) Practice Context

In the previous chapter I described my prior experience of reflective practice in work as well in personal aspects and how it came to fruition that my project focused on the utilization of reflective practice. I described how I developed my goal, that of facilitating my acquisition of qualifications towards becoming an educator who supports international students develop their reflective learning process.

In this chapter, I explore the wider context of reflective practice from a theoretical standpoint. I explore the questions of what is reflective practice: How do others practice reflection? What are different models of reflective practice and examine these in a wider school of thought. The intention is to demonstrate awareness of prior knowledge and practice, and to provide a firm foundation for *a model of understanding of Reflective practice (RP) that can be used for better engagement of international students*. The bulk of related literature review behind this research will be described here as well. However, it is to be noted that not all my literature review is placed in this section because I placed some of it in other sections of this report were they would be more coherent in relating concepts and ideas of this research.

What is reflective practice? Reflective Practice is actually a practice characterized by thorough and analytical way of processing thoughts. The different models of reflective practice described here are those of Donald Schön, Graham Gibbs and Jennifer Moon. These three models provide different aspects of describing reflection – mainly on the role of questions.

Models of reflective practice

There are several models of reflective practice I have read about and researched, but I discuss those from Donald Schön, Graham Gibbs and Jennifer Moon here.

Graham Gibbs - Reflective Cycle

(https://www.brookes.ac.uk/students/upgrade/study-skills/reflective-writing-

gibbs/).

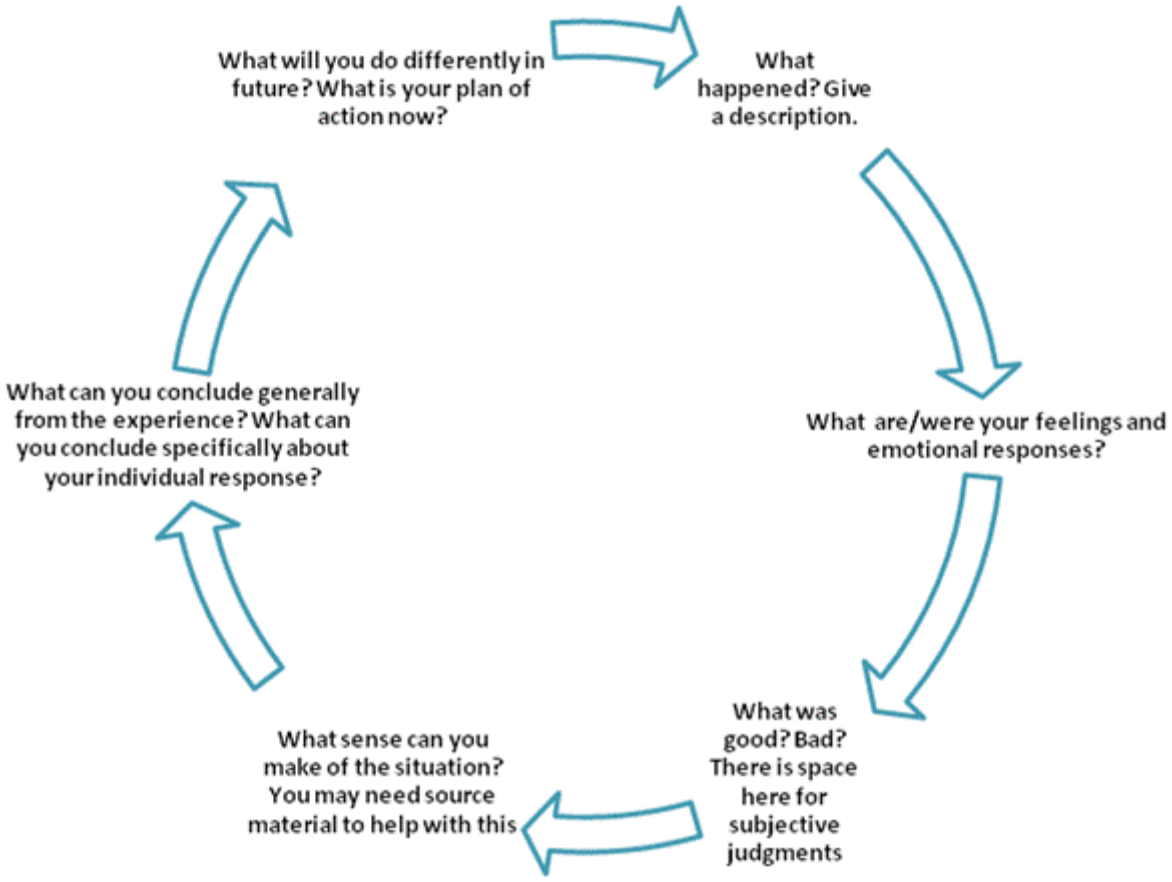


Figure 1: Gibbs' model of reflective practice showing reflection as a cycle of questions.

In Gibbs' model (Figure 1), he actually uses reflective questions in coming up or drawing on the learning gained through an experience. It is a process or cycle which leads up to a conclusion.

His model illustrates a systematic way of processing reflection through a cyclical series of questions leading where experience has to be reflected on through questions: What happened? Give a description.

His model gives emphasis on the feelings involved in experience being reflected upon which may or may not contribute towards subjective judgements on the reflection. Either way, this model is still helpful for an individual because in the end it still aims to lead to better action with similar future experiences.

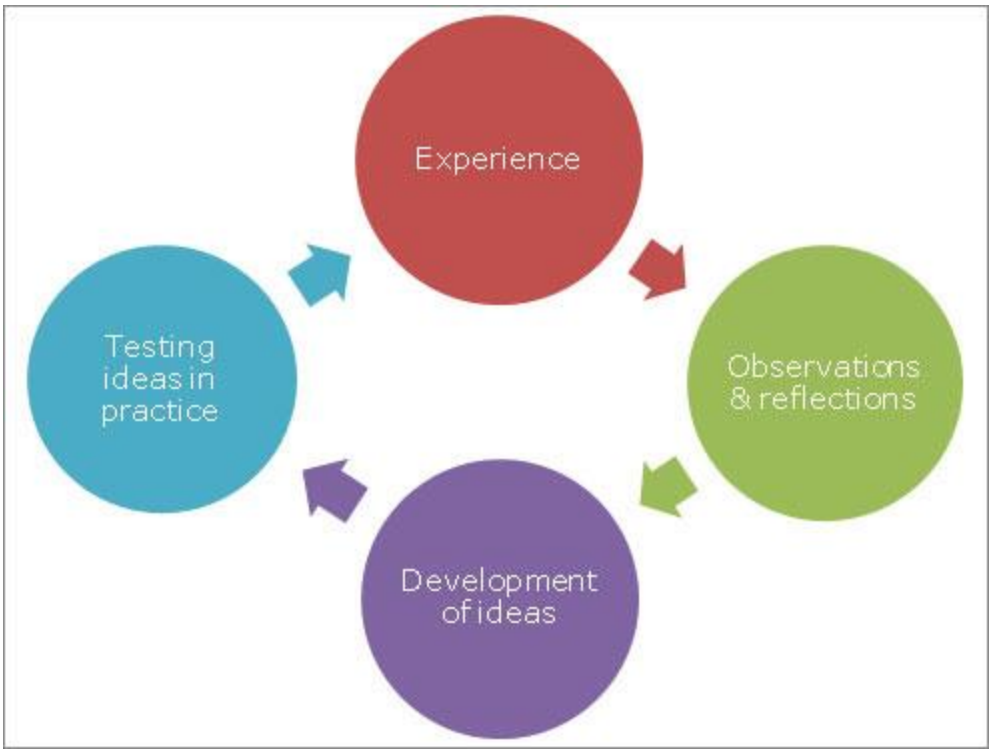


Figure 2: Donald Schön Model (Schon, 2017) showing reflection as a cycle of ideas

Donald Schön's reflective model (Figure 2 Schön,2017) starts with an experience on which one would draw reflections and in that sense is very similar to that of Graham Gibbs. This model of Donald Schön does not make use of questions in the model per se but implies the use of questions in facilitating the reflection itself. In comparing the difference, it is very significant to note that Gibbs tends to give more emphasis on the feelings or emotions involved in the experience. This is a factor that is not present or clearly identified in Schön's model. On the other hand, the two models explain that the refinement of learning in both models is continuous. The two models are trying to convey that there is progression towards more advancement from the ideas learned at a given point in time. However, what is achieved through learning from reflection is not universally guaranteed since individual reactions to situations vary for each learner. The only common achievement is that through constant reflection one is able to discern which of a learner's insights would likely be appropriate to the same situation, problem or condition.

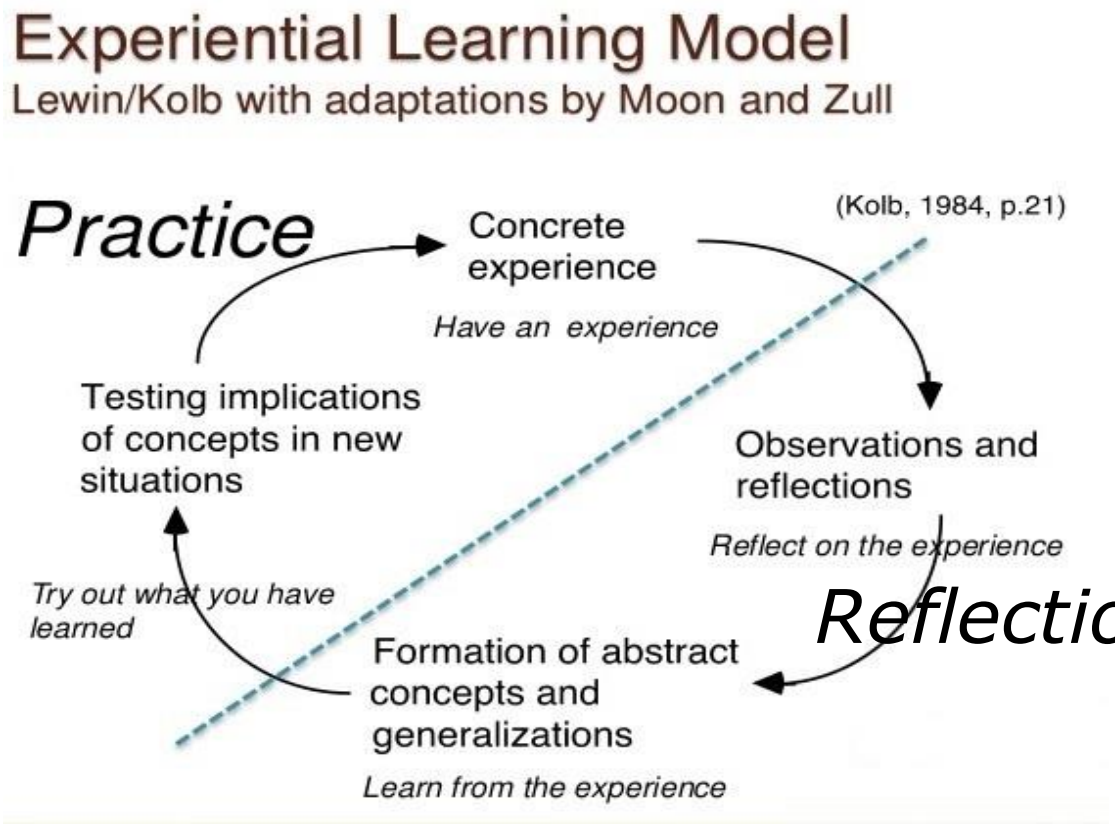


Figure 3: Jennifer Moon's Model of practice-based reflection

Jennifer Moon's Model (Figure 3) on the other hand is quite different from the other two since it is an integrated model of reflective practice and emulates that of a learning model.

In her model, she clearly illustrates that in practising reflection there is an occurrence of learning so inevitably the model is called an experiential learning model. Its similarities with the others are the common factors of experience as a basis for reflection, reflection itself and insights gained from it. The line crossing diagonally in the model is the indication of the presence of learning in reflection. The arrows pointing in a circular way indicates that, just as the other two models, it is also a continuous process of progressive reflection and learning. A cycle that iteratively spirals toward continued growth and development.

This topic gave me a clear understanding for my own model in this research. But it can also provide a student and readers a chance to reflect on aspects of their unconscious model and how they might further adapt or create a model of their own. At the same time, the students may understand where I as the researcher relate to their process.

By letting international students engage in reflective practice we are making our students more critical of their experiences and to learn from them. Consequently, we are

developing their reflective learning practice which in the long run helps them to become independent learners.

This chapter has explored the theoretical basis for Reflective Practice (RP). While the initial questions prompted by change of work and working environment were focussed on how I can improve my learning processes, positioning these questions in the context of prior work has enabled me to recast these questions in the light of developing a personal and professional practices which will promote better understanding of one's self and eventually grow professionally. The context of this work is allowing students recall and explore past and present experiences from which they can draw certain learnings and insights which will contribute to their development. And in this light, the questions of whether one can improve by self-reflection and whether is reflective practice important or it is rather helpful in self-improvement are currently at the forefront of knowledge in the field. The link between theory and practice is poorly understood at a point when learners are still in school and are not yet engage in work, I myself had actually experienced in my early days of teaching that as such the theories learned in school were quite different on the actual practices on the field. So my work based questions are particularly pertinent and much relatable in the sense that they were questions leading towards self-improvement and professional growth.

There is a need for a model in which the students can have clearer steps on how to go about reflection. In the next chapters I describe and test a model of Reflective Practice based Teaching and learning (RPTL) using reflection or reflective practice as a source for learning among students.

Chapter 4: Methodology

In the previous chapter I explored the theoretical and practical basis of models of Reflective Practice (RP) and identified the need for a model of Reflective Practice based Teaching and learning (RPTL) using reflection or reflective practice as a source for learning among students. While the field of reflective practice is well known, there are significant gaps of knowledge at the point **of using reflective practice in learning** and little is understood of how this applies in practice with international students. The idea behind this is the fact that most of us international students have previously learned from pedagogical and didactive teaching approaches. The motivation chapter described how my work practice provides a driver for changes that align with those questions and that my goal of personal framework of practice **is to develop skills in engaging reflection to facilitate learning**. In this chapter I describe the underlying methodology and the detailed method that have enabled me to undertake this work-based development in a way that aligns with my personal development.

Justification

My research used action research. It was planned and accomplished by the process on which action research operates "Action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be". (McNiff, 2010) And in my understanding, it is a kind of research where one would have to identify first what you want to investigate and how you would like to do it in the first place. It is like a problem solving approach. Both action research and problem solving need to have a problem or an idea to work with and both follow a systematic way of doing it. Moreover, both processes can be repeated again and again in order to acquire learning or advancement of a solution. In comparison though, the action research is more open ended which means it can continue onwards as an idea is developed compared to problem solving which ends once a solution is found. This is mostly true in mathematical and concrete problems. But may not be true in situational problems. Further comparison of these two with that of experiential learning cycle shows us insights/learnings from the experience. On the other hand with research and problem solving we have a problem or question to which we are seeking an answer and exploration and actual experiences that can provide us answers and solutions.

To summarize, for research and problem solving experience comes from topic identification or problem statement while in experiential learning, the experience mainly comes involuntarily. In research and problem solving there is a definite learning outcome, whilst in experiential learning the learning outcome may be different for everyone. I believe that in experiential learning the insights to gain are not directed compared to research and problem solving. An example of this is the internship program that students undertake prior to graduation. In the internship program students are expected to gain hands on knowledge on the job. Clearly, the experience they got in internship is intentionally help the students learn of the actual work situation.

In my project, I am validating the idea that reflections/reflective practice is a source or instrument for learning. This work is action research not problem solving primarily because I am investigating an idea and I am not looking for a solution to a problem. Furthermore this research can still be continued long after I have presented these results. However, my reflection model's processes can be likened to a problem solving process in some ways.

For one in my reflective practice I need to set out a point to reflect which can be compared to the identified problem in problem solving.

Then there is a part in problem solving where you consider the given in the problem while in my reflective model there is what happened (this is actually the given). After that there is the actual solving of the problem where one applies the solution which can relate to the application of possible actions in my reflective practice model.

The only thing that really differentiates the two is the fact that my model aims for a solution suited to the needs of the situation through repetitive try outs while in problem solving aims for a definitive answer with concrete problems.
So in this project I engaged students/respondents to perform reflective exercises repeatedly. The purpose of repetitive activities was to get them (students) to be familiarized with the practice and eventually realize that they are learning from it and that it helps them in learning better what they have taken in in every class.

Method

So how do I plan to proceed with the research project?
In my project, I am validating the idea that reflections/reflective practice is a source or instrument for learning. This will also provide an opportunity for myself to gain actual research experience where I will be able to support international students develop reflective learning practice.

So in this project I have engaged students/respondents to perform reflective exercises repeatedly. The purpose of repetitive activities is to get students to be familiarized with the practice and eventually realize that they are learning from it and that it helps them to learn better in their classes and in their personal ways as well.

As stated in the learning agreement, I was supposed to come into certain classes in Otago Polytechnic AIC to inform and engage the students and lecturers of my project research. This was a way of encouraging them to participate in the said undertaking. The plan was to give students introductory reflective exercises in addition to giving them the link to where they can participate in web discussion and further exercises in the next several weeks after the said initial encounter. I specifically created a website for this project at thinkific.com. And this is the actual link where they can sign up and enroll for free; https://reflecttolearn.thinkific.com/ . Towards the end of the study block, I will ask lecturers on paper what they thought about the project in terms of the class performance of those

who participated in their class. This process was scheduled to take place in three succeeding study blocks.

To further explain the model below shows how I will undertake the project. Each cycle means one study block (SB), hence the initial SB for every cycle. The arrows labeled modify connecting the cycles only means that in every cycle there would be changes taking place either in the model per se, the exercises to be given to respondents or my approach as the researcher .

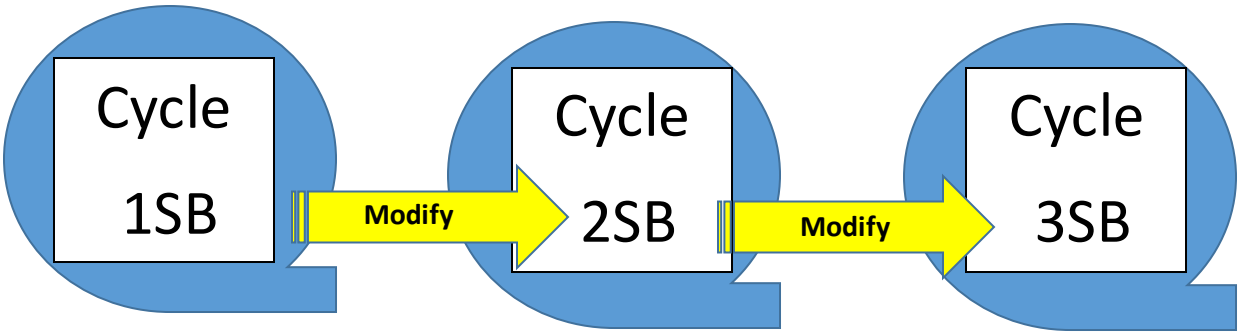


Figure 4: Illustration of cycles of implementation (author)

This illustrates how many times I will conduct the research and the presence of change in every cycle (Figure 4).

Initially I will prepare lesson plan in to implement when I go to the class. This lesson plan was actually revised twice as to accommodate the changes to be made for the succeeding cycles. These lesson plans will be shown in the discussion of each cycle.

Will it work?

Based from interactions with some lecturers involved in reflective practice, they believe that reflections help learning. In my personal experience reflective practice does work. As seen in how I have conducted myself in school and in the workplace I firmly believe it as well. Just by reflecting on my everyday way of life and seeing that I get less and less stress in what I do every day is already an indication of learning.

My model is actually a process which I will use as method in testing whether reflective practice does help students especially international students

Emergent framework of practice

Because this is a practitioner thesis it integrates the story of a work-based project – **Reflect to learn (RtL)** and the development of my personal professional framework of practice, **to become a Facilitator in Reflective Education Practice (FREP)**. These two threads are closely interwoven, and this chapter has described the nature of this interweaving. As noted before, the fact that the subject area is reflection and I am reflecting on this, so I am aware that it may be difficult sometimes to separate the two. If

in doubt the reflection is about students' learning. Each chapter concludes with a section on my reflections and how this is contributing to my emergent framework of practice.

Chapter Conclusion

This chapter have described the justification and the method I used and implemented the research to develop and test the model. The four iterations are in the following chapters. The first of these describes the development of the "Reflect to Learn" model.

Chapter 5: First Iteration of "Reflect to learn model" (before first test)

In previous chapters I have described the overall goal to develop a method to engage international learners in reflective practice. I have described an action research approach to investigate a reflective learning process. This chapter describes the "Reflect to learn model". The motivation for this model is described as well as the process of developing the model. The first iteration of the model is described. The work is considered in terms of the contribution to the overall work-based change process, and finally, this is considered in terms of my emergent professional framework of practice.

Iteration Method

In this action research, I created the learning experience for the students to engage in reflective practice in the same manner that I provided myself the opportunity to gain experience doing academic research. As a master's student I need to learn how to conduct academic research. And because of the fact that I lack this experience, the action research was an opportunity for me to gain research experience. For me to ask the students if reflection or reflective practice helps them to learn, they must have reasonable experience of actually doing it before they can really say anything about it. By comparison, I had learned from my past reflections that I was learning from reflections and since I hadn't done prior academic research, I would be able to reflect on it as an experience from which I could draw out learning.

Results and Discussion: Initial Model

My early exposure to reflective practices through recollections, retreats and various team building activities planted itself into my habit and became part of me. This has unknowingly shaped my professional practice as a teacher as well as my personality. The first course on the Review of Learning solidified my idea that I came to be who I am and what I am because of my experiences. I believe that reflection or being reflective is a major part of who I am. And through it, I learned and benefited from it. The value I get from it is something I would like to share with fellow and future students of mine. I believe that professionals can gain value from it in continually improving themselves. And so I used it as the core of my project. The exercises I designed for the research are explained after the model. And to better explain my model I must first explain how I came up with it.

In the first course of this Masters of Professional Practice I had the opportunity to read books on reflective practice and how it has helped me become who I was. Learning about models of reflection made me realize and confirm some of my ideas on how I learnt in my professional as well my personal life.

Figure 5 shows the initial version of the Reflect to Learn model. It is a process-based model that facilitates a step-by-step development of reflective capabilities.

The illustrated model is both born and inspired by the models of Donald Schön (Figure 2) and Graham Gibbs' (Figure 1). I would like to think that my model is a mixture of the two

models. Briefly, Donald Schön is showing a model consisting of consecutive phases that show how the reflective cycle is done. The four phases are: experience; observation and reflection; development; and testing ideas in practice.

My own model's similarity with it lies in having an experience as a spring board or subject for reflection and also a phase where you actually try the changes you would apply to similar occurrences. Similarly, Graham Gibbs' model also uses experience as the starting point but he uses questions to illustrate his cycle of reflective practice.

On my model you would see that I share the same phase where we both ask for what to do in case of possible occurrence in the future. On the other hand, Gibbs' model pays a lot more attention to the emotions associated with the experience.

On the other hand, mine is not so much focused on emotions but rather focusses on what one can learn from the experience as well as possible options for improvement. Comparing different reflection models gave me a number of insights.

One, everyone has his own way or process of reflecting, therefore, they can have different models. The process in which they operate determines their model of practice. In saying so, people may have similar models or they may have entirely different models. The bottom line is they see reflection or reflective practice as being helpful.

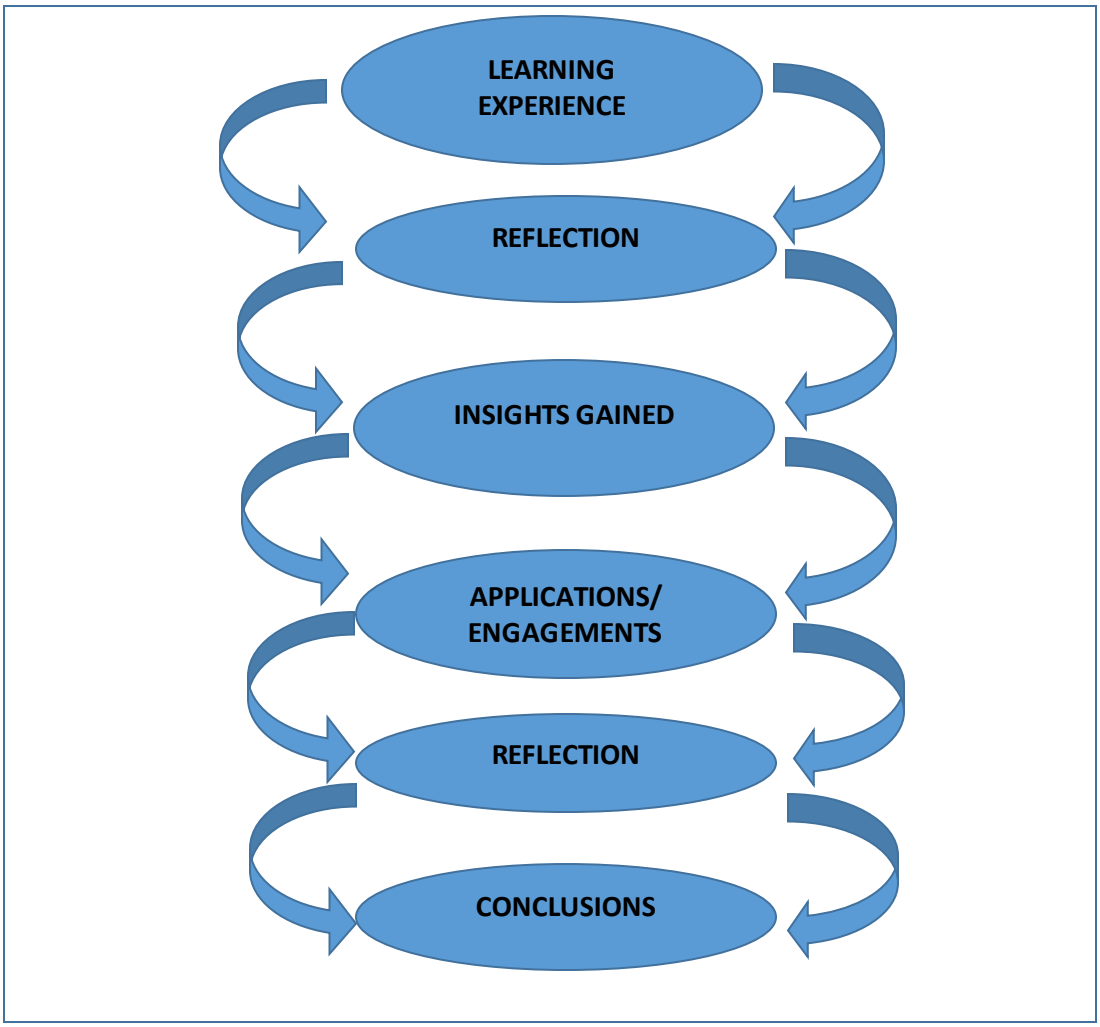
Two, reflections pave the way to understanding, followed by opportunities from which we can try out some sort of solutions to apply and test that eventually lead to learning.

Third, different models of reflective practice may be used or applied depending on the situations being addressed and their need for it.

And lastly, each of us is different so our processes are different. Therefore as we undertake our reflective practice we can make or adapt different models that suit us.

So here is my model (Figure 5). The illustration is directly followed by guide question for each phase. The question are just the possible questions that may be asked in order to facilitate the use of the model. It is not intended to represent the only questions that could be asked. They are merely suggestions from my perspective.

Figure 5: Initial Reflect to Learn Model

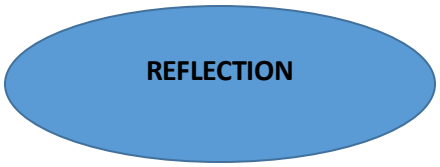


Reflection model

The following are just guide questions I used in preparing the reflective exercises patterned from my model above.

The use of question in reflective practice particularly in reflective exercises helps in directing and focusing the process of reflection. The types of questions I used in each of the exercises are based on Socratic Questioning categories, mentioned earlier, to ensure the full engagement of the respondents.

1. What happened?
2. What is the incident/situation about?
3. What is significant in it?



1. What significant factors greatly affected the situation or event?
2. What have other people said and what does this mean?
3. What do I not know or how to do something?

1. What learnings do I get from reflecting on it?
2. What differences do I note in aspects of this topic or practice after reflection?
3. What changes or actions should I consider in case I will be under the same circumstances?

1. If given the same opportunity to have the same incident or situation in the future, what would I do differently?
2. What am I expecting?
3. What of this topic or practice is related to what and why?

4. How do things compare?

REFLECTION

1. Did I do better this time? Why or why not?
2. What is the big picture?
3. How do things fit together?
4. Comparing this present and past situations, how can I better my view of how things are?

CONCLUSIONS

1. In the process of reflecting on it, what have I significantly learned?
2. What am I doing to fit things together?
3. What other questions do I have?
4. Can I explain this more simply than before?
5. How will I be able to ensure that I would not make the same mistake all over again?

Through the implementation of my project, the evolution of my model was not significant; rather minor adjustments were made from cycle to cycle, from exercise to exercise. Some changes were very small but were still helpful in making the respondents understand the reflective process better. These are shown in more detail in the exercises (See Appendix 5). Some exercises are longer than the others to cover all phases of my reflective model. On the other hand, some exercises are shorter in order to give the participants variety in processing their reflection. It is important to note that all reflective exercises were all about general experiences that students experience in their studies. This is to ensure that their reflections are relevant to their lives. The sequence in which the exercises were designed to help students take gradual steps towards mastery of their reflective processes.

In relation to the action research cycle, I believe the repetitive implementation of the exercises/activities in the project shows that ultimately we can find answers to our questions/problems. In the end my project will inform me the validity of the idea that we incur learning through reflection. And this is the same in the action research cycle where an idea is recognized as having potential validity. It is important to note that in research particularly my research is that we can never prove something is true; we can only provide evidence of its increasing validity. At certain point though we can see that it only takes one piece of evidence that does not fit the patterns to illustrate its failure to do what it is supposed to do. In this particular research, I used my model as the core of my action research. In each and every cycle, reflection was used to modify my approaches with the

respondents and the questions asked in exercises. Reflections as to whether something works in was also considered to improve implementation of the research project.

My model in the beginning was a reflective practice model but as the study continued I realized that it wasn't just a reflective practice model but more of a learning model and by way of usage it can also be considered as a professional practice model.

Significantly, I realized that my model did not actually change much but the way I saw it did change. This is because the paradigm of how I operate changed. I think a clearer of picture of paradigm shift is illustrated my changed view of my reflective practice model. Earlier in my learning agreement it was very clear to me that my model was a reflection model/ reflective practice model. I was very sure of it. However, through the course of time implementing my research and writing my report as well as discussions with my facilitator I came to realize that my model was also a learning model not only because it is a model I used in outside a classroom but also because reflection was a key process in learning. Learning is facilitated when one reflects on what student is accommodating in his mind. So from seeing it as reflective practice model I shifted to seeing it as learning model as well. Moreover, I realized that I have continually improve my strategies and approaches in teaching through reflection so I now refer to it as my professional practice model too.

Analysis

Table 1: Analysis for Iteration 1: Initial Model Development

Relation to overall goal and motivation.	The overall goal and motivation of this project is to engage international students in reflective practice and its motivation is to provide students a coping mechanism in the changed environment and work placements. Referring to my status as an international student myself I made myself as a basis in formulating the reflective exercises. While I may be more a senior student I still have commonalities with all the international students of the school such as being not a native speaker of English, coming from a different culture and educational foundations.
Implications of literature review	One of the implications of literature review is shedding to light the

	educational systems from which the international students were subjected to in the past prior to attending school here in New Zealand.
How the model was developed	The model was developed though self-examination on how I get to reflect on the experiences I had before.
Model overview	My model was actually my own process of reflections and self-examinations. This may be very valuable if students actually and fully engage in it.
Model use and limitations	The model is intended for all OP students who are interested in reflective practice. One of the limitations of the study is the voluntary nature of participation. Since student are not compelled or mandated to participate or finish the duration of the study, it was difficult to maintain or achieve the desired number of participants.
Contribution to emergent framework of practice	The framework of practice for this particular time was the process in which I go about on reflecting my personal experiences. Mostly, it is more personal in nature since the basis was me being an international student and employee as well.

Chapter Summary

This chapter has described a model to help international learners adopt a reflective practice approach to their learning. The model is actually a process in which one can engage in reflective exercises to gain insights and learnings from past and present experiences. This resulted to the proposed “Reflect to learn model” has provided a way forward, but it is not known how it will perform in practice. This chapter only illustrated how the research came to light. Finally I reflected on my emerging framework of practice – the Reflect to learn model is how I learn.

Chapter 6: First Practical test of Reflect to Learn model

In earlier chapters I have described the need to find a way to engage international students in reflective practice. In the previous chapter I described "Reflect to Learn" model to accomplish this. This chapter describes the second task in the change programme, test the model in practice. The motivation for this practical test is described. Alternative courses of action are described and the chosen process detailed. The actions are reported and results presented. The process and results are described. The work is considered in terms of the contribution to the overall work-based change process, and finally, this is considered in terms of my emergent professional framework of practice.

Iteration Method

I started the first cycle of the research project midway in a college study block due to delays in gaining ethics approval. I followed the procedures I set out I above for conducting my research. I was able to gather only six participants in this block. The website I created for the research project was not yet functional for this particular cycle. The lecturer I worked with in the first cycle suggested that I changed my approach to the students. He wanted me to hand out hard copies of the reflective exercises personally and to let the students do it within class hours. I stuck with my methodology and did not make any change because that suggested procedure would have compromised my ethics agreement. At the same time most of the participants stopped participating as they became busy with their study assessments.

The goal of this chapter is to relate what happened in the first actual implementation of the reflective exercises among international students. However the ultimate goal of this phase was to see whether the reflective exercises and reflective practice in general would be helpful to students.

- Alternative ways of testing? I could have tested this entirely as a theoretical exercise but it was important to know how it worked in practice.

- Process described
  I considered this cycle/term block as trial stage of the project. I started the Project midway through the study block. This was because I was still waiting for my ethics approval. Since participation was voluntary in nature and that I came in the middle of study block, I did not achieve my goal of engaging 15 participants. Participants' engagement on the reflective activities was rather low.

Results/Discussion: First practical test

In most of the reflective exercises, the participants gave only one or two word answers. These kind of answers did not really give me an understanding that these students knew what they are doing. It seemed that the students who participated only did it to say that they participated. They actually did not know what they are supposed to do except for one or two of them who actually gave expanded answers. At this stage, the online component of my research was still on the building stage. By the time I was ready to engage the participants on it, the students were already busy with their respective assessment. I have no way of getting more from this cycle. I could not engage them more.

My interpretation of the results of the respondents' outputs were as follows.

1. The students did not fully understand the questions they were answering in the exercises. This is very evident in their one word answer to the questions which are not in any means answerable by yes or no. There were also parts of the exercises where there is a direct instruction to the question (e.g. Describe how you were as a young student.) Definitely a one word adjective does not constitute a good description.

2. The students did not fully engage in the study because they were not motivated enough.

3. The students did not really pay attention to the exercises because of time constraints with their main course assessments.

During the first cycle, I did both reflection in action and reflection on action. I constantly reflected as I go through my implementation of my project knowing that I must learn from every interaction I had with the students.

At some point, the lecturer I was working with suggested that I conduct my research with his students in papers rather than online. And that we also do it in his class in his presence when they did the reflective exercise. I did contemplate his suggestions and concluded his suggestions directly compromised my methodology as well as my ethics agreement. In the end I stuck with my processes. I did however, try to meet more students on campus and talked about my project with them. I tried to get their thoughts about reflective practice informally in our conversations.

As for what I gained in this particular cycle, I gained the following insights.

1. I failed to describe and explain the nature of the research fully thus I was not able to motivate the students which explained the low turnout of the respondents.

2. I realized that at some point I did not really consider the time element in the cycle. This was clearly evident by my lack of anticipation on the students' class schedule.

3. The readiness and availability of all the materials especially the digital aspect of the study should have all been sorted out before the actual implementation.

4. I was able to see the flaws of my presentation and identify the areas where I failed or did not do well. Thus I could plan and improve for the next cycle.

5. And the most important for me was the realization that I was learning more about the whole thing than any of my students and that I was capable of improving myself professionally.

I knew early on that this cycle was going to make the next cycle better and be quite successful. It seemed to be a learning vehicle for me to adjust, adapt my strategies and methodologies to make sure of the participants' full engagement in the project in upcoming cycles. Upon reflection, I saw where I had not fully anticipated what might occur, so I made plans to rectify my shortcomings for the next study block. I also made it a point to demonstrate the actual website where the reflective exercises and interactions were made available. Aside from this, I used informal interactions with other students to gather more respondents.

Framework of practice.

The framework of practice here is the way I have conducted or implemented the research. In my reflection as the research I found out that students did not really grasp the idea of reflection. I came to the conclusion that my research did not meet the required time to start which resulted in students not being able to understand fully and consider the importance of reflection.

Chapter Summary

This chapter has described a practical test of the RtL model. A small class of construction students where participants in the assessment of the model through participation in reflective exercises. Their feedback and my reflective journal both found that with the exercises on paper, their engagement was limited. The RtL model was not successfully implemented but I learnt that more attention needs to be paid to making the content relevant and the associated processes did not adequately engage them. I reflected on my emerging framework of practice, I learned that I have to teach them in a way that better engages them.

Chapter 7: Second Practical test of RtL model

In earlier chapters I have described what took place during the first time of implementation of the research study. I have explained the need to find a way to engage international students in reflective practice and proposed an Reflect to Learn model to do this. In the previous chapter I described an initial test of that RtL model and found that students understood the model, but failed to properly engage with it. This chapter describes the third task in the change programme, develop and test the RtL model with added focus on engagement. The actions are reported and results presented. The process and results are described. The work is considered in terms of the contribution to the overall work-based change process, and finally, this is considered in terms of my emergent professional framework of practice.

Method

- Goal
  Increasing the number of participants in the study is one of the goals of this phase. As the number arises the more participants will validate the reflective practice as an important process which help people learn. The greater the number of participants the wider variety of responses.
- Model updated
  In actuality the model was really not updated but it was the mode of implementation and reflective exercises that were changed and improved. A responsive website was developed that presents the reflective exercises and enables students to access the exercises at their own pace (Figure 6, Figure 7).

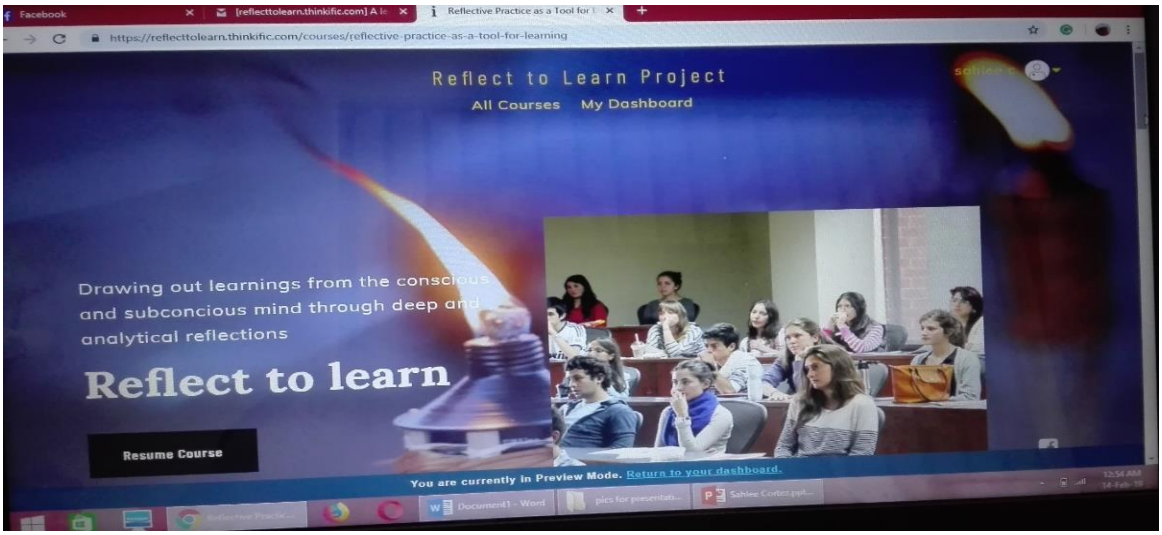


Figure 6: Reflect to Learn website

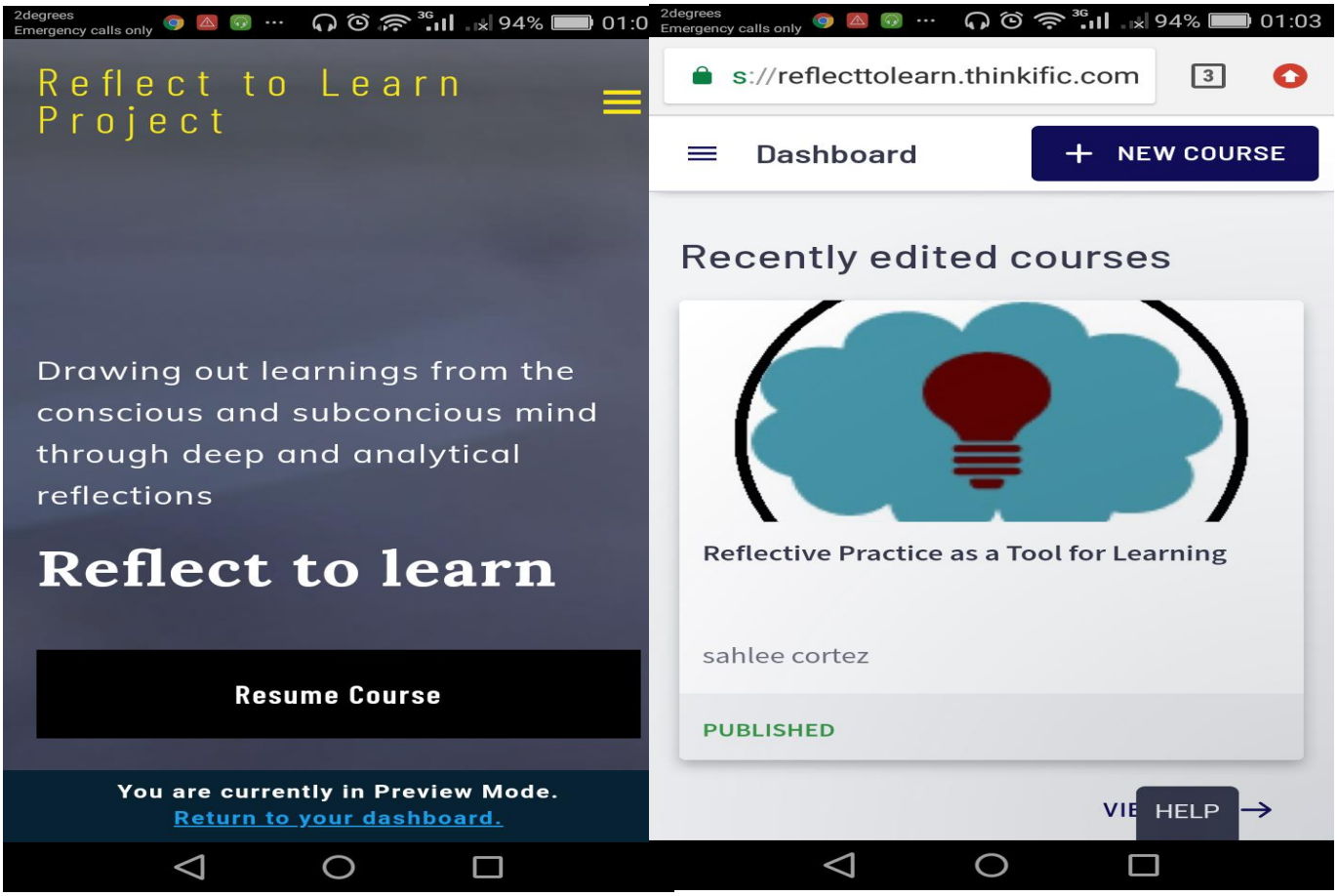


Figure 7: Reflect to Learn website accessed via mobile device

- Method of test (delivery)
  On the second cycle, I started right on time at the beginning of the study block. As I went to some classes to present my project, invite and encourage students to participate in my research, I also hung out in the students' area of the school campus to meet students personally and engage them in my research project as part of informal conversation. I undertook this change in response to the low number of participants from the previous cycle. I was not disappointed as I got a significant increase of numbers in comparison with the previous cycle. From five in the first cycle I gained eleven in the second cycle.

Results/ Discussion: Second practical test of model

The respondents in this cycle were mostly in their final study block. The participants mostly came from the construction and project management courses. They could be described as students who had adjusted to their student life here in OPAIC. In the beginning I have 12 participants. They struck me as people who had

the capability to manage their time well so that they could afford to spend time with this project. However, there were still two respondents among twelve who were not able to finish on time. They did promise to finish all their exercises at a later date. This enabled me to include their responses in the third and last cycle.

This cycle was way better than the previous cycle. I could even say it is a bit of a success based on what I had learned from the first cycle. There were a number of contributing factors to its success.
One of which was, starting the project at the second week of class. I was able to talk to students, at a time when they were less busy with their main classwork. I also believed that I presented the project better so that more students became interested in it. Arising from the first cycle, I did not only visit classes to recruit participants but I also met other students informally and talked to them about my research project. In this process I just had to ask them to sign and enrol in the site. The anonymity was still maintained here even if I personally had the discussion with them because I never got to know them personally nor did I get their email address. Every interaction thereafter took place in ***reflect to learn*** website. Another contributing factor for the increased participation was the showing of the actual website and how they enroll on it. A number of respondents readily signed up and enrolled in ***reflect to learn*** *site*.

Interactions between my respondents and I were better this time. I think a major contribution to this cycle was being able to show them how the site worked. And also because I gave them the freedom to do their reflective exercises at their own pace. I was prompt in answering any queries such as what to do if they could not use the pdf form in the site. In which case if students find it difficult to download and upload, I simply send them the word format of the activities. Respondents' engagement in this second cycle was definitely better. Web interactions were evident through the email exchanges between me and the participants. The student respondents were more open to share their thoughts and reflections through emails than in face to face class discussion. This cycle was implemented more smoothly from all the changes made after the first cycle. However, there was a minor problem that popped out during the last couple of weeks of the study block. Due to the respondents' assessment being due for the term block finish, most of the respondents were slow to submit their exercises. Other than that hitch, I think the second cycle put my research on a better track.

Implications

What did the students take from the research?

1. They got to understand and practice how to do reflections properly.
2. They got to experience web discussion and exchanges.
3. They realized that reflective practice provided them with an opportunity to learn from reflections. As one respondent RPTL1 said, *"That it is continuous process from day to day activities. Every time we wake up in the morning there is always a reflection of what we have done the day before and apply it again the whole day"*

4. They were able make themselves better versions of themselves as they continually reflect. A statement supporting this, was from a respondent RPTL 2 saying, *"Better understanding of ourselves. We can be a better version always if we keep on reflecting and apply it in practical ways".*

As the researcher what did I take from this cycle?

The first thing was of course the positive response from the respondents. I sought for affirmation of my premise and I got it unanimously for their answers to the exercise questions. Their answers in every reflective exercise I gave them reflected/illustrated that they were learning from the reflective exercises. To me the term learning from reflective exercises is equal to finding insights in reflection or using reflective practice as a tool for learning.

The significant improvement in the number of respondents was also an indication of success. I was able to increase the number of respondents through the presentation as well as the website orientation to respondents.

I realized as well that my premise that people learn from reflection is certifiably true when they actually practiced it. One very clear proof of this was this statement of one the respondents, RPTL 1 said, "*I didn't realize before that I can actually learn from reflection but when I started answering the exercises I found myself learning about myself and what I could do more".*

In this cycle my biggest realization was knowing I could continually improve my implementation of the research project through reflection just as my respondents with their reflective activities. In doing self-reflection as I went on with the project I saw the loopholes in my project and was able to correct these.

Framework of Practice

The framework of practice here is making necessary changes in order to engage more participants to join the research study. With the introduction of the free online course about the project, more students were able to participate. By reflecting on the results and number of participants I was able to anticipate the next and final cycle of the research.

Chapter summary

This chapter has described a test improved RtL model .The improved model had a focus on engagement. Furthermore, this chapter illustrated what happened and what was improved in the second implementation of the research study. This was achieved through the use of a flexible free online course, relevant stories and better linking to other academic commitments. The model was tested with 12 students from a wider background and they were able to successfully engage in reflective practice. This is reported through direct student quotes. The model has worked successfully but there are more opportunities to engage students. It would also be useful to see if the success

is repeatable with a wider group of students. In terms of my professional framework of practice I learnt that the needs of students is important to ensure engagement.

Chapter 8: Final Practical test of RtL model

In earlier chapters I have described what took place during the second time of implementation of the research study. I have explained the need to find a way to engage international students in reflective practice and proposed an RtL model to do this. In the previous chapter I described an initial test of that RtL model and found that students understood the model, but failed to properly engage with it. This chapter describes the third task in the change programme, develop and test the RtL model with added focus on engagement. The actions are reported and results presented. The process and results are described. The work is considered in terms of the contribution to the overall work-based change process, and finally, this is considered in terms of my emergent professional framework of practice.

Method

- Goal
  The ultimate goal is to solidify the concept the indeed reflective practice is of great help to the students in their studies and personal lives as well.
- Model updated
  One of the most important change in the implementation was the direct access on the free online course of Reflect to Learn during my orientation with them in class (Figure 6, Figure 7). Another thing that was added to my group for the third and final cycle was discovery of industry project students who had to write a reflective report on their project work. They were the most willing participants since they have their prior engagement on reflections.

- Method of test (delivery)

The respondents in this cycle were mostly in their final study block. They could be described as students who had adjusted to their student life here in OPAIC. They struck me as people who had the capability to manage their time well so that they could afford to spend time with this project. However, there were still two respondents among eleven who were not able to finish on time. They did promise to finish all their exercises at a later date. This enabled me to include their responses in the third and last cycle.

The third cycle was much easier in terms of web interactions and recruitment of respondents. I still went to classes to present my project and to recruit respondents. Aside from that I gained respondents through personal interactions on campus. Through the help of some lecturers I also got some industry project students to join me in my research projects. All in all I recruited fourteen participants. Unfortunately, two of them withdrew from the project and being true to the conditions of the consent form, I never contacted them again. This left twelve participants in the last cycle.

Results/ Discussion: Third practical test

The third and last cycle was a success in terms of the number of participants and the level of engagement was far better than the previous ones. I made it a point to keep doing the things that worked in the second cycle and do away with the things that didn't work .In the first two weeks of engagement the participants promptly signed up, enrolled on the site and were able to answer the initial survey. Being able to follow through on the reflective exercise, answer and submit their (respondents' outputs) was a clear indication of the process success of this cycle. The questions in the reflective exercises were anchored in the premise of the study that reflection or reflective practice can be used as a tool of learning. In all the exercises, it was explicitly asked if they learned from the exercise and if their answer is yes what it was it that they learnt. Almost all the respondents positively answered that they learned and described differently their learnings respectively. While the respondents unanimously admitted that they learned from the exercises, the learnings of each respondent differed. Again everything was ready at the outset like the last cycle. The only changes were the addition of a couple of exercises and a more definite date of finish as I was already on the verge of finishing up the writing of my paper. Most of the participants in the project cooperated and submitted their output in time. All but two of the fourteen respondents completed the reflective exercises in this cycle.

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With the nature of the research being an action research where the exercises enabled the respondents to reflect on themselves, the responses varied extensively and since the responses were in narrative form, I could only interpret the results in a general way. The reflective exercises given to the respondents

were about themselves and their experiences as students as well as their performance in class. The only controlled variable in the exercises were the questions concerning what they learnt from their reflective exercises and whether they saw the value in reflective practice in the exercises given to them. The answer to these questions was that more than half of all the respondent found the exercise valuable and most of them said they learned something about themselves on every exercise they did.

Implications

The implications of this cycle for learners, the model and myself are considered in detail in the next chapter where I describe the analysis and results of reflective exercises.

Framework of Practice

The framework on which I operated in the final cycle was all about adapting to the needs of students as well as making necessary adjustments that will make the reflective exercises accessible and easy to manage for the participants. On my end I find it easier for me to conduct the study this time as I was getting used to the needs and ways of students.

This chapter has described how I coped with the changes I had to implement to ensure better engagement of students in the research study. This chapter has also illustrated what happened in the third and final implementation of my project. Furthermore, it has shown the repetitive aspect of an action research cycle. This has completed the three cycles of implementation necessary to solidify the concept which I was trying to prove true. Finally I reflected on my emerging framework of practice, while I already had capabilities in design, the addition of the participatory aspects was unexpected and has added an important strength.

Chapter 9: Evidence from Students' Use of Model

In the previous chapter I have discussed what has transpired in the last cycle of the iterative process (final implementation) of my research project. In this chapter I will discuss in general the project and how I came up with results highlighting relevant insights gained. Each of the stages of the work project are explored in terms of the change in work practice and the impact of that practice. This review is done in the context of the approach to reflection as identified in my literature review and knowledge of prior practice. I examine the extent to which this contributes to advancing that field in theory and practice, and the limitations of those findings. This, and a revisiting of the original motivations for the work lead to suggestions for further research.

Method

With the nature of the research being an action research where the exercises enabled the respondents to reflect on themselves, the responses varied extensively and since the responses were in narrative form, I could only interpret the results in a general way. The reflective exercises given to the respondents were about themselves and their experiences as students as well as their performance in class. The only controlled variable in the exercises were the questions concerning what they learnt from their reflective exercises and whether they saw the value in reflective practice in the exercises given to them. The answer to these questions was that more than half of all the respondent found the exercise valuable and most of them said they learned something about themselves on every exercise they did.

For my analysis, I made use of a content analysis method called Grounded Theory which is a method of interpreting qualitative data in a systematic way. With the help of Grounded theory (Charmaz, 1996), I was able to come up with justified results and interpretation.

First, I identified the relevant questions to the research to be analyzed from individual responses on each exercise (See Appendix 1). From this individual data I came up in the next table showing how many students/respondents may have the same or similar view/answer to the questions I found valid and relevant. I then collected the data from respondents by putting them in a table where you could find the answers of each respondents per exercise (See appendix 1, tables 1 and 2).The basis for choosing the questions was by the functionality and relevance not only for my research but also for the respondents. Most questions though are repeated in the exercise but were paraphrased or reworded to suit the topic of the exercise as well as to further develop the students understanding of the questions.

From choosing the valid relevant questions, I eliminated the invalid ones and put the valid ones in a separate table. Upon having these questions, I was able to categorize my

questions into four categories as mentioned before. It is at this point where I have placed them in four categories that would present the analysis of the data gathered.

From the collection of responses to valid questions (see Appendix 1, tables 3, 4, 5 and 6) from every category I was able to come up with findings and conclusions.

In analyzing the data I gathered from the respondent I have devised a way of systematically collating the responses according to the questions in each exercise. I categorized the questions in the reflective exercises as follows:

Category 1 were questions relating to the process the students have experienced

Category 2 were questions relating to the outcomes of the practice for the students and myself.

Category 3 were questions relating to the significance or value (may refer to general benefits) of reflective practice in their development

Category 4 were questions about the efficacy of the model and the benefits I understood about the model. These questions transpired during web discussions and not on the exercises.

Sample questions in category 1 included (all of the questions for the different categories were taken directly from the reflective exercises):

- Are you aware that you keep on learning differently every time with the succeeding group activities you have engaged in after that experience? Can you describe the process in which you recognize new learning?
- Did you apply what you learned last time?
- In the future, how will you improve the way you speak before a group of people?

Sample questions in category 2 included:

- What did you learn from always reflecting on what you have done?
- In reflection, what do you think you learned from the experience?(this particular question was ask in almost all the exercises)
- Did you learn anything by looking at how your school day went by? What is it?

Sample questions in category 3 included:

- Do you find reflective practice helpful in your learning? How does reflection or reflective practice help you in your learning process?
- Does reflecting help you learn things that will make you a better student? Why or why not?
- What do you find significant about the reflection process in general?

Questions in category 4 which were asked during web discussions:

- What do you think of my reflective model?
- Do you think you are learning in this model where I based the exercises I have given you?
- Do you think it is necessary to go through all the stages in the model?

Results and discussion

It is important to note that even though I have all answers from all student exercises, not all of them are shown in this research report because some questions encouraged answers that were related to personal matters that were not relevant for general analysis. Other questions in the exercises were only relevant to a specific reflective exercise and were later found not to be relevant to the analysis and interpretation of the results of this research. An example of this is the answers of the students in describing their experience in the first stage of my reflection model (See Appendix 5).

From there I got to come up with a general interpretation of all the responses I got from the respondents. Table 2 through Table 5 show how I have analysed and interpreted the data. The initials RPTL and a number represent the respondent who gave the particular response to the question. The responses were taken directly from the exercises the students had during the second and third cycles and are taken as is without grammar or spelling corrections. Data on category 4 however was taken from the conversations I had in the website with respondents.

Table 2: Student responses relating to RtL process

Illustrative evidence for Category 1 relating to the process the students have experienced		
Are you aware that you keep on learning differently every time with the succeeding group activities you have engaged in after that experience? Can you describe the process in which you recognize new learning?	***Did you apply what you learned last time?***	***In the future, how will you improve the way you speak before a group of people?***
Yes I am aware of that learning differently every time with succeeding group activities. I shouldn't wait for others do the work or share ideas to a group activity, because it will only derail and slow down the process of our activity. If I have the sets of new ideas I will immediately share it to our group, so that we will achieve our objectives in time**---RPTL1**	yes I applied it the last time I have learned the group work. **---RPTL4**	I will improve the way I speak before a group of people in the future, by gathering important facts and set new ideas on how to impress them,and speak with them with sense.I will also put some humor in my speech so that they will not get bored .i will also add more confidence. It's like story telling with them. . **---RPTL2**

Yes definitely. New things just appears along the way. At first I am just a member of the group but as the activities go forward I realized that I am learning as well from the others and in the process, leadership is developing. **---RPTL2**	Yes most of the times. **---RPTL1**	Practice speaking on small groups. Never be afraid. Read more and I think listen more or be with people who are informative so you will be influenced. . **---RPTL5**
Yes I am aware. It starts from identifying the problem planning a possible solution and applying it. If it doesn't work, time reflect what went wrong. . **---RPTL6**	I always applies positive attitudes when doing tasks either individually or in groups. **---RPTL1**	I will tell my self that I can do it calm myself and set my emotions aside. Concentrate on my message. Be myself, need to smile and have confidence. Maybe practice infront of the mirror to relax myself. **---RPTL1**

Table 2 supports the interpretation that the student respondents learn from the process that they were subjected to and aware of themselves learning from it. These responses support the premise that reflection/reflective practice can be used as a tool for learning.

Table 3: Student responses relating to outcomes of practice

Illustrative evidence for Category 2 relating to the outcomes of the practice for the students and myself		
What did you learn from always reflecting on what you have done?	***In reflection, what do you think you learned from the experience?(this particular question was ask in almost all the exercises)***	***Did you learn anything by looking at how your school day went by? What is it?***
I learned so fast now that I can easily remember or recall things that are so dearly to me whenever I encounter the same situations. I consider them as very important to apply on upcoming situation. . **---RPTL3**	I learned that if I had the perseverance and confidence, I can easily reach out with them. Plus if I have also a good grooming ,they will have the impressions that I as their lecturer is so serious to teach them the different tips of a healthy life . **---RPTL1**	Yes I learned a lot of how my school day went through, each day was a learning process, and always had different tasks. So everyday has new beginning and new learning. It's always a reflective process, and it's continuous and repetitive process . **---RPTL5**
It keeps me mindful about myself. I discover more of myself. I learned that reflecting is one way of starting to thrive as a person. I can evaluate and change bad habits. I can be more strategic and open to changes . **---RPTL6**	I have learned that good team work really matters. It makes the task easier. I have learned also that making conversation to the people in the community contributes on how an individual grow as a person. . **---RPTL3**	I have learned that if I'm not satisfied on what was discussed in class, it is my initiative to have time to read more about the topic for better understanding. . **---RPTL2**
I have learned that doing mistakes can improve a person to a better one. People learned from their	I have learned that there will be always good friendship after all misunderstanding within the	Yes, I need to be prepared on lesson for the next day. I should not be late on my first subject. Just

mistakes to become more effective and useful in every tasks. . **---RPTL8**	group. One way of testing your patience to one another because all of us need to achieve our common goal. . **---RPTL2**	simple things needed to be ready for the next school day. . **---RPTL7**

Table 3 shows that the students learned in the project and have gained varied learning from it. This table further acknowledges the fact that even if the learning outcomes for students were different from each other the fact that they have learned from the practice is a constant message of support for the process.

Table 4 : Student responses relating to significance or value of reflective practice

Illustrative evidence for Category 3 relating to the significance or value(general benefits) of reflective practice in the student respondents' development		
Do you find reflective practice helpful in your learning? How does reflection or reflective practice help you in your learning process?	***Does reflecting help you learn things that will make you a better student? Why or why not?***	***What do you find significant about the reflection process in general?***
Yes it's very helpful. Now if given any situation or group task, I will easily deal with it. I have the confidence to share my learnings to others. For them learning new ideas from me will ensure them that they will be equipped new sets of knowledge for future research . **---RPTL4**	Yes it will make me a better student, because reflecting things will put you in a situation or task conveniently deal with them. . **---RPTL6**	what I find significant about reflection process in general is that it is something to be learned by everybody because reflections are thoughts which helps you realize what something went wrong and that knowing it can make you move in positive way to correct the wrong ones in the future **---RPTL2**
Yes it helps in a sense I can think in deep and understanding more of a situation. Easy for me to make a solution. . **---RPTL5**	Yes. Looking back to my mistakes and change it to positive way will make things a lot better. . **---RPTL1**	Something to be learned by everybody. Should be part of learning process. It should be shared to students while young, the real Essence of reflection process. Overall, the most significant about this is that you conquer yourself. What mind conceive, your body achieve. Reflections are thoughts which helps you realize what something went wrong and willing to make a move in positive way to correct the wrong ones. All about yourself. . **---RPTL9**
Yes. Reflecting from previous experiences lead to more improve way of learning through learning from mistakes and change those mistakes to a useful and positive way of learning. . **---RPTL8**	Yes it is a preparation for the real world. Real world is more complicated. As a student, we should learn now to consider thing around us before making a decision. Teachers will guide you in a process. In a real world, no one can help you most except yourself. . **---RPTL2**	To correct the things that you think is wrong or lacking and make it right it the same situation will occur. . **---RPTL8**

Table 4 shows that the significance, value and general benefits of reflection or reflective practice in their life as a student and in life as a whole. I personally, have experienced this particular realization as I have gone about this research. Truth be told is

that I have made progress with this research mainly by reflecting on my own plan, strategies, attitudes towards the work and the people I worked with.

Table 5 : Student responses relating the efficacy of the model

Illustrative evidence for Category 4 about the efficacy of the model and the benefits my respondents and I understood about the model.		
What do you think of my reflective model?	***Do you think you are learning in this model where I based the exercises I have given you?***	***Do you think it is necessary to go through all the stages in the model?***
I find it helpful in recalling my past experience. . **---RPTL2**	Yes, I think so cause I always find the question asking me what I learned in every exercise you gave me. . **---RPTL3**	I think so. It allowed me to think more deeply of what I was reflecting on. . **---RPTL2**
I think it is good in guiding my thoughts. . **---RPTL4**	Yes definitely I learned so much in every exercise. . **---RPTL1**	Yes, the stages directed my thoughts. . **---RPTL3**
It is good although it is long. I understand though that it is necessary in guiding my reflecting on things. . **---RPTL8**	It has been a very enlightening experience doing the exercises but I was not really focusing on the model. I was more into what I am learning in every exercise. So yes I think I am learning. . **---RPTL5**	Yes and no I think it depends on the topic and my experiences. Like in some of the exercises that I don't have much experience I can not really answer all the questions. **---RPTL8**

Table 5 illustrated the efficacy of my model and its benefits to the students regardless of whether they were actually aware of a reflection model per se. The conversation/discussions made over the web from students expressing their thoughts about it supports my claim that the model works and is beneficial for them.

With the above analysis steps I was able to formulate grounded set of interpretations, findings and conclusions as follows.

General interpretations from the analysis:

1. The students (respondents) learned from the process which they have undertaken in the research. Doing the exercises enabled them to go through the stages of my reflection model, and because of that they were able to assume or plan their course of action if and when they got to experience a similar incident or situation.
2. The students learned from reflection or reflective practice when they do reflections. As shown in Table 3the students were able to learn from the reflective exercises. Regardless of the varying insights of how they learned, they had learned from the experience.
3. The students found significance and value in reflection/reflective practice. One statement of the respondents that made me realize that they found value in the reflective exercises I gave them was from RPTL 2

   "what I find significant about reflection process in general is that it is something to be learned by everybody because reflections are thoughts

which helps you realize what something went wrong and that knowing it can make you move in positive way to correct the wrong ones in the future".

This statement indicated that the respondent was able to see the benefit of reflective practice to the point of suggesting others to learn it and practice as well. Another comment from RPTL 5 was *"personally I find reflective practice very significant because I can apply what I learned from it today and in the future"* These statements showed that the respondents were able to see the impact of reflection in their learning processes and outcomes as students.

4. The model was effective enough for the students and me to process our reflections and insights. Being able to see their own errors and how they can better themselves in future with similar incidents/situations they clearly demonstrated their understanding of the model, the process and practice of reflection.

In general, students' results include their demonstration of meaningful responses concerning reflection practice as shown by their expanded responses and generous sharing of their ideas in discussions. Another is the realization that reflective practice is helpful to them. Having them confirm that they were helped by the reflective exercises is indication enough as shown in their responses in the exercises. (See Appendix1)

For my part the first cycle provided me insights on the nature of the students, the suitability of the lessons and whether the content of my website were matching the level of understanding of students. Basically the first cycle taught me how to refine the research process.

The second and third cycle were very different to the first one. In these two cycles I found out that reflecting on the previous cycle of implementation contributed to the success of the succeeding cycles. I realized that in these cycles the students understood my model based on content and quality of answers provided in their reflective exercises. I learned that the students generally agreed to my research premise that reflective practice or reflection can help students learn.

This chapter has reviewed the process in which the analysis was made and also the progress of the project. The development of the project implementation was also cited.

Chapter 10 Critical Review

This chapter will illustrate my journey in studying and completing the Masters of Professional Practice. This will also illustrate my professional practice before MPP. In addition, this will show the impact of this study on me as the researcher in this project.

Reflections on my professional framework of practice prior to the MPP

Before embarking on this Masters of Professional Practice, I had already been a practicing professional teacher in my country. I had a very extensive teaching experience in both private and public sectors. I consider I am a professional not just because I have the state licensure but also in the way I conduct my practice. This includes my interactions with my school administrators, colleagues, students and other school stakeholders. In addition to actual teaching, I also performed other school tasks such as enrolling pupils in the elementary school; Preparing daily lesson plans/ daily lesson logs; Formulating and administering major tests and other forms of student performance evaluation; Evaluating pupils' progress and providing various experience for their continuous development; Creating and utilizing various learning materials for student enrichment programs and technological skills as well; Implementing educational programs of the Department of Education and particularly those concerning the Division of Pampanga; Supervising curricular and co-curricular projects and activities of the children; Working with other school personnel, parents and community for the total development of the children; Coordinating and cooperating with other teachers in school projects and activities; Doing school related work like train/ coach pupils for contests like science quiz, journalism and athletics; Monitoring the class performance and all their activities; Keeping pupils' and school records and preparing required reports; Checking each student's personal and all academic growth; Providing guidance services to pupils; Closely coordinating with the students' parents to ensure their growth inside and outside the school; Providing a range of homeroom activities, which enable each student to be developed morally, spiritually, socially as well as physically.

I also served as district field adviser for the girl scouts in the district as well as the provincial area. In all of these tasks I have been very professional in all of my dealings. I was guided through all these responsibilities by my personal values of obedience, honesty, dedication, diligence, respectfulness and fairness. I do value good communication as it fosters good and harmonious relationships at work and in other expectations of being in a community.

Having all these in my resume as a professional teacher, I still felt inadequate in a way since I had no further academic study by which to confirm the self-improvement I am subjecting myself whenever I try to learn new things on my own. The need for a higher academic qualification, the unsettling feeling of inadequacy and need for change were the driving force that led me to study the Masters of Professional Practice.

Upon doing the first course (Review of Learning) of this MPP I was able to recognize my professional capabilities. Through reflections, I realized who I am as a

professional teacher and who am I as a person. Such realizations included me having professional capabilities of being able to communicate well; open minded to change and adapt well to them; being good at problem solving and resolving conflicts among students and colleagues; organizing events and activities for both students and the school. The review of learning also made me realize what I needed to grow and develop professionally. One of which was my lack of research experience. My kind of research before coming to New Zealand was amateurish in nature since I only looked for immediate answers without looking at what scope, belief or empirical evidence was behind the question. Another inadequacy was my lack of exposure to a higher academic environment since my teaching experience was limited to teaching younger students. Looking back enabled me to see that I have always been more of a passive learner. I actually found out through academic reading that I was more of a pedagogic learner due to my educational background. I have studied and worked in schools that practiced a pedagogical approach. That naturally influenced me a lot. However, I also came to know how I came to be who I am because of the reflections I did in the review of learning. Through recall, I realized that my exposure to reflective practice even before coming to study here in Otago Polytechnic has greatly shaped my professional practice as well as my personal development. This has been my way of coping with the demands of my job and workplace. I believe my reflective practice enabled me to adapt to many environments or situations and I was able to make more progress with my students as well as sustaining my working relationship with school administrators and colleagues. With my MPP journey, I realized that I have to step up and adapt in order for me to progress in my profession.

One of the first things that I became aware of early on was the difference in teaching and learning dynamics. From where I came from, pedagogical approach is still the main educational approach in the system and which is exactly opposite of the prevalent approach here in OP with the andragogical approach/orientation. Another understanding I had was on transformational learning. Though I already knew that reflecting from my experiences results in change I never really knew the concepts behind these changes in relation to reflection. At this point I was not aware that my teaching and coaching of students, athletes and girl scouts were anchored in specific approaches. I knew though that I varied approaches in dealing with each of them.

To sum up who I was before MPP, I would describe myself as a teacher whose primary concern was my work and my students. The work and the students as well as my family both immediate and extended are my first priority. Graduate studies came last in my book. This was changed however when I started my MPP journey. Further down the road, I became more aware of the changes in me as I went through the Learning Agreement course.

Reflections on my professional framework of practice after the MPP

Although I have always believed that I am really professional since I have acquired my license as a teacher, I know better now. I am now a believer that after the MPP journey, I am a better professional. I know so because with this study I was able to put my professional life in the mirror and have seen who I was before and who I am today.

Today, I am a professional who is able to see past my weaknesses and turn them into strengths by working on them. I am now capable of not only correcting my errors but also of preventing myself from committing unnecessary errors. Through the review in learning I have reflected how I operate as a teacher. I realized how I was able to improve myself not only in the way I teach but also the way I deal with colleagues. And so I have seen the areas where I have not performed well. This gave me the opportunity to assess where I lacked insight and what I could have done better. In undergoing MPP, I have been into many meetings and trainings with other professional here in Otago Polytechnic and these gave me insights how the people in academe interact with each other. My discussions with my facilitator gave me insights on how I can uplift my students to think deeper and dig deeper into the mind through higher order thinking skills and questioning. I especially learnt how to make a student feel better with his/her thoughts and encourage further trust in one's understanding and judgements. What struck me most in the process of facilitation was the manner in which I was challenged to think broadly. In our discussions I was given questions that guided the direction of my thoughts. Given the fact that I am not a native speaker of English, it was only natural that I sometimes misheard and misinterpreted points in our conversations. And the solution we came up with was the voice recording of our conversations in each session. I was so helped by this action that I decided to adapt such practice if ever I found that my students needed it. Especially those who are facing a language barrier. Having experienced all these techniques made me realize how an andragogical approach is done. I came to know that in my MPP journey I was actually experiencing the andragogical approach in teaching as well as learning as opposed to my previous pedagogical approach in teaching. I was now able to see the areas of my previous work where I had the andragogical approach without being aware of it. These were my teaching of Science, coaching athletes and leading girl guides and girl scouts.

I have become a professional who is able anticipate consequences of my actions. I could say that reflection and reflective practice enabled me to be not hasty in making decisions especially on matters that will affect other people, especially colleagues in the work place.

I have found myself to be well adjusted and very adaptable not only in the environment but also in the workplace and the people I worked with. Putting into practice the skills I learned early on from my previous employments to new and different work was also something that made me think that I am a capable professional. To cite some instances, let me share this experience from my job in before and after school care. Since this is a center caring for young students of varying ages, I was able to use my skills in talking to each of these young people in accordance to how I perceived them to be. I talked to the older ones appropriately as young teens, while I made myself a bit softer and caring to the younger ones. I also applied my knowledge about the policies and guidelines concerning the care of young children here in New Zealand. I even followed

the methods they used in teaching the students here. For example, when the teacher gave spelling words to study for the children, I as an afterschool carer review the words with the child making sure I never jumbled or rearrange the order of the words given to him/her. This was a very different practice from what I was used to when I was in the Philippines, it was a customary practice for us to always make sure we rearranged the order of the given words. We have this practice to challenge the student and ensure deep mastery of the words. Clearly there is a big difference, but because I am here I naturally adapted to the ways we have here in New Zealand. I clearly followed the way things are done here.

In another instance, I worked as a function manager in an event centre company. Here I improved my communication and anticipatory skills. In the beginning I had no idea of what I would be doing in an event centre. Though I had organized many events in and out of school activities back in my hometown, I had no idea how to be a function manager in a formal setting in a different culture with different people. What I did was to tell my immediate supervisor what I knew and what I needed to know to be able to fulfill what was expected of me. In the conversation I suggested I work as an assistant for a function or two before they put me in charge of a function. I refer to this as learning on the job. As it entails learning while performing the job. I reflected on each day of work in order to see what I was learning. And after two rosters of being an assistant I asked to be in charge. From being an assistant I learned to anticipate the needs for an event as well as the possible crises that may arise and this was really helpful in avoiding mishaps for the event. I learned that communication was the key to satisfying clients and making sure the event was a success. In addition to that was my awareness and use of organizational skills. I applied organizational skills in dealing with subordinates as well as with the supplies needed for the event. In the end, I received good feedback from guests and other supervisors in the workplace. Looking closer at this experience made me realize that in each of the event I handled I reflected on what happened and tried to see both negative and positive things that occurred and to remember what I could do better next time. Feedback from guests and subordinates also provided me with useful reflection points. In every function I handled I saw continuous improvement of my performance. Relating this to my reflective practice model, each of the functions served as the learning experience from which I reflected and learnt. The later functions became the vehicles in which I applied and tested my reflective insights. Through repetitive reflection I learned things which enabled me to develop my capabilities and grow professionally. At one point, I even considered involving myself in the education and training side of the hospitality industry as I have experienced and learned so many things in this work that can be useful to people interested in it.

During my study and work here in Auckland New Zealand, I have reflected that I still have these professional capabilities and values which apply to both school and a wider workplace. I may not be trained for other work other than teaching but I can always engage myself in different types of work because I have these professional capabilities. These capabilities include me being able to communicate better with people from different

professions, being adaptable to new innovations in work matters as well as other areas of contemporary life. I also know how to adapt my previous skills to new lines of work. My organizational skill is something I can bring to and adapt to new situations or work areas. I believe that I have the capability to lead others and at the same time I can also be a team player that would foster productivity not only in the workplace but also for myself with colleagues. Being reflective of all my experiences has undoubtedly helped a lot in being able to deliver what is asked or required from me. I was able to obtain knowledge of some tasks by going through different means like trial and error manipulations computer user operations and new software. In terms of academic information I needed to obtain I was able to find sources and resources through surfing the internet.

On the other hand, my capabilities and skills as a professional teacher were polished as I presented my project in the classes as well as how I went about supporting my subordinates and trainees as a housekeeping supervisor. In here, I get to practice what I am learning in MPP. Being able to practice what I am learning has enabled me to transform myself as a better version of myself personally and professionally. It is very significant to note that whilst I was experiencing different areas of employment I was unconsciously gaining transformative learning through reflection. As I engage with every employment opportunity and its related experience, I reflect using my own reflective practice model and try to put into practice everything I learn from them. Based on these learning/insights I get to change and adapt myself to the current needs of every situation.

In summary of my transformation through the implementation of the project and the Master of Profession Practice study, I came up with this analysis of my transformation (Table 6).

Table 6: Comparable Transformation

Comparable transformation	
Before MPP	**After MPP**
Dependent learner (pedagogic)	**Independent learner (andragogic)**
Teacher centered teaching practitioner	**Learner centered teaching practitioner**
Less confident in my abilities	**More confident in my abilities**
Limited career goals/options	**Broader career goals/options**
Limited use of my capabilities	**Able to use capabilities in other profession**
Amateur researcher	**Professional researcher**
Narrow perspective on being professional	**Broader perspective on being professional**

As a learner before studying here in Otago Polytechnic, I was a dependent learner who depended on professors and others for the knowledge I needed to acquire in any course or subject area. I just accepted what they give as learning. I used to require their

approval and judgment as to whether I was delivering exactly what was expected of me. Now I see myself as an independent learner responsible for my own learning. Through the guidance of my educational facilitator, I was able to trust and direct my learning. I am now able to accept that my learning should not be compared with that of others. That I am perfectly alright if I may not have the same speed and scope of learning with that of my classmates, colleagues and contemporaries.

As a teacher centered teaching practitioner, I must admit that prior to coming here, I spoon fed the information and learning to all my students especially those who were in low achieving groups. Only in my Science classes did I allow my students to explore and discover the concepts and ideas they might learn from their experience. Today however, I can say that in any future teaching profession I will do my best to present learning activities which will foster independent learning in my students. As an educator, I will facilitate learning in such a way that students learn at their own pace and to let them trust and facilitate their own learning.

From being less confident of my own understanding and abilities, I am now able to trust my understanding and respect my differing opinions from those of other people. I am now more confident in my own knowledge and understanding as well as that of my abilities.

In addition to that is better understanding the difference between abilities and capabilities. I know now that abilities are the skills we are capable of or able to perform whilst capabilities are the enhance skills that one can use or utilize in different situations other than in its original use. Based on the list of 24 capabilities, being adopted by Otago Polytechnic, I know I have the following capabilities: Organizes Effectively; Demonstrates Digital Competence; Inspires Others; Acts Responsibly; Reflects on Performance; Solves Problems; Works in team; Works independently; Acts responsibly; Communicates Effectively in Writing; Displays Effective Interpersonal Behaviour; Practices Health & Safety; Practices Ethically and Thinks Critically. While I believe that I have manifested and developed these capabilities in my work experience and in my research, I also know that I still need room to improve and develop them so I can ensure further professional growth and development.

In regards to being a researcher I can say that I have changed from being an amateur to professional in the sense that I now know what actual academic research is, its processes and the general practice of it compared to researching for immediate answer /solution to an ordinary or simple questions.

For over two decades of my life and profession I have limited myself in being an elementary school teacher. It was the only profession/ career I had. Now that I have studied and worked here in New Zealand, I have broadened my career goals. I have learnt that I can move and work in different industries and in different capacities. I know now that I can apply my capabilities in other fields which I may want to pursue. I have experienced in a very short time that I can work in an entirely different profession just

because I am capable of learning and can see how to apply my skills and capabilities in other industries.

Before MPP my idea of being professional was confined to how professionals perform in their profession according to their roles, responsibilities and ethical practices. Today however, my view is I believe that being professional includes being able to find ways on how to continuously improve one's crafts, skills and capabilities. I believe that it should also include being able to belong in a professional organization where one can enhance one's professional capabilities and use appropriate language for that profession. Being able to transfer one's capabilities and skills in other ways other than in an original intended profession can also be an indication of one's professionalism.

I would say that my paradigm of what a professional is before coming to New Zealand has significantly changed by my two years of study and work here. Primarily because my frame of reference has changed when I exposed myself in the New Zealand culture. I believe that when paradigms shift, transformative learning takes place and paves the way to change. And it all happens when I reflect and learn from all the experiences and opportunities I have been exposed to.

I believe that writing this report has also made me become more aware of the transformative learning that took place within me.

Professional Framework of Practice

As described in the Motivation chapter, there were two goals for undertaking this professional practice research. First is the need for reflective practice to help international students cope and adapt in their academic performance as well as to the changed environment and work they were exposed to in coming to a new place and culture. The second goal is becoming a facilitator in reflective education practice thereby making myself an educator who can provide opportunities for students to be helped by themselves in processing their reflective learning.

In this chapter I describe and discuss that new professional framework of practice. The intention is that the articulation of the role is a significant contribution in itself so it is written in a transferable manner, although illustrated and informed by the work practice project described in previous chapters. Lastly I reflect on my personal learning journey - asking how closely aligned by current practice aligns with this new framework?

My future plans include being employed as a higher level educator, which means I would like to teach either in middle school or tertiary level possibly in teacher education. I believe I have gained the necessary skills needed to move forward in this direction. I already had extensive experience but now I have added the skills and capabilities I developed from my MPP studies. I could also see myself being part of a school management team where I could practice my management skills as well as my knowledge and experience dealing with a variety of learners. I am also open to possibilities of branching out into other fields other than the academe if interesting opportunities came my way. I plan to make reflective

practice a continuing part of me so I can continuously evolve as a better version of me but also become a better professional who can transfer all my capabilities and skills into another line of work. I believe that continued education and exposure to new experiences and opportunities will enable me to grow and develop my capabilities. It is in these opportunities where I could use and enhance my existing capability.

As a future educator I plan to share and keep encouraging my students to engage in reflective practice for I know the great benefits they can gain from its practice. If given the chance in the future I would like to pursue further my research and broaden my knowledge as to how more educators/lecturers might join in the pursuit and practice of reflection.

The Project's Impact to me as a Professional

My project has greatly impacted my professional development in a lot of ways. First and foremost it taught me how to go about formal research. It made me realize and the things that are essential in doing research work. I learned to find ways on how to source secondary data. My project gave me an opportunity to develop my confidence in reaching out to other professionals for academic inputs. It developed my communication skills in recruiting people of different cultural backgrounds and educational fields in joining me in my research project.

This research has transformed me as a learner and as a teacher. As a learner, I was able to direct my way in achieving what I sought in the project. I was able to find alternatives ways in achieving my goals, like when I was recruiting students to join me. I used different ways to get people to listen to me and encourage them to participate. With the help of my facilitator, I was able to deeply process my thoughts on my projects through his questioning approach.

As a teacher, the project enabled me to really understand that the process of learning in students and teacher is not that different. While it is true that individuals have different learning styles the learning process is the same and can be directed by the person himself. I have learned the pedagogical and andragogical approach and how was I affected by them. I realized that I follow the pedagogical approach in teaching because it was required of me as a public school teacher at an elementary level.

Chapter 11 Conclusion and Recommendations

In this thesis I have described the dual development of a work project called reflect to learn and my professional framework of practice as a facilitator in reflective education practice. In this final chapter I recap my contributions in the three areas initially outlined: 1 the articulation of the framework of practice, 2. the change in practice associated with that framework, and 3. the impact of that change. This chapter also discusses the conclusions on the research for both the student participants and the researcher.

To articulate my framework of practice which is to become an educator who is able to support international students in their learning process, I have achieved this through the engagement of more student in reflective practice. I have designed reflective exercises for students to engaged and learned from. Throughout the implementation of the project, changes and adjustments were made through my reflections of the students output. And in the general context the study was proved beneficial based from the responses of the participants.

Both the participants and I have experience tremendous change within ourselves as we practice reflection. According to a number of participants, after they engaged in two or three exercises, they found themselves automatically reflecting on their actions and that they also become cautious of their plans. One of the participants specifically mentioned that she has become more conscious of her actions and of the things happening in class. As for myself, I was able to learn and adapt some software programs to accommodate my participants in this project. I also learned that there is no end point in learning, which means I will continue to learn as long as I live because everything that happens and every experience is a source of insights and learning.

I think the most important impact of this change for the participants is that they are now aware of a process in which they can continually improve themselves and also direct them to their goals especially in their studies and work placements.
I believe these impact of change will be more understood in the conclusions below.
I have divided the conclusions into three categories: for the study itself; the student respondents and for me as learner and researcher. And for the recommendations I have identified two areas; one for the study/research and the second that relates to my professional practice growth and development.

Conclusion Students' Part

In general, I can conclude that the participants who have finished the project identified the value of reflection in their study and life as a whole. They learned from reflections and doing reflective practice and agreed that reflective practice helped their learning. Their response supported the premise of the study that learning is derived from reflecting on their experiences.

Use of reflection by OPAIC students can help them adapt to situations they face inside and outside their classes. As a student myself I believe I was helped by this reflective practice. In my view as an educator, if the school encourages the practice of reflection it will develop more productive students and capable graduates who can become more independent learners as well as developing the transferable skills to tap into any line of work they may wish to engage in.

Conclusion Researcher's Part

From my reflection of my performance project, I can conclude that this project has been a significant vehicle of learning for me in terms of gaining academic research experience. I believe that I have learnt more than my student participants did. And so I have the following conclusions:

First of all is the realization that upon doing the research one can uphold the idea or premise which one sets out in the beginning of the project and upon finishing you may view things differently. Personally, I have experience this change of perspective in this research. I believed that in the beginning I saw my model as a reflective practice model which later became a learning model and a professional practice model. As I have mentioned in a previous part of this report, learning and reflection are intricately connected to each other, that learning is not possible without reflection and when one reflects one definitely learns something.

Throughout the writing of this paper I kept learning more especially from the iterations I had with my facilitator. I realize that my learning significantly increased as I finalized the compilation of this report. For example, I recognized in analyzing the narrative data from the respondents. I should have categorized the questions I used beforehand to improve the results and analysis of this study.

I have learned several processes involved in conducting research as well as the significance of different kinds of research. Equally important for me in the project was the transformation I gained while implementing it. Through the research, I was able to realize that my learning orientation had always been based on pedagogical practice since I started teaching at an elementary level. However, there were certain subject areas where I could say I had practiced a minimal amount of andragogy. And that is in the teaching of elementary Science where I always provided my students with activities which challenge them and provoke deeper interest and thoughts.

As a teacher, I was indoctrinated in the pedagogical practice of the Philippine school system. Even in the tertiary level there, the presence of andragogical approaches was very limited. And because of this, I was really lost for a while at the beginning of my Masters of Professional Practice. It took me a while to grasp the student centered practice here in New Zealand. Through my facilitator, conversation with fellow students, academic reading and direct observation in some classes, I now know the differences between pedagogy and andragogy and their relative practice.

I succeeded in really learning how to conduct academic research. This project enabled me to have an actual research experience and know-how I can use this for further study in the future. One of the things I learned in this research apart from the steps and methodology involved in the conduct of research is the gathering of related literature. Another was APA referencing. I particularly found that project management was a very important factor in the conduct of research and therefore in the future I plan to give more focus on the timeframe needed for each stage of research. An additional factor was how I go about the writing a research report itself. I have learned the need to organize my ideas, concepts and materials in writing the report as well as the need to have back up files. Now that I am done with it I plan to use the lessons I learned from this in any future research/study that I undertake. Moreover, I had the opportunity to have professional conversation with some of the academic staff of the school where I was able to discuss my project and exchange ideas about reflective practice and students' performance. It is in these conversations that I learned that differences in opinion helped me re-examine my thoughts on particular concepts and practice. And that it also provided me with more points to consider and explore further. To cite an example, was when a lecturer suggested a different way of presenting the reflective exercises I prepared. At first, I thought it was a better idea but then upon reflection I was able to discern that his suggestions directly contradicted my own methodology for the project as well as violate the ethical conditions of the project, where students would be pressured to do the reflective exercises. Another instance was when a lecturer allowed me to sit in on his class to observe how he went about reflection on his class and we later discussed and confirmed the changes taking place in the performance of his students. All these professional conversations contributed to my development as a researcher and consequently in the quality of my research. In the event that I will undertake research again, I believe that I would include data gathered in professional conversation and consultation as they are an invaluable help to a researcher to enhance, modify and expand their research thinking.

Moreover, I have realized that the important thing in this endeavor is the process of learning that has taken place in me is more important than the result of the project itself. Yes the result of the research matters but it is the transformation that took place in me as I go about the project that mattered more. Throughout the reading, reflecting and writing of this report, I was able to realize somethings about me as a learner. One of which is that I still have some struggles in shifting from a pedagogical orientation to an andragogical one. Much as I would like to consider myself as a fully transformed learner, I think I am only about halfway there. Knowing and accepting this makes me more aware of the need to continually grow and develop professionally.

I further concluded that my project has impacted me in a way that I consciously practice reflection as a way of life. I reflect on most of the things that happen to me, I reflect on my conversations, plans, problems, career and just about everything else including relationships. It also made me realize that I want to become an educator who allows my learner to have more freedom in their learning processes, to cultivate their thoughts and

facilitate their self-directed learning. I think the best way to put it is to be become a guide and a challenger to students in their learning.

Through constant reflections on the implementation of the project, I became aware of the weak points of my research as well as my conduct of the said study. I realized that I have yet to learn much more to become a better researcher. So I came up with some recommendation for myself as a researcher and facilitator of learning.

First is to work on improving my knowledge of research through working on the weak points of the project as well as the continuous improvement of the online course in my site. Working further on my online course will provide me opportunities to further find areas to explore and develop which I may be able to someday write about as evidence of professional development.

Second, involve myself in research through academic reading and study, internship and participation.

Recommendations for practice and further study

As for the recommendation, I came up with the following based from what I reflected in the implementation of my research. As I have seen how limited my research was, I would recommend a more in-depth research that would not only last longer but also design reflective exercises suited to each course of study as well as extra time for reflective exercises every after class. I also thought of the possibility of having a mandatory short course on the importance and practice of reflection in relation to the learning process. One aspect that must be explored in the research would be the role of reflection in the learning process as well as the other aspects of learning. This way all the students will have an opportunity to experience how it is to reflect. This idea came about when I had the opportunity to observe a management course here in Otago Polytechnic, where students were asked to reflect on how they perform as a group whenever they were in class. In this particular class, the lecturer engaged his students to reflect on their performance as a group in class as well as those of the other groups. As the days passed, it became an automatic activity for them to really pay attention in class since all of them will have to give each other feedback on their performance. And so after some time, I saw the changes occurring in their performance. This kind of research maybe described as controlled study but it will ensure the opportunity for the students to really grasp what it means to use reflective practice as a vehicle for learning. In addition, the support of lecturers/tutors are equally important in the reflective practice. I realized that lecturers who believed in reflective practice tend to be more encouraging to students to practice reflection. While on the other hand, there is a need for lecturers/tutors to have an actual time to engage their students to reflect in class not only with their class activities but also with scenario based situation in the work place that maybe presented in class. Another equally important variable in the next research will be the inclusion of age factor among respondents as well as of the gender of the participants. Based from the opinion of some

of the lecturers, they find older students to be more introspective younger students in terms of their participation/performance in class. On the gender factor, I had noticed that some of my male respondents tend to be more reserved in their sharing of their reflections while most of my female were very open and expressive in the way they share their experiences and reflections. And since this premise only stemmed up from mere observations on my part, I think it would be another point to consider in further study of this subject

At the start this research I described my observations of students approach to learning and how their expectation of spoon-fed learning was hampering their independent thinking. I had a strong model to work from – my own learning was transformed by my developing an understanding of reflective practice. In this thesis I have described my research into developing the Reflect to Learn approach so that other international students like me can be able to adopt and cope with an andragogic approach of learning.

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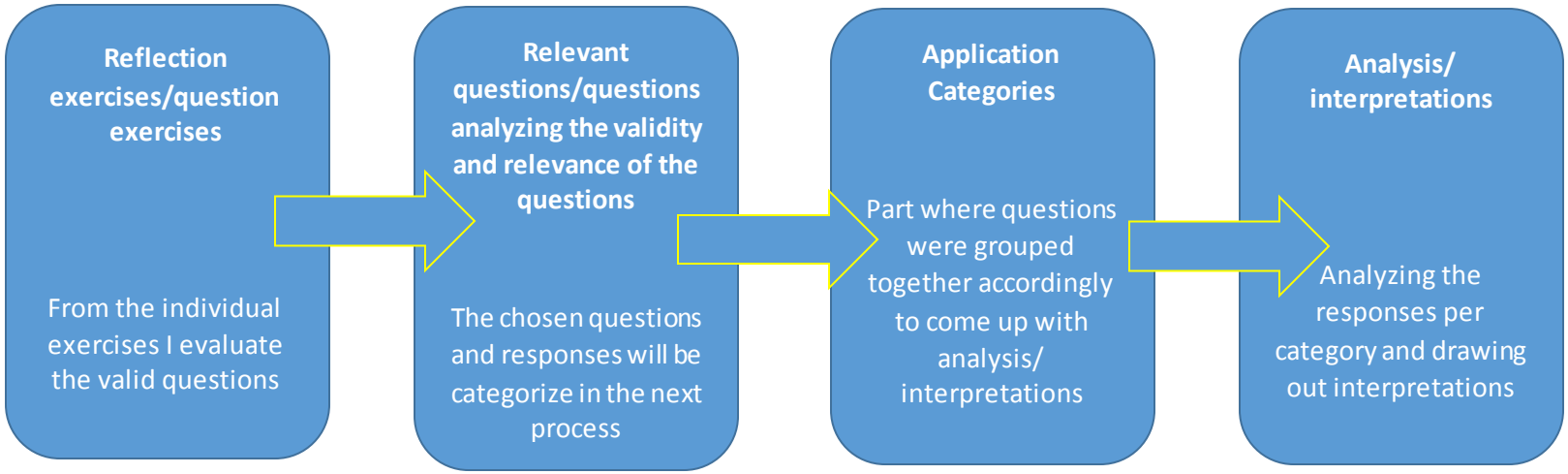
Part Three Appendices

Appendix 1 Analysis Approach of Reflection Data

Analysis Approach of Reflection Data

General flow of the process



Anonymized reflection exercises from students RPTL 5 and RPTL 6 to show where I took the questions.

The coloured questions are the questions I deemed valid and relevant to the research based from the response of the respondent.

Reflection tool A Phase 1
RPTL 5

Learning Experience

Describe an experience where you have a group activity in school either in your early schooling or just in a recent past. (What was it about? How did you go about the activity?)

It was during my dissertation. This is the most challenging activities that I've done during my early schooling, where I put more of our time in finishing this activity.

Reflection

What significant part of the activity really caught your attention?

Dealing with the group mates, since some of them are doing least as an expected.

Was it a good experience why or why not?

It wasn't a good experience because I am not really good in confronting others.

Insights Gained

In reflection, what do you think you have learned from the experience?

Yes, being vocal like telling others what they should supposed to do to have a better output.

Can you positively say that you learned the capability of working in team with that experience? Why or why not?

Yes, I have learned from my past experience where I can now have the courage to tell someone that they supposed to do.

Are you aware that you keep on learning differently every time with succeeding group activities you have engaged in after that experience? Can you describe the process in which you recognizes the new learning?

Yes, the learning that I have learned is the learning in dealing with the others like your group mates. We will take into consideration the parts that they want to study not only just assigned them anything without asking them. By then the group will be productive.

The coloured questions are the questions I deemed valid and relevant to the research based from the response of the respondent.

Reflection tool A Phase 2
RPTL 5

Application / engagement

After the previous group works you have done, how well did you do today?

I have apply all the learnings that I've learned before and doing my Diploma I have a better relationship with my group mates and have a better output.

Did you apply what you apply what you learned last time?

Yes.

What could you have done more to make it better?

No, having a good relationship with the team is more than enough.

Reflection

In the future, what do you think will you do to ensure that the next group activity that you will do be a better version of your previous experience?

Better communication and asking them with their ideas and put it into consideration.

Conclusion

What did you learn from always reflecting on what you have done?

I've learned that having a good relationship with others really makes a big difference.

Do you find reflective practice helpful in your learning? How does reflection or being reflective help you in your learning process?

Yes, it helps me to know the things that needs to be done to become a productive.

The coloured questions are the questions I deemed valid and relevant to the research based from the response of the respondent.

Reflection tool B
RPTL 6

Learning Experience

Reflect on your preparations before coming to class

What do you do before coming to class?

I am making sure that all the things that are necessary such as laptop and hand-outs are already in my bag so that I will be left behind during the discussions.

Reflection

Did you feel good or prepared enough to have a good day in school?

I feel like I am a responsible student, when the tutor is asking for a notes I can pull it easily from my bag and fell not left behind.

How did you feel after class? Were you satisfied how your school day gone?

Yes, I am satisfied after my class because I know I did my task as a student.

Why is that?

Because I know as a student I am doing my task.

Insights Gained

Did you learn anything by looking at how your school day went by? What is it?

Yes, I've learned that as a student we should be prepared always before going to school.

Application / engagement

If you are going to have a do over, what would you do differently?

Yes, maybe reviewing the lessons for the past week.

Reflection

Do you think you can have a better and productive day in school if you put into practice what you learned in your reflections?

Yes.

Conclusion

Does reflecting help you learn things that will make you a better student? Why or why not

Yes, because it makes you a more responsible and active student.

The coloured questions are the questions I deemed valid and relevant to the research based from the response of the respondent.

Summary Evaluation Tool
RPTL 6
Complete the following

Before this project what I know of reflection is …….

…being alone and reflect the things that you want to change,

Now that I know what reflective practice is, it is……

…a process of continuous learning

Personally, reflective practice means this way to me…..

…evaluating oneself and correcting the errors that we commit to become better.

If given any chance I will be using reflective practice in any other context because it……

…it helps us to become a better person and we can learn new things.

What I find significant about the reflection process in general is ….

… to correct the things that you think is wrong or lacking and make it right it the same situation will occur.

What has the reflection process enables me to do that I couldn't do before is being able to…

…reflect and detect my errors.

I think what I need to use in my reflection process in future will be…

…observation

Because reflective practice has taught and helped me a lot, I am sharing you this reflection I recently had when……. **(Any reflection made recently school related or personal will do)**

…I had my 2 assessments and they have the same deadline and both of them for me are difficult. What I did, I read both of them and decide which is least difficult and doable so that I can finish one of them before the deadline and can have more time in the difficult one.

Table 1

Interim table to show portions of categorized data collected from students 1						
	Questions					
	In reflection, what do you think you have learned from the experience?	***Are you aware that you keep on learning differently every time with succeeding group activities you have engaged in after that experience? Can you describe the process in which you recognizes the new learning?***	***Did you apply what you apply what you learned last time?***	***What did you learn from always reflecting on what you have done?***	***Do you think you can have a better and productive day in school if you put into practice what you learned in your reflections?***	***Do you find reflective practice helpful in your learning? How does reflection or being reflective help you in your learning process?***
	Answers					
RPTL 1	I learned that if I had the perseverance and confidence, I can easily reach out with them. Plus if I have also a good grooming ,they will have the impressions that I as their lecturer is so serious to teach them the different tips of a healthy life	Yes I am aware of that learning differently everytime with succeeding group activities. I shouldn't wait for others do the work or share ideas to a group activity, because it will only derail and slow down the process of our activity. If I have the sets of new ideas I will immediately share it to our group, so that we will	yes I applied it the last time I have learned the group work	I learned that if I had the perseverance and confidence, I can easily reach out with them. Plus if I have also a good grooming ,they will have the impressions that I as their lecturer is so serious to teach them the different tips of a healthy life	Yes, I think so	Yes it's very helpful. Now if given any situation or group task , I will easily deal with it. I have the confidence to share my learnings to others. For them learning new ideas from me will ensure them that they will be equipped new sets of knowledge for future research

		achieve our objectives in time				
RPTL 2	I have learned that good team work really matters. It makes the task easier. I have learned also that making conversation to the people in the community contributes on how an individual grow as a person.	Yes definitely. New things just appears along the way. At first I am just a member of the group but as the activities go forward I realized that I am learning as well from the others and in the process, leadership is developing.	Yes most of the times	It keeps me mindful about myself. I discover more of myself. I learned that reflecting is one way of starting to thrive as a person. I can evaluate and change bad habits. I can be more strategic and open to changes	Definitely yes.	Yes it helps in a sense I can think in deep and understanding more of a situation. Easy for me to make a solution.
RPTL 3	I have learned that there will be always good friendship after all misunderstanding within the group. One way of testing your patience to one another because all of us need to achieve our common goal.	Yes I am aware. It starts from identifying the problem planning a possible solution and applying it. If it doesn't work, time reflect what went wrong.	I always applies positive attitudes when doing tasks either individually or in groups.	I learned so fast now that I can easily remember or recall things that are so dearly to me whenever I encounter the same situations. I consider them as very important to apply on upcoming situation.	Yes	Yes, you need to be introspective when it comes to projects which involve a lot of preparation, time management, co-operation amongst members and be able to deliver results on time.
RPTL 4	Experience is the best teacher. One the things that I learn is to listen to other people. Listening is one of a great skills that a person should possesses.	Yes learning is always available every time we succeed in group activities. There are always something to learn from others and from ourselves as well.	Yes I applied it the last time I have learned the group work	I have learned that doing mistakes can improve a person to a better one. People learned from their mistakes to become more effective and useful in every task	Sure yes	Yes it really helps me a lot in knowing what to do to become more productive and useful
RPTL 5	Yes, I've learned that as a student we should be prepared	Yes, the learning that I have learned is the learning in dealing with the others like	Yes.	I've learned that having a good relationship with	Yes most definitely	Yes, it helps me to know the things that needs to be done to become a productive.

	always before going to school.	your group mates. We will take into consideration the parts that they want to study not only just assigned them anything without asking them. By then the group will be productive.		others really makes a big difference.		
RPTL 6	Better to choose your own group or work alone.	Working with a bunch of people who have different work ethics is quite challenging and difficult at times	Yes for sure	I learned to learn. Learning about my mistakes, my capacity, capabilities, strength and weaknesses.	Yes yes	Reflective process helps a lot. It can aid in making things wrong to be right the next time we do it. And helps as well in planning in the future.

Table 2

Interim table to show portions of categorized data collected from students 2						
	Questions					
	Does reflecting help you learn things that will make you a better student? Why or why not	***What do you find significant about the reflection process in general?***	***Did you learn anything by looking at how your school day went by? What is it?***	***In the future, how will you improve the way you speak before a group of people?***	***What do you think of my reflection model?***	***Do you think you are learning in this model where I based the exercises I have given you?***
	Answers					
RPTL 1	Yes. Looking back to my mistakes and change it to positive way will make things a lot better	A continuous process from day to day n activities. Everytime we wake up in the morning there is always a reflection s of what we have done the day before and apply it again the whole day	Yes I learned a lot of how my school day went through, each day was a learning process,and always had different tasks. So everyday has new beginning and new learning. It's always a reflective process_,and it's continuous and repeatative process	I will improve the way I speak before a group of people in the future, by gathering important facts and set new ideas on how to impress them,and speak with them with sense.I will also put some humor in my speech so that they will not get bored .i will also add more confidence. It's like story telling with them.	I think it's great helps to learn.	Yes definitely I learned so much in every exercise.
RPTL 2	Yes it is a preparation for the real world. Real world is more complicated. As a student, we should learn now to consider	Learning from mistakes can make a better you	I have learned that if I'm not satisfied on what was discussed in class, it is my initiative to have time to read more about	Practice speaking on small groups. Never be afraid. Read more and I think listen more or be with people who are	I find it helpful in recalling my past experience	Most definitely yes

	thing around us before making a decision. Teachers will guide you in a process. In a real world, no one can help you most except yourself.		the topic for better understanding.	informative so you will be influenced.		
RPTL 3	Because every day you can improve as you learn from your errors	Something to be learned by everybody. Should be part of learning process. It should be shared to students while young, the real Essence of reflection process. Overall, the most significant about this is that you conquer yourself. What mind conceive, your body achieve. Reflections are thoughts which helps you realize what something went wrong and willing to make a move in positive way to correct the wrong ones. All about yourself.	Yes, I need to be prepared on lesson for the next day. I should not be late on my first subject. Just simple things needed to be ready for the next school day.	I will tell myself that I can do it calm myself and set my emotions aside. Concentrate on my message. Be myself, need to smile and have confidence. Maybe practice infront of the mirror to relax myself.	It is good to follow through.	Yes, I think so cause I always find the question asking me what I learned in every exercise you gave me. .
RPTL 4	It is a matter of changing for the better because you know what went wrong with you.	... to correct the things that you think is wrong or lacking and make it right it the same situation will occur.	Yes of course. I learned that we can always succeed and reach our goal as long as we persevere and	Just be prepared.	I think it is good in guiding my thoughts	I believe I am learning

			strive in getting our objectives.			
RPTL 5	Yes, because it makes you a more responsible and active student.	Better understanding of ourselves. We can be a better version always we keep on reflecting and apply it in practical ways.	Yes, I've learned that as a student we should be prepared always before going to school.	Having an interaction with the audience.	It is good although it is long. I understand though that it is necessary in guiding my reflecting on things .	It has been a very enlightening experience doing the exercises but I was not really focusing on the model. I was more into what I am learning in every exercise. So yes I think I am learning.
RPTL 6	Yes it will make me a better student, because reflecting things will put you in a situation or task conveniently deal with them	That I learned from just doing the reflection	Yes I learned that I should do my part in if I want to become better student	I will have to really master my thoughts and what I have to talk about	I do believe it is great. Very directional in guiding thoughts.	Of course I am learning.

Table 3

Partial Collection of responses to valid questions for Category One

Respondents	*Questions*			
	Are you aware that you keep on learning differently every time with succeeding group activities you have engaged in after that experience? Can you describe the process in which you recognizes the new learning?	***Reflection*** *What significant part of the activity really caught your attention?*	***Application / engagement*** *If you are going to have a do over, what would you do differently?*	***Reflection*** *Do you think you can have a better and productive day in school if you put into practice what you learned in your reflections?*
	Answers			
RPTL 1	Yes I am aware of that learning differently everytime with succeeding group activities. I shouldn't wait for others do the work or share ideas to a group activity, because it will only derail and slow down the process of our activity. If I have the sets of new ideas I will immediately share it to our group, so that we will achieve our objectives in time	The community have lack of knowledge in healthy living like proper hygiene, eating non nutritious foods and bad vices like drinking too much liquor and chain smokers. They didn't take a bath regularly, didn't brush their teeth daily, and they wore dirty clothes in which they didn't change clothes. They wore their clothes up to five days and when they changed they wore again used and spoiled clothes. They don't wash clothes on a regular basis like once a week	I will always keep the reflections of my learning to any given tasks,for I can easily deal with it.	Yes it will be better and productive for me in school,if I will put into practice of what I have learned in my reflections.It will be a big help and will also boost my confidence to give better answers to any given situations in the school
RPTL 2	Yes definitely. New things just appears along the way. At first I am just a member of the group but as the activities go forward I realized that I am learning as well from the others and in the process, leadership is developing.	It really caught me the teamwork within the group. My group mates were determined to do the research and helped each other in times of difficulties especially during our community immersion.	I will make sure that everything is in place before going to class. I will ensure that my mind and body are prepared and conditioned enough to face the day in school.	I think I am more productive if I am well prepared and stress free.

RPTL 3	Yes I am aware. It starts from identifying the problem planning a possible solution and applying it. If it doesn't work, time reflect what went wrong.	Opinions shared by each team member.	Yes maybe.	Yes better than yesterday.
RPTL 4	Yes learning is always available every time we succeed in group activities. There are always something to learn from others and from ourselves as well.	The presentation activity was the one that caught my attention. Because the preparation process is intensive to really convey the right message of the task.	Yes, maybe reviewing the lessons for the past week	Yes, because it makes you a more responsible and active student.
RPTL 5	Working with a bunch of people who have different work ethics is quite challenging and difficult at times		Making sure that I do the assignments ahead of time. So I can have more time to over view and make corrections.	Yes it helps a lot specific in giving us strength and a clear thoughts and insights of the things that we've done. To make it better or learn from our experience.
RPTL 6	Yes, the learning that I have learned is the learning in dealing with the others like your group mates. We will take into consideration the parts that they want to study not only just assigned them anything without asking them. By then the group will be productive.	Dealing with the group mates, since some of them are doing least as an expected.	I will write and answer my assignments early	Yes it makes me a better student

Table 4

Partial Collection of responses to valid questions for Category Two

Respondents	*Questions*			
	In reflection, what do you think you have learned from the experience?	***What did you learn from always reflecting on what you have done?***	***Did you learn anything by looking at how your school day went by? What is it?***	***What insights have you gain from the study?***
	Answers			
RPTL 1	I learned that if I had the perseverance and confidence, I can easily reach out with them. Plus if I have also a good grooming ,they will have the impressions that I as their lecturer is so serious to teach them the different tips of a healthy life	I learned that if I had the perseverance and confidence, I can easily reach out with them. Plus if I have also a good grooming ,they will have the impressions that I as their lecturer is so serious to teach them the different tips of a healthy life	I learned that if I had the perseverance and confidence, I can easily reach out with them. Plus if I have also a good grooming ,they will have the impressions that I as their lecturer is so serious to teach them the different tips of a healthy life	I should always be prepared, attentive, and have full of confidence
RPTL 2	I have learned that good team work really matters. It makes the task easier. I have learned also that making conversation to the people in the community contributes on how an individual grow as a person.	It keeps me mindful about myself. I discover more of myself. I learned that reflecting is one way of starting to thrive as a person. I can evaluate and change bad habits. I can be more strategic and open to changes	It keeps me mindful about myself. I discover more of myself. I learned that reflecting is one way of starting to thrive as a person. I can evaluate and change bad habits. I can be more strategic and open to changes	One of the best insights I gained is that I don't have to fear to mingle with different kinds of people. I realized those unkind people will make me more rigid. They will let you feel down, frustrated but one I conquered it, everything will go smooth. Every person who I met and mingled with has always a purpose for me to grow as a person.
RPTL 3	I have learned that there will be always good friendship after all misunderstanding	I learned so fast now that I can easily remember or recall things	I learned so fast now that I can easily remember or recall things	High level of pride is not good. That's what I have learned from the two

	within the group. One way of testing your patience to one another because all of us need to achieve our common goal.	that are so dearly to me whenever I encounter the same situations. I consider them as very important to apply on upcoming situation.	that are so dearly to me whenever I encounter the same situations. I consider them as very important to apply on upcoming situation.	members of the group. Nothing good will happen if there is no understanding to each other
RPTL 4	Experience is the best teacher. One the things that I learn is to listen to other people. Listening is one of a great skills that a person should possesses.	I have learned that doing mistakes can improve a person to a better one. People learned from their mistakes to become more effective and useful in every task	I have learned that doing mistakes can improve a person to a better one. People learned from their mistakes to become more effective and useful in every task	Know how to prioritize and don't be over confident in what we do. Don't assume on circumstances. Better to have more time to do the task.
RPTL 5	Yes, I've learned that as a student we should be prepared always before going to school.	I've learned that having a good relationship with others really makes a big difference.	I've learned that having a good relationship with others really makes a big difference.	Proper time management is always the key.
RPTL 6	Better to choose your own group or work alone.	I learned to learn. Learning about my mistakes, my capacity, capabilities, strength and weaknesses.	I learned to learn. Learning about my mistakes, my capacity, capabilities, strength and weaknesses.	Being focused and knowing how to make changes for the better

Table 5

Partial Collection of responses to valid questions for Category Three

Respondents	*Questions*			
	Do you find reflective practice helpful in your learning? How does reflection or being reflective help you in your learning process?	***Does reflecting help you learn things that will make you a better student? Why or why not***	***What do you find significant about the reflection process in general?***	***Will it be helpful to have back up plans for your original plans? Why or why not?***
	Answers			
RPTL 1	Yes it's very helpful. Now if given any situation or group task, I will easily deal with it. I have the confidence to share my learnings to others. For them learning new ideas from me will ensure them that they will be equipped new sets of knowledge for future research	Yes. Looking back to my mistakes and change it to positive way will make things a lot better	A continuous process from day to day and activities. Everytime we wake up in the morning there is always a reflection s of what we have done the day before and apply it again the whole day	Yes it will be helpful to have a back up plans for my original plans, because if ever my original plans will not work and my back up plans will do the work. It will make sure the success of my goals
RPTL 2	Yes it helps in a sense I can think in deep and understanding more of a situation. Easy for me to make a solution.	Yes it is a preparation for the real world. Real world is more complicated. As a student, we should learn now to consider thing around us before making a decision. Teachers will guide you in a process. In a real world, no one can help you most except yourself.	Learning from mistakes can make a better you	Yes. It will be helpful to have back up plans. Always have a back up plan. So that it will never get in to the point that you that you have only one options to choose from. It is hard. You are locked. Create heaps of options and commence to think back up plans. If you don't have back up plans, learn to be flexible starting now.
RPTL 3	Yes, you need to be introspective when it comes to projects	Because every day you can improve as	Something to be learned by everybody. Should	Yes to have something ready to implement

	which involve a lot of preparation, time management, co-operation amongst members and be able to deliver results on time.	you learn from your errors	be part of learning process. It should be shared to students while young, the real Essence of reflection process. Overall, the most significant about this is that you conquer yourself. What mind conceive, your body achieve. Reflections are thoughts which helps you realize what something went wrong and willing to make a move in positive way to correct the wrong ones. All about yourself.	whenever the original plan fails.
RPTL 4	Yes it really helps me a lot in knowing what to do to become more productive and useful	It is a matter of changing for the better because you know what went wrong with you.	… to correct the things that you think is wrong or lacking and make it right it the same situation will occur.	Yes it always have to be a backup plan so it things go wrong there is always something to do already.
RPTL 5	Yes, it helps me to know the things that needs to be done to become a productive.	Yes, because it makes you a more responsible and active student.	Better understanding of ourselves. We can be a better version always we keep on reflecting and apply it in practical ways.	Yes, we always have a backup plans because we cannot control that will be happing on the day. By the backup plan we can still make the plan possible even if there will any problems will occur.
RPTL 6	Reflective process helps a lot. It can aid in making things wrong to be right the next time we do it. And helps as well in planning in the future.	Yes it will make me a better student, because reflecting things will put you in a situation or task conveniently deal with them	That I learned from just doing the reflection	Yes , back up plans saves the day

Table 6

Partial Collection of responses to valid questions for Category Four (most of the questions in this category stemmed from web discussions)

Respondents	*Questions*			
	What do you think of my reflection model?	***Do you think you are learning in this model where I based the exercises I have given you?***	***Do you think it is necessary to go through all the stages in the model***	***Do you find this reflection model useful to you?***
	Answers			
RPTL 1	I think it's great helps to learn.	Yes definitely I learned so much in every exercise.	I think so it allowed me to think more deeply of what was I reflecting on	Yes I do
RPTL 2	I find it helpful in recalling my past experience	Most definitely yes	Yes the stages directed my thoughts.	It is yes for me. I learned from it.
RPTL 3	It is good to follow through.	Yes, I think so cause I always find the question asking me what I learned in every exercise you gave me. .	Yes and no I think it depends on the topic and my experiences. Like in some of the exercises that I don't have much experience I can not really talk about.	I do find it useful.
RPTL 4	I think it is good in guiding my thoughts	I believe I am learning	Yes it is a must to go through all the stages.	It is useful in the sense that I can improve myself when I used it
RPTL 5	It is good although it is long. I understand though that it is necessary in guiding my reflecting on things .	It has been a very enlightening experience doing the exercises but I was not really focusing on the model. I was more into what I am learning in every exercise. So yes I think I am learning.	Yes the stages are all necessary in directing my thinking	Yes for me it is useful. When using the exercise I get to become a better version of me.
RPTL 6	I do believe it is great. Very directional in guiding thoughts.	Of course I am learning.	I do think it is necessary to fully understand the reflecting practice.	Yes absolutely useful in learning more.

Appendix 2 Learning Agreement

Master of Professional Practice

Course 2: Advanced Practitioner Inquiry

SAHLEE CORTEZ

***Title of project*:** **Reflective Practice as a Tool for Learning**

***Project Aim/Goals*:**

The project has the following objectives:

- To conduct research on reflective practice
- To test a reflective tool with tutors and students based on a personal model of reflective practice.
- To enhance my own and other's use of reflective practice

Looking back at my own life experiences personally and professionally I have come to a realization that a great amount of what I have become was a by- product of being able to reflect on what I do with examination of my actions. This idea was particularly been a significant factor during my Review of Learning Course in the Masters of Professional Practice program in Otago Polytechnic AIC. It is to be considered that the course affirmed that I came to learn by reflecting on the tasks assigned, situations to deal, people to work with or live with and cultural adjustments among others. Some of the things I learned through reflections would include communication approaches, managing classes or work groups, organizing activities and events, coaching students, empathizing with students and co -workers, computer applications, creation of work ideas which facilitate e asier understanding and less time consuming.

It is in this light that I would like to embark on this project of giving Reflective Practice its own role in nurturing learning. This project will at certain point shed light to the importance of reflective practice to an individual to become a lifelong learner which is essential in developing students to become capable learners.

Context and background to my project

Reflective Practice has been around so long and yet it still not recognized as a major avenue for learning nor has it been an integral part of Otago Polytechnic AIC practice. In this project, I will be sharing with others my learnings from my past MPP work in the previous courses. That includes the learning processes that took place in my education as I reflected on my learning experiences. This undertaking will help me direct others to discover how they learned and also how they can learn better through the process of reflection which help me in understanding how I was able to unlearn and learn more valuable ideas which I never thought of before. Through this project, both tertiary tutors and students alike will be able to see and understand for themselves the value of reflection in learning. And that in every instance it is an avenue or an opportunity to learn. Students will particularly realize that they themselves can assess whether they are learning or not. Consequently, the construction of instructional materials and evidential assessment would be able to help tutors in the administration and implementation of such practice. It is very important to make such materials available to tutors and students so they can be guided as to how they should go about in implementing reflective practice. With this premise, tutors will be helped and in a way be inspired as well as motivating them to engage in reflective practice.

Achieving the objectives of this learning agreement will greatly contribute in the evolving trends in the educational system existing in today's society. Somehow students need to direct their own learning as well as becoming more responsible in their education and formation. On the other hand, tertiary tutors will be able to help and guide their students in their process of learning. For them (tutors), the availability of ready-made materials they can use in engaging Reflective Practice will be of great help. This will mean less preparation for them but more time to actually assess and evaluate the evidential portfolio of each and every student.

Main audience for my study

The target audience or clientele of the study will be tertiary tutors and learners in general but more specifically will be those in Otago Polytechnic Auckland International Campus. Why is that? It is mainly due to the fact that the aforementioned school is in the process of innovating its practice towards Experiential Learning and Reflective Practice so as to develop capable and lifelong learners. Both the tertiary tutors and students will gain knowledge and understanding how reflective practice works and its importance in the process of learning. In general, other tertiary tutors and students alike from other institutions can benefit from this study when and if they engage or get interested in reflective practice.

On one hand, I myself can be considered an audience for this project since I will be the one who will get to observe and analyze the behavior and interactions of both the tutors and students either together or individually as they engage in reflective practice.

My learning outcomes

In regards to personal learning outcomes, I believe that I will definitely improve how I learn and may help others realize and find out on their own journey as to how they learned as well. Testing the validity of my own model of reflective practice is also a part of my learning outcome. Hand in hand with this, is becoming knowledgeable in research methodologies and active engagement in research. I do expect that after this project, I will become more competent in the way I conduct research.

And as a graduate of Masters of Professional Practice I will be a leader in change for myself as well as my students through situations which allow everyone to acknowledge their own learning and its applications personally and professionally in the community of practice of educators.

Main learning outcomes for my audience

As for the learners' learning outcome, both tertiary tutors and students would have valuable reflective practice as a venue for further growth and development as well as the realization that every experience is an avenue for learning. The significance of reflective practice as a tool for learning is expected to be inculcated in the minds of both tutors and learners. Another focal outcome for the learners is developing their potential as lifelong learners. It goes without saying that when students become lifelong learners they can easily move around and across other disciplines.

Main outputs from my study

The major output of this project will be to test my reflective model with students. Another learning output of this learning agreement will be a narrative of the research made. The narrative will include the data gathered from the interviews with tertiary tutors and students' output using the model. Students' capabilities will also be major output of this undertaking since the use of the model will be encouraging them to critically reflect activities from their past experience. With the use of this model, students will be able to recognize the integration of a number of capabilities.

Through this project, teachers and students will be provided a way of understanding how to use reflective practice as a tool for learning.

This learning output would be a very valuable support for my school, Otago Polytechnic whose main focus at the moment is developing its students to become capable learners through experiential learning and reflective practice.

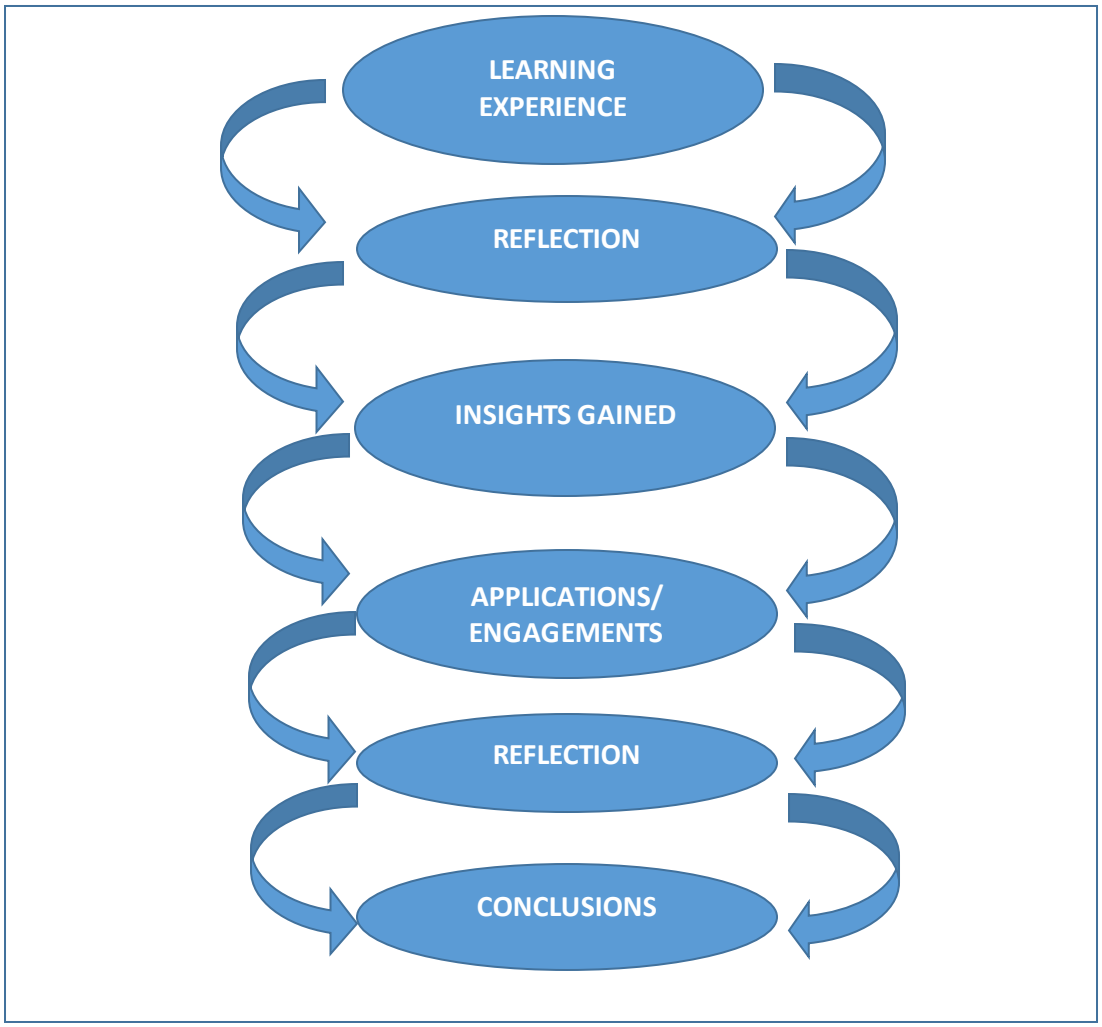
Project Methodology

In the previous courses of this MPP course, I have unearthed and developed my own model of reflective practice. And this model will be the focal point of my work based project. I will be testing my reflection model and find out whether it is beneficial for students and lecturers alike. With the help and cooperation of a few tutors and students, I will introduce the subject and then get them to use the model in practice. The project will involve a group of learners in Otago Polytechnic AIC.

There will be two groups of respondents in the project. One group will be those students assumed to know nothing about reflective practice since they are very new to the school and have no prior exposure to the AIC way. Joining the project besides that group, will be those who have already experience the AIC way or have some prior reflective practice experience in their previous blocks. Both groups will follow the same processes from the introduction of the model down to the actual testing or utilization of the model. The results will be reviewed by the researcher. The actual implementation of the project starts with the researcher introducing the project and encouraging the students to participate. What comes next will be drawing the students to share their ideas of what reflection is. After all the sharing of the students, the researcher will share her own thoughts on reflection. With all of these thoughts and ideas, the students will be asked to formulate the concept of reflective practice. Subsequently, students who will volunteer to participate in the project will be given activities for reflection in succession so as to dip them deeper into the process of reflection. In addition, a web or an online group for them will be available to further their thoughts and experience in reflection. Sharing their thoughts, experiences and

opinions anonymously will definitely tell me how engaged they are and whether this reflective practice really helped them. Initially, both groups will receive a paper (reflection tool) for reflection which they can give back afterwards to an assigned person in the class who will then submit it to the researcher in keeping the anonymity of each paper. The group new to this practice will repeat the exercise at a later time. This time element could be in the space of a week or two. A repeat of the reflective exercise will occur in succession to further develop their engagement of the reflective practice and dig more deeply into the participants' learning processes. Both groups of respondents will provide me with different and valuable information regarding reflective practice as a tool for learning. It is hoped that the respondents who have no experience in reflective practice will tell me and their tutors how reflective practice has helped them whilst those that are already engaged in reflective practice will strengthen my case that reflective practice is beneficial towards self-directed learning. Based from the progressive feedbacks of anonymous student participants I will be able to give comments on the general growth of awareness of the groups in each set of respondents. In addition, general feedback on whether the students' engagement in my model of reflective practice has helped students gained better performance in their course will be sought from the tutors and lecturers of the students. Steps and procedures that would ensure the anonymity of the students are detailed further in the appendix of this learning agreement.

The model of reflective practice that I shall be using is given below.



This model represents the process in which most of my learning has taken place. It begins with an experience which is reflected upon. This provides me with significant things that are related to the experience. Consequently, I apply these insights to similar situations and reflect again. As a result, my learnings become more concrete at this point. In coming up with my own model I looked and compared it with Graham Gibbs' and Donald Schon's models of reflection. And I realized that the Gibbs' model is more similar to mine. This is discussed further in the literature summary below.

Literature Summary

Much has been written about reflection and reflective practice but it has not been used widely in higher education. I personally know of this based from my own experience. While most of what I knew of the practice in teaching was learned through formal instruction I cannot deny the fact that the way I teach and deal with these school children is and always have been by way of reflecting both on my actions as well as my students' reactions. Therefore reflection is an integral part of my professional practice both in teaching and learning. And through the years, I have learned a lot of things through my actual experience as well as from the reflections I made from those experiences.

Today however, with the growth and advancement of technology, more people are learning new things and skills through informal settings as well as from online sources. There is in fact a fascination for actual learning experience. However, learning experiences are only considered learning when one has reflected on the experience. It is considered that experience without reflection is just an experience without any impact or relation towards learning. Unless reflected upon, we can never consider an experience as learning.

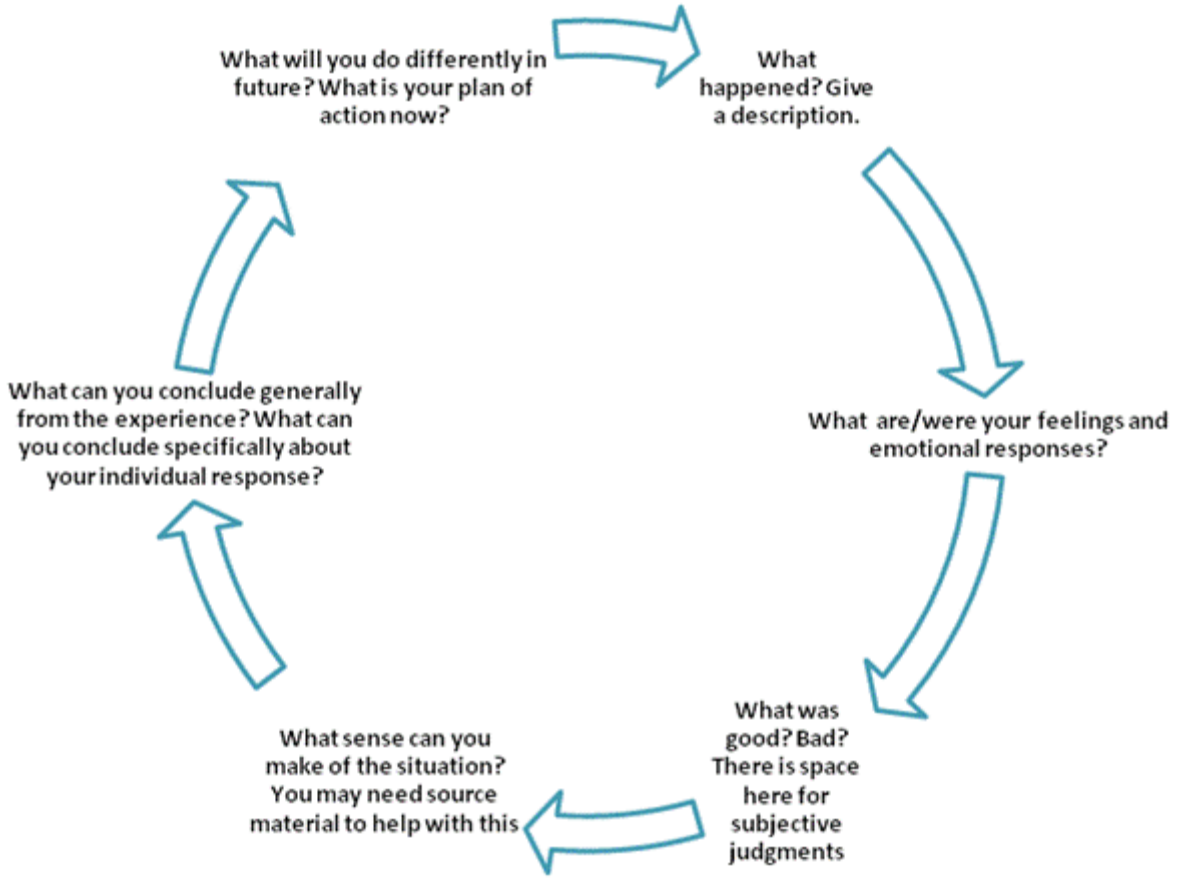
This is the main reason why there is a need to assert the significant role of reflective practice as a tool for learning.

What is reflection? There are varying definitions of reflection. For some google definition, Reflection means a fixing of the thought on something or a careful consideration. From Merriam-Webster, it is a thought or opinion formed or a remark made as a result of meditation. As for the context of using reflection as a tool for learning, I think reflection would mean analytical considerations through critical and careful thinking/meditation upon actual and simulated experience as well as the things seen through observation and heard of someone's lectures. And through all these, reflective practice would mean the art of on-going reflection. This means that reflection is practiced all the time.

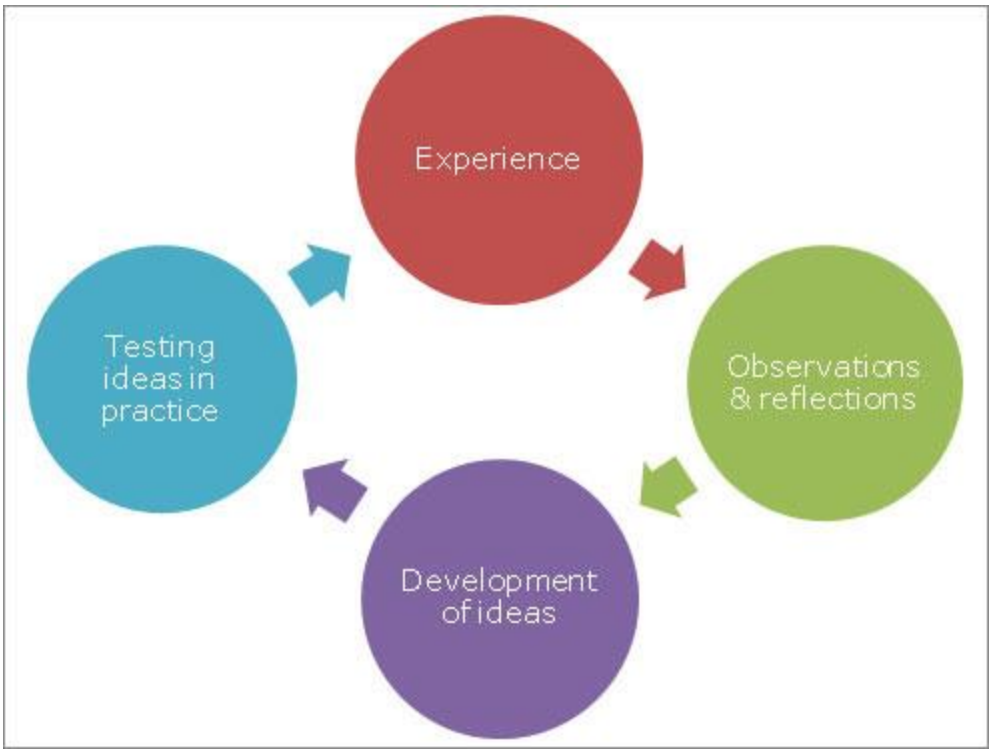
How is reflective practice done? Reflective practice is done in conjunction with experiential learning. These two have to go hand in hand. For us to engage in reflective practice, there must be the provision of learning experience or even just an experience either actual or simulated. The experience serves as the springboard or basis of the reflection which in turn give birth to learning.

Comparing my model with this model of **Graham Gibbs - Reflective Cycle**

(https://www.brookes.ac.uk/students/upgrade/study-skills/reflective-writing-gibbs/)



In Gibbs model, he actually uses reflective questions in coming up or drawing up the learnings learned through an experience. It is a process or cycle which leads up to the learned conclusion. Comparing it to my own model, I would like to think that they have many similarities. First and foremost they both begin or result from an experience and both ends where there is the question of the plans in the future for possible occurrence. On the other hand their difference is his very specific questions concerning emotions.



Donald Schön's reflective model (The Reflective Practitioner 1983) has more similarities to mine than with Gibbs model. The most significant similarity would be the *testing ideas in practice* as to that of my so called *applications/engagements.* This stage in both models deal with the putting into practice the conceived solutions to better the situation or problems. Moreover, the refinement of learning in both models are continuous. The two models are trying to convey that there is progression towards more sufficiency of the ideas learned at a given point in time. However, perfection through learnings from reflection is not guaranteed since individual reactions to situations vary for each and every one. The only guaranteed truth is that through constant reflection one is able to discern which of his (learner's) insights would likely be suited appropriately to the same situation, problem or condition.

Accordingly, Keaton, M. and Associates (1976). *Experiential Learning: Rationale Characteristics and Assessments* made me realize the need to recognize learning wherever and whenever it occurs and that it is something that can only be assessed accurately through reflective practice. Quoting the paragraph on page 152 "In its educative role, assessment can be a creative instrument to assist intellectual development rather than the scheme to obstruct development. Examinations, oral reports, term papers, quizzes—virtually every device habitually used to assess student progress suffers unnecessarily from a

stigma born of long years of misuse."(Keaton, M. and Associates 1976) This has shown me that there are learnings that are not and can never be evaluated as objectively as possible by standard assessments and evaluation. It tells us of a time when learners has no way of telling themselves that they are learned because of their lack of formal education or that they have failed the standardized test. By providing alternative way of assessing the learners' learning ensures that a learner did really learned something not just facts but more importantly how he or she has learned whatever that is as well as the process he or she had come to realize such learning.

In Jennifer Moon's book Reflection in Learning and Professional Development (1999), she stressed that, Reflection and learning are essentially private and under the control of the learner although the nature of an objective that is assessed can be a powerful influence on the process of learning. I for one strongly agree to this statement because as a teacher, one can only deliver as much to his/ her students. However, I have seen too many times that not all who listens to me deliver a lecture arrive at the same learning destination. It is just like saying not all who hear/listen understands the same thing. Students' level of understanding and perception vary prior to previous experiences exclusive to their person. And it is for this reason that in tertiary, tutors should be able to make the students become aware of their responsibility as learners. Tutors should be able to give the students a guided reflection tool so as to make sure the students get to track their own progress in learning what they are supposed to learn. Individually learners should be able to direct the path of their own learning as well as finding their own journey to learning processes.

It is further suggested in the book that in order to improve the outcome of learning, the learner needs to be aware of the current practice or situation or level of knowledge so that they can conceived better the learning that is required. This statement only clarifies and stress the importance of guided reflective tools so as to let students deal with their own learning processes.

This idea of making learners be aware of their own learning progress is further supported by John Zubizaretta in his book, The Learning Portfolio Reflective Practice for Improving Student Learning (2009). While he emphasized strongly that need of students to become more aware of themselves as learners thereby making them self-directing learners, he also provided me the insights on how to start or begin my own models of learning portfolio specifically the reflective learning portfolio that I plan to do personally. I got this idea on the part of his discussion on *A description of the student's journey through the course,* while reading this section I cannot help but notice its similarities with the paper I wrote on the review of learning during my first course on this MPP program. I believe this would be a very good

tool for the learner to really understand his/her learning processes as well as his progress towards his or her learning objectives.

I listed a few books which I read to gain a wider perspective on my project. These were the following: Adult Learning Cultures/ challenges choices and the future; Developing Scenario Based Learning/practical insights for tertiary educators; and Research Methodology a step by step guide for beginners.

Moving forward to other books listed on the bibliography of this paper, these books have helped to guide me in construction of instructional materials as well as assessment tools which will be offered to respondents to implement and evaluate reflective practice as a tool in learning. These were The Reflective Journal; Learning through Storytelling: using reflection and experience in higher education contexts; and Designs for Learning: Teaching in adult tertiary and vocational education.

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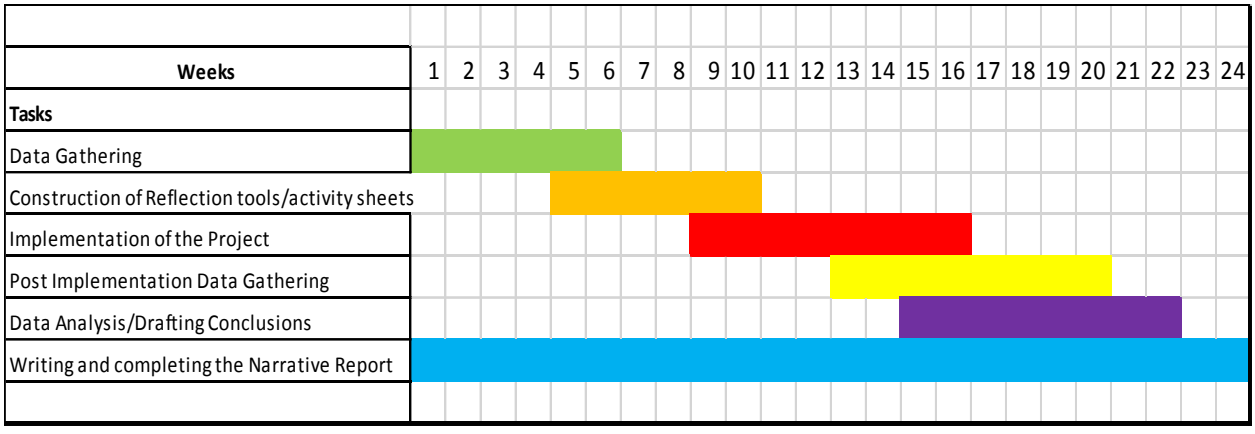
Research

My research will involve international students and tertiary tutors who are interested in reflective practice in Otago Polytechnic Auckland International Campus. Their students will be asked to take part voluntarily in the research. Before engaging the students in the project, the tutors will be consulted about the use of the tool and its focus on their study area in which reflection might be most helpful. This simply means that I will have to show the lecturers the activities and papers I will give their students so they can have an idea of what their students will be engaging in. At the same time the lecturers may or may not give an input as to what topic of their study could be used for reflection. The reflections may be about personal experiences as well as their academic experiences. Reflections on the ir classroom activities and experiences will also be tapped so I could see how reflection can bring out learnings and insights out into their conscious mind.

The general findings and analysis of the project will be taken from the students' responses which will be treated generically in general without mentioning specific individual. Undoubtedly, feedbacks from tutors will also help in coming up with conclusions and recommendations for the future. Towards the end of the project, I would be able to write a narrative of the whole process, the experience, the findings and the whole journey of the project.

The whole project will take a few months to complete. The following is my timetable for the research. It is to be noted that the project will commence right after the ethics approval is obtained.

Time table for the Work based Project



Research Ethics

Since this research involves tutors and students at Otago Polytechnic International Campus, a separate ethics application is being produced. Knowing what is acceptable and unacceptable behavior within the norms of a society defines ethical practice. As for the ethical concerns of this project, I believe that it will strictly follow the acceptable ethical behavior observed within the existing norms in an academic community. It will most definitely ensure confidentiality for all respondents concerns. Rest assured that professional relationships, cultural principles and practices will be respected.

This research will take place in Otago Polytechnic AIC, with its selected tutors and students as main respondents in the study. Both tutors and students alike will be interviewed in confidentiality with their own prerogative to anonymity. All the information gathered in the preliminary interviews and observations will be used in the construction of reflective tools. It is to be understood that whatever information and sentiments they give out do not and will never be used against them.

The materials which will be put out for implementation will be respectful in all aspects including that of their personal beliefs and cultural orientation. Full utilization of the materials for the study will be encourage but will not be forced in anyway.

Towards the end of the study, tutor respondents will have post implementation interview while student respondents get to fill up a questionnaire about what they think about reflective practice and its impact in their learning. All information gathered at this point will be treated equally and in confidentiality.

All opinions and comments from the respondents are welcomed and will be verified as the research progresses. Moreover, suggestions towards the project /research are most welcome but not necessary especially if it does not show ethical standards. All actions and behavior towards this undertaking must be within the considered ethical practice. The study will be undertaken through capable ethics application. The ethics approach will be further developed in a separate ethics application.

Maori Consultation

I have sent and received a positive acknowledgement from the KTO office regarding the above mentioned Maori Consultation regarding the research to be conducted. Such acknowledgement will be seen in the addendums.

Reflection

Drafting the learning agreement was both interesting and daunting for me. I say interesting because of the novelty of the task. I have never been exposed to such work. The idea that I would be directing my own learning gives me a feeling of excitement as well as fear. Daunting because I fee l so inadequate doing the research and my lack of formal training on doing such matter. Nevertheless I took the challenge.

It has been very difficult for me in the beginning to start my learning agreement. I actually had two more drafts of learning agreements before I finally made up my mind with this one. Reflective Practice as a Tool for Learning. Somehow, the first two are not clear enough for me, I didn't see a clear pathway for me to thread on. At the same time I doubted myself as well as my capabiliti es in learning academic stuffs.

Upon reflection, I realized that what gave me the idea for this learning agreement was my exposure to the experiential learning and reflective practice being advocated by Otago Polytechnic AIC. Another contributory factor was the fact that I did some related work in the same school. Finally it dawned on me that I should capitalize on something which I had background of rather than doing something that I knew nothing about. I knew about experiential learning as well as reflective practice, in fact I have engaged in reflective practice since college. Being a reflective practitioner in my own little way in the past gave me a boost to go for it. I feel that if I do engaged on this topic, I wouldn't feel like a fish out of water. True enough I have seen daylight in drafting the learning agreement once I focus on the topic.

Doing the research, I realized that the way I conduct research before was very elementary in a way very different from the right way of doing research in an academic environment. I have borrowed lots of books and watched videos on how to go about research. And little by little I learned that research entails a lot of hard work, knowledge, skills and time. Moreover it needs a lot of drive and patience to reach the goal one has set unto his self. Once I had decided for my topic, everything went quite well but not as fast as I would want it to be. Patience towards my own pace was something I really learned in this journey of mine. Sometimes one needs to stop and rest to give himself time to process and assess where the journey is taking him. The stops most of the time contribute leaps in progress because it gives us space to learn. On the contrary, the more you go faster with the research, the slower the progress you ha ve because our human brain gets muddled up with so much to process.

Another essential learning I learned as I go through the learning agreement is the essence of time. I learned that I should be stickler in time management. In planning my work schedule, I have realized this

through the difficulty I had in finishing the learning agreement. I was way behind in finishing the said agreement because I seem to have not fully utilize the time frame I myself planned. In regards to the next course, I believe that this problem I had would most likely be a lot less of factor affecting my performance in my course of study. I believe that in the course 3 I will not have the same problems I had with this learning agreement.

Besides all that I have also learned to trust my capabilities as a lifelong learner. I now see myself capable of learning new things even if I am a bit slower. What I deem important now is my capacity to learn and evaluate the processes which made me understand my own personal and professional growth .

Looking back, when I was still teaching in the Philippines, I did you use a lot of reflective questions among my year six students after an activity done in class. I always do it in the hope that I can challenge my students to become retrospective of what they learned, how they learned and what would be the importance of what they have learned in their own lives. And now while I am doing the learning agreement I found myself asking the same exact questions to myself. I then found myself in the shoes of my students. Like a child, my interest was piqued and I was actually excited in finding out what to happen next with my life after MPP. The insights I learned through this journey are valuable lessons that I would always take and practice in my future career wherever and whatever that is.

Employer /Professional Representative

Letter of support is attached/or on its way.

SAHLEE CORTEZ

Signed by Candidate:

Signed by Otago Polytechnic:

Appendices

Appendix A

Procedurals in joining the study/research

1. Each student will be given a specific code to use in their reflection papers/activities. Names will never be written in any of their submitted output. They will be using the same codes all throughout the paperwork of the study.
2. Each time the students will have reflection papers, these papers will be collected by one of the participants in such a way that it does not show the code to the collector while the researcher waits by the door of the classroom to ensure that nobody else may take a look at the codes and the actual papers.
3. In terms of actual sharing of thoughts and ideas in the class, the researcher will always remind the students that whatever they share should be respected and kept private within the group. Anonymity in this part is non-existent since it will be a face to face interaction. However when calling for a person to share thoughts the actual names will not be mentioned.

Procedures in joining the social web interaction

1. Upon agreement in joining the project, coded id for the google group will be given to students so they can sign in and participate in the web group.
2. Students and lecturers who may wish to join in the google group but not wish to fully participate in the project who are interested in the reflective practice will be welcome to join and be given an id code to sign in.

Appendix B

Group or course:

Lesson Topic: Reflection and reflection process

Date:

Lesson Length: 50-60minutes

Things to do before class:

- Prepare necessary materials for the activities
- Anticipate possible questions and issues of concern which maybe ask during discussion/lecture

Learning objectives:

- Encourage students to voluntarily participate in the project
- Interpret what is reflection by experience and prior knowledge
- Define reflection from shared knowledge of what it is
- Use/apply reflection in the activities and reflective tool

Time	Content -- topic	Teaching strategies	Resources needed
5 min	Introduction: What is reflection?	• Ask them what they know of reflection • Share a personal experience of reflection • State/define the concept of reflection and reflective practice	
10 min	Project: Reflective Practice as a Tool for Learning	• Discuss what is the project all about • Share how the researcher learned through reflection • Encourage participation from students • Explain the processes involved in reflection and the researcher's reflection model	
10 min	How to participate	• Explain how they can participate and their anonymity in participating • Personal benefits they can get in being involve in the project • Show the timeline for the project	Timeline illustration and post it notes
15 min	Initial participation	• Reflection tool 1	Reflective sheets

5 min	Collection of reflective sheets	• Collect the reflective sheet • Remind them of the next session/activity	Answered reflection sheets
5 min	Formative Assessment	• Learning nuggets	Post it notes
	Close session		

Formative assessment--

Learning nuggets. Ask students to write on post it what they learn from the session.

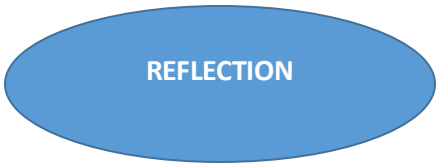
Evaluation—feedback on my teaching/session

Using post it notes ask students to write what they liked in the session and which part did they struggle to do or understand.

Appendix C

Reflection model/stages and guide questions

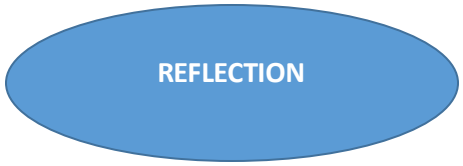
4. What happened?
5. What is the incident/situation about?
6. What is significant in it?



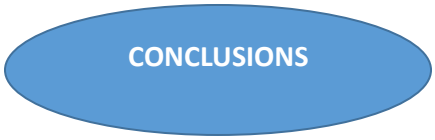
4. What significant factors greatly affected the situation or event?
5. What have other people said and what does this mean?
6. What do I not know or how to do something?

4. What learnings do I get from reflecting on it?
5. What differences do I note in aspects of this topic or practice after reflection?
6. What changes or actions should I consider in case I will be under the same circumstances?

5. If given the same opportunity to have the same incident or situation in the future, what would I do differently?
6. What am I expecting?
7. What of this topic or practice is related to what and why?
8. How do things compare?



5. Did I do better this time? Why or why not?
6. What is the big picture?
7. How do things fit together?
8. Comparing this present and past situations, how can I better my view of how things are?



6. In the process of reflecting on it, what have I significantly learned?
7. What am I doing to fit things together?
8. What other questions do I have?
9. Can I explain this more simply than before?
10. How will I be able to ensure that I would not make the same mistake all over again?

Appendix D Samples of reflection sheets

Reflection tool Phase 1

Learning Experience

Describe an experience where you have a group activity in school either in your early schooling or just in a recent past. (What was it about? How did you go about the activity?)

_____
_____
_____
_____

Reflection

What significant part of the activity really caught your attention?

_____
_____

Was it a good experience why or why not?

_____
_____

Insights Gained

In reflection, what do you think you have learned from the experience?

_____
_____

Can you positively say that you learned the capability of working in team with that experience? Why or why not?

_____
_____

Are you aware that you keep on learning differently every time with succeeding group activities you have engaged in after that experience? Can you describe the process in which you recognizes the new learning.

_____
_____

Reflection tool Phase 2

Application / engagement

After the previous group works you have done, how well did you do today?

_____
_____

Did you apply what you apply what you learned last time?

_____
_____

What could you have done more to make it better?

_____
_____

Reflection

In the future, what do you think will you do to ensure that the next group activity that you will do be a better version of your previous experience?

_____
_____
_____

Conclusion

What did you learn from always reflecting on what you have done?

_____
_____
_____

Do you find reflective practice helpful in your learning? How does reflection or being reflective help you in your learning process?

_____
_____
_____

Appendix E

Evaluation Tool

Complete the following

Before this project what I know of reflection is …….

_____
_____
_____
_____

Now that I know what reflective practice is, it is……

_____
_____
_____
_____

Personally, reflective practice means this way to me…..

_____
_____
_____
_____

If given any chance I will be using reflective practice in any other context because it……

_____
_____
_____
_____

What I find significant about the reflection process in general is ….

_____
_____
_____

What has the reflection process enables me to do that I couldn't do before is being able to…

_____
_____
_____

I think what I need to use in my reflection process in future will be…

_____
_____
_____

Because reflective practice has taught and helped me a lot, I am sharing you this reflection I recently had when……. (Any reflection made recently school related or personal will do)

ii. Addendum to the Learning Agreement

SAHLEE CORTEZ
MPP

ADDENDUM TO THE LEARNING AGREEMENT

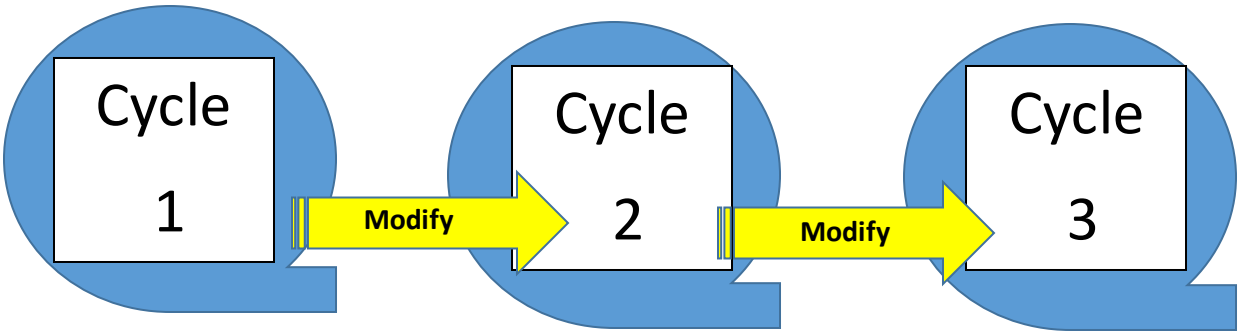
Going about the action research

The journey in my research begins with one class where I would encourage students to join in my project. Taking my procedural steps, I will tell them about my project in the introductory meet. I will get them to share their thoughts on reflections and ideas on reflective practice as well. With this sharing, I will also share my own thoughts and experiences. This is a way of letting them know ultimately what is the projects aims and targets as well as what they can benefit from the project. Within the school term, the participants will be experiencing reflective activities both in papers and in web interaction. The students will test out my model of reflective practice. Towards the end of the term, they (the students) will be given a summative tool which will give me an idea whether my model works for them. The lecturers will also give their comments and appraisals with regards to how they perform in class. The students' outputs and tutor's feedback in addition to sharing and discussions in the web group will comprise the first cycle of my action research on the model I am using with the reflective practice I presented to the respondents. After reflecting on the data I have gathered, I will adjust and modify the model to be presented in the second cycle.

The second cycle begins the following term with new group of students. I will present the project again and do the same process but with the modified model. Likewise those of the previous group who wish to continue the project will be able to continue in the web group sharing but not in the class anymore. At the end of the term, I will again do some changes in the model as I see fit based from the data gathered from the respondents and feedbacks from the tutor. Another evolution of the model will come out for the third cycle.

The third and final cycle of the project will be a repeat of the second cycle with some more adjustments in the model. The results of the project in this cycle will affirm that models continue to evolve to suit the context on which it is primarily designed. That its change vary and depend on the need and environment to which it is used. Furthermore, it will determine its usefulness to those using it. With the third cycle the lecturer will not only be asked on the students' performance but will also be asked to of their thoughts on Reflective Practice.

Cycle Illustration



The end product of the last cycle will be a dynamic model of reflective practice suited to individual preferences.

Appendix 3 Ethics Application and Approval

Capable NZ

DELEGATED CATEGORY B2 ETHICAL CONSIDERATION

Part 1: Background Information

Title: **Reflective Practice as a Tool for Learning**

Date (start): Date (finish):

Researcher(s) **Sahlee Cortez** Academic/Ethical Supervisor:

Brief description: This project is one of a series of projects being undertaken by staff or students of Auckland International Centre of Otago Polytechnic as part of their MProfPrac study. The project has been endorsed by a Research Committee at the Auckland campus as providing a useful contribution to the current learning and teaching environment being developed at the campus.

Part 3 : Pathway Categories

CATEGORY A:

( )

Research or practice that involves:

- Vulnerable participants
- Identifiable personal information;
- Taking / handling of any form of tissue / fluid sample from humans / cadavers;
- Any form of physical / psychological stress;
- Situation which might place researcher at risk;
- Administration / restriction of f
- tween a r teache

Submit to Otago Polytechnic's Ethics Committee (on separate form).

CATEGORY B:

(x)

- Outside Cat. A but still with current ethical considerations

I have considered the ethical implications of this research and consider it to be Category B. I will raise potential ethical issues that arise with the supervisor. I furthermore undertake to carry out action/s:

……

Reviewer 1: Name: Sign: Date:

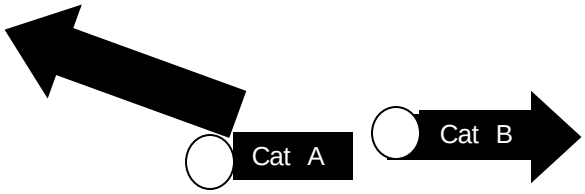
comment……

Reviewer 2: Name: Sign: Date:

comment……

Reviewer 3 (OPREC): Name: Sign: Date:

comment……



I accept this research as Category B, and undertake to ensure that this research is carried out ethically.

Academic Mentor:……

The Academic Mentor is responsible for ensuring this process is complete, including obtaining reviews, scanning and filing to J:/Shared/CAPL/Office-General/CAPL Research/ Ethics (including the spreadsheet). Attached emails can be used as evidence of review.

Part 2: Details of ethical issues involved and actions taken

ISSUES AREA	**COMMENT/RELEVANT ACTION**
What human subjects are involved? Provide an overview of each group of participants you will be working with (i.e. 50 people from the general public over 18 years, or two managers and three of their subordinates in [name] department).	The human subjects involve in the study will be the tertiary international students of Otago Polytechnic Auckland International Centre. They will definitely be above 18 years of age. The target number of participants will be three groups of about 15 students each. In addition, I will also speak to three tutors who are directly responsible for the student groups.
How have you ensured potential participants clearly have a choice about participation (i.e. no coercion)?	There will be no coercion with regards to participation as the numbers described above represent only a proportion of the whole class. Each student will be provided with a student information and consent form to sign.
How will participants know about the purpose of the study and possible consequences to themselves or others of their participation? (evidence they understand)	The participants will be given a project presentation and student information form and the opportunity to ask questions prior to confirming their consent.
How will anonymity and or confidentiality be maintained?	Anonymity will be secured and maintained by the use of a coded ID provided to each participants by an independent third party. This is

Explain the processes you have put in place to ensure this.	particularly important for collection of data from online web discussions.
How are potential threats to physical, emotional, cultural wellbeing being managed? (particularly to participants, but also to researchers and others)	No potential physical emotional and wellbeing threat has been identified in this project. The researcher has no direct responsibility for the success of students in their academic programs; tutors are able to be present in all face to face sessions between the researcher and the students; the consent form allows the students to discontinue their involvement with the research process at any time and without any consequences. Given the international cultural background of the researcher and the venue being Otago Polytechnic Auckland International Centre, the emotional culture wellbeing of all participants will be done in a respectful manner without cultural discrimination.
Is there any conflict of interest or role? How will this be managed?	There will be no conflict of interest between the researcher and the participants because the researcher is not part of the academic team or program to which the participants belong. All participation is voluntary. Collection of any written data will be organised through third parties In all cases, collection, handling, storage and use of research data will conform to Otago Polytechnic and Ethics Committee policies pertaining to in-house research.
How is the research methodology justified, and how will you ensure it is properly carried out?	The research methodology will be action research. In this case, the researcher will test the efficacy of a reflective practice model with the student participants of Otago Polytechnic Auckland International Centre. Overall each stage of the research process will be supervised by the researcher's academic supervisor.
How will confidentiality of potentially sensitive information be maintained? (Information already in the public arena is not an issue)	Confidentiality and anonymity will be ensured by the data collection analysis and storage processes undertaken by the researcher. Collection of audio data will be undertaken in groups without names being used; written and web based discussions will be recorded using anonymous IDs; final report information will be derived from aggregations of analysed data. The outputs will be analysed and expressed in the researcher's own words.
How will the data be managed? What will they be used for? How will they be stored and for how long?	All raw data will be subject to collection, storage and use that will protect the anonymity of participants. All outputs will use aggregated data written in researcher's own words. The outputs will be used for completion of an MProfPrac final report and possibly related academic and conference presentations. All raw data will be destroyed no later than five years following completion of the MProfPrac qualification.

Who will receive a copy of the completed report? How will it be made available to participants?	A copy of the completed MProfPrac report will be provided to each of the qualification panel members together with a copy for the OP library where it can be accessed by any participants in the research.
Evidence of engagement with Kaitohutohu Office	Copy of support communication attached.
Potential threats to Otago Polytechnic Sustainability policy	None identified.

Part 3: Iterative process; details of ethical issues involved and actions taken

DATE	ETHICAL ISSUE	COMMENT/RELEVANT ACTION
January	Identification of anonymous online ids	Discussions with academic mentor
April	Confirmation of the researcher's independence from any conflict of interest	Revisions of Learning Agreement and detailed design of research process.

May	Clarification of data collection and analysis processes	Project planning Discussion with Learning Agreement review panel

iv. Participant's information form

Participant Information Form

Project title

Reflective Practice as a Tool for Learning

General Introduction

I am a learner at the Otago Polytechnic Auckland International Campus (OPAIC) and currently undertaking a research project on reflective practice. This project is in part fulfilment of my Master of Professional Practice qualification. The primary aim of the project is to encourage the practice of reflection as well as validating the helpfulness of reflective practice in your learning processes.

Participants

Participants for this project will be students who have limited experience of the reflective practice processes which are part of the teaching at OPAIC. You have been identified as a potential participant, as a new student to OPAIC and thus, to date have no experience of the reflective tuition which is part of all programme at OPAIC.

What will my participation involve?

Should you agree to take part in this project, I will work with you throughout the semester, providing you with different reflective tools. At the end of the semester, you will be asked to reflect on your experiences with using these tools and how they aided in the development of your reflective practice.

How will confidentiality and/or anonymity be protected?

The information you will provide will be kept confidential and de-identified, in that, a code number will replace your name. All data from this project will be collated and analysed collectively ensuring your individual input will remain confidential.

What data or information will be collected and how will it be used?

You will be asked to reflect on your experiences related to the use of the reflective tools. The results of this project may be published but any data included will in no way be linked to any specific participant without prior consent. You may request a copy of the results of the project and it will be available at the Auckland campus library

Data Storage

The data collected will be securely stored in such a way that only those mentioned above will have access to it. At the end of the project any personal information will be destroyed for any raw data on which the results are based. This will be retained in secure storage for a period of five years, after which it will be destroyed (unless agreed otherwise on the consent form).

Can participants change their minds and withdraw from the project?

You can decline to participate without any disadvantage to yourself of any kind. If you choose to participate, you may withdraw from the project at any time, without giving reasons for your withdrawal. You can also withdraw any information that has already been supplied until the stage agreed on the consent form. You can also refuse to answer any particular question.

What if participants have any questions?

If you have any questions about the project, either now or in the future, please feel free to contact:

James Harrison the MProfPrac Coordinator at the Otago Polytechnic Auckland Campus

Email: jamesh@op.ac.nz
Mobile: 021863 081

This project has carried out under the auspices of the Otago Polytechnic Research Ethics Committee Category B Delegated Authority.

v. Consent Form

Consent Form

Project title

Reflective Practice as a Tool for Learning

I have read the information sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

- My participation in the project is entirely voluntary.
- I am free to withdraw at any time without giving reasons. All my data up to the time it is consolidated into a generalised form will be destroyed.
- The raw data will be destroyed at the conclusion of the project, but any analysed data, on which the results of the project depend, will be retained in secure storage by the researcher for five years, after which it will be destroyed.
- The results from the information gathered will be used to compile a research report as part of the MProfPrac .and possibly into research papers that will be presented at workshops and conferences and published in appropriate academic journals. None of the results in any of these formats will be identifiable at an individual level, nor will any reference be made to your personal participation or contribution to this research work.
-
- Additional information given or conditions agreed to

I agree to take part in this project under the conditions set out in the Information Sheet.

.....

(signature of participant)

..... *(date)*

.....

(signature of researcher)

This project has carried out under the auspices of the Otago Polytechnic Research Ethics Committee Category B Delegated Au

Appendix 4 Lesson Plan used in Presentation of the research in Class

Lesson plan for the initial talk with the students

Group or course:

Lesson Topic: Reflection and reflection process

Date:

Lesson Length: 50-60minutes

Things to do before class:

- Prepare necessary materials for the activities
- Anticipate possible questions and issues of concern which maybe ask during discussion/lecture

Learning objectives:

- Encourage students to voluntarily participate in the project
- Interpret what is reflection by experience and prior knowledge
- Define reflection from shared knowledge of what it is
- Use/apply reflection in the activities and reflective tool

Time	Content -- topic	Teaching strategies	Resources needed
5 min	Introduction: What is reflection?	• Ask them what they know of reflection • Share a personal experience of reflection • State/define the concept of reflection and reflective practice	
10 min	Project: Reflective Practice as a Tool for Learning	• Discuss what is the project all about • Share how the researcher learned through reflection • Encourage participation from students • Explain the processes involved in reflection and the researcher's reflection model	
10 min	How to participate	• Explain how they can participate and their anonymity in participating	Timeline illustration and post it notes

		• Personal benefits they can get in being involve in the project • Show the timeline for the project	
15 min	Initial participation	• Reflection tool 1	Reflective sheets
5 min	Collection of reflective sheets	• Collect the reflective sheet • Remind them of the next session/activity	Answered reflection sheets
5 min	Formative Assessment	• Learning nuggets	Post it notes
	Close session		

Formative assessment--

Learning nuggets. Ask students to write on post it what they learn from the session.

Evaluation—feedback on my teaching/session

Using post it notes ask students to write what they liked in the session and which part did they struggle to do or understand.

Appendix 5 Actual reflective exercises used

Email add:_____

Introduction to Reflective Practice Exercise 1 (on one's self description)

Describing oneself

A bit of yourself (tell something about you as you see yourself personally)

_____
_____
_____
_____
_____

Describe how you were as a young student(tell something you being a learner)

_____
_____
_____
_____
_____

Describe how you have grown as student(tell something about you now being in higher level of study)

_____
_____
_____
_____
_____

How do you like yourself now?(tell what you like about yourself now)

_____
_____
_____
_____
_____

What do you think brought the changes in you?

_____
_____
_____
_____
_____

Does it feel good to reflect on your past image and compare it to your present?

_____
_____
_____
_____
_____

Have you learned something about yourself after reflecting and answering the previous questions? What is it?

_____
_____
_____
_____
_____

Email add: _____

Introduction to Reflection Exercise 2 (on being responsible for school tasks)

Recall an incident in your student life where you felt that you thought or felt irresponsible towards a school task.

What was the situation? (Describe what happened)

_____
_____
_____
_____

How did you feel after it happened?

_____
_____
_____
_____

Was there a similar incident that happened again sometime after that?

_____
_____
_____
_____

In your own assessment of the situation could you have been more responsible and avoided such incident?

_____
_____
_____
_____

Going through this reflection, what did you learn?

_____
_____
_____
_____

Email Add_____

Reflection Tool A Phase 1

Learning Experience

Describe an experience where you have a group activity in school either in your early schooling or just in a recent past. (What was it about? How did you go about the activity?)

_____
_____
_____
_____

Reflection

What significant part of the activity really caught your attention?

_____
_____
_____
_____

Was it a good experience why or why not?

_____
_____
_____
_____

Insights Gained

In reflection, what do you think you have learned from the experience?

Can you positively say that you learned the capability of working in team with that experience? Why or why not?

_____
_____
_____
_____

Are you aware that you keep on learning differently every time with succeeding group activities you have engaged in after that experience? Can you describe the process in which you recognizes the new learning.

_____
_____
_____
_____

Email Add_____

Reflection Tool A Phase 2

Application / engagement

After the previous group works you have done, how well did you do today?

_____
_____

Did you apply what you apply what you learned last time?

_____
_____

What could you have done more to make it better?

_____
_____

Reflection

In the future, what do you think will you do to ensure that the next group activity that you will do be a better version of your previous experience?

_____
_____
_____

Conclusion

What did you learn from always reflecting on what you have done?

_____
_____

Do you find reflective practice helpful in your learning? How does reflection or being reflective help yo u in your learning process?

_____
_____

Email Add_____

Reflection tool B

Learning Experience

Reflect on your preparations before coming to class

What do you do before coming to class?

_____
_____
_____

Reflection

Did you feel good or prepared enough to have a good day in school?

_____
_____
_____

How did you feel after class? We re you satisfied how your school day gone?

_____
_____
_____

Why is that?

_____
_____
_____

Insights Gained

Did you learn anything by looking at how your school day went by? What is it?

_____
_____
_____

Application / engagement

If you are going to have a do over, what would you do differently?

_____
_____
_____

Reflection

Do you think you can have a better and productive day in school if you put into practice what you learned in your reflections?

_____
_____
_____

Conclusion

Does reflecting help you learn things that will make you a better student? Why or why not

_____
_____
_____

Email Add_____

Reflection tool C

Learning Experience

Think of a time when you have to speak before a number people

Describe what happened?

_____
_____
_____

Reflection

Did you feel good about it? Why or why not?

_____
_____
_____

Did you feel confident enough in speaking? Why or why not?

_____
_____
_____

What do you think would have made you feel better in speaking before a group of people?

_____
_____
_____

Insights Gained

What insight have you gained from the experience?

_____
_____
_____

In such experience, is it necessary to reflect? Why or why not?

_____
_____

Application / engagement

In the future, how will you improve the way you speak before a group of people?

_____
_____
_____

Reflection

Do you think you can do better if you put into practice what you learned in your reflections?

_____
_____
_____

Conclusion

Can you conclude within yourself that you can get better and better in speaking before groups of people if you just always reflect on your performance every time?

_____
_____
_____

Email Add_____

Reflection tool D

Learning Experience

Think of a big problem in school that you have faced before.

What was it about? Describe it.

_____
_____
_____

Reflection

How were you able to solve it?

_____
_____
_____

Were you happy with the way things turned out with the problem? Why or why not?

_____
_____
_____

Insights Gained

What insight have you gained from the experience?

_____
_____
_____

In such experience, is it necessary to reflect? Why or why not?

_____
_____
_____

Application / engagement

Can you think of any other possible solutions to the problem now that you are no longer facing it?

_____
_____
_____

Reflection

Do you think you can do better if you put into practice what you learned in your reflections?

_____
_____
_____

Conclusion

What could help in solving a problem?

_____
_____
_____

Email Add_____

Reflection tool E

Learning Experience

Reflecting on Planning. Have you ever planned a project or an activity?

Describe how you did the planning.

_____
_____
_____

Reflection

Were you able to implement your plans? How much of your plan was implemented?

_____
_____
_____

Were you satisfied with the outcome of your project/activity? Why or why not?

_____
_____
_____

Insights Gained

Reflecting on it today, what did you learn from the experience?

_____
_____
_____

In such experience, is it necessary to reflect? Why or why not?

_____
_____
_____

Application / engagement

Can you think of any other possible actions that will ensure the success of your planning?

_____
_____

Reflection

Do you think you can do better if you put into practice what you learned in your reflections?

_____
_____
_____

Conclusion

Will it be helpful to have back up plans for your original plans? Why or why not?

_____
_____
_____

Appendix 6 Summary Evaluation Tool

Complete the following

Before this project what I know of reflection is …….

_____
_____
_____

Now that I know what reflective practice is, it is……

_____
_____
_____

Personally, reflective practice means this way to me…..

_____
_____
_____

If given any chance I will be using reflective practice in any other context because it……

_____
_____
_____

What I find significant about the reflection process in general is ….

_____
_____
_____

What has the reflection process enables me to do that I couldn't do before is being able to…

_____
_____
_____

I think what I need to use in my reflection process in future will be…

_____
_____
_____

Because reflective practice has taught and helped me a lot, I am sharing you this reflection I recently had when……. (Any reflection made recently school related or personal will do)

_____
_____

Appendix 7 Review of Learning

Learning Reflections of the Past: Review of Learning

SAHLEE CORTEZ

Master of Professional Practice

Otago Polytechnic Auckland International Campus

Abstract

This paper aims to describe and understand the overall learning experiences of the author as to how she perceives herself as the professional that she is based from all the significant experiences she had in her life as well as the literatures she has read on the course of writing down her reflections.

The contents of this paper includes reflections on significant events which contributed a major part to her learning as well as the reasons that led her to study the Masters of Professional Practice.

The second part of the paper relates the insights gained from the reflections as well as the connections of the realizations with contemporary theories and models in the areas of learning, reflection and communication.

The concluding parts provide the Professional Practice and goal directions of the student doing the study.

I. Origins and Formations

Growing Up Years

As I recall , I started school at a very young age of four, and during that period I remember how I skipped school and getting punished for doing so by my maternal grandmother who used to care for me then because my parents were busy dealing with the illness of my younger brother in hospital care for almost six months. The situation back then was that my grandmother walked me to school and left me there before proceeding to do the shopping for the family. And when she left me there in the daycare center I often walked back to our house which was quite near to the center where I studied. And most of the time, I cannot get inside the house so I go to our neighbors house and play with other children inside. When granny found out what I was doing she kept me locked up inside the bathroom and told me that I will be kept there forever if I don't go to school and skip school time.

That incident instilled a fear in me that prompted me to just obey what older people are telling me to do. Obedience was the trait ingrained in me because of fear. My realization at that age was that in order for me not to get punished for disobedience was submission to what others wanted me to do. Consequently I felt anger and resentment towards my grandmother. However the anger and resentment did not last long as I discovered through the years.

With the change of residence from Manila to Pampanga (A Province in Central Luzon) came the inevitable change of school. And so I had to transfer to a new school. Naturally I felt unease with the new environment, new teachers, new classmates and teaching methodology. I was placed in with the last section. It was a section for the under achieving ones. I ended up to be the top achiever of the class simply because I thought that the lessons we were taught were the same things I learned the year before in the city. When the school year ended, I tried the examination for the fast learners to be able to get into the special class for high achievers. Luckily, I passed the exam and the whole screening process with flying colors, so I spent two years of my elementary schooling with the high achievers and the best teachers there were in the school.
With the incident I felt that somehow I was cheated a year of my schooling for being with the wrong class in the beginning of my new school. I have always felt the need to cope and be able to compete with my classmates in the SPED class (fast learners class).

Moving into high school felt like a fresh start for me. At first, I was really excited to meet a lot of students coming in from the neighboring towns and making new friends. I remember the introduction activity we always had at the start of the school year. I always seemed to get much attention positively and negatively during such activity because I always use the English language in introducing myself to the class and while my teachers are pleased some of my classmates were not. They didn't seem to like me for being able to speak English. I really don't understand why they disliked the fact that I love speaking in English. Other than that I got along pretty well with my classmates as long as I did not speaking in English too often.

In the course of time I felt resentment to my classmates who openly showed their dislike of my love of speaking in English. In the end I limited my circle of friends to a small number whom I really felt good with and accepted the way I was.

It was summer of 1991 when I came back to Manila for College. For the start of my college years I experience total freedom from my family since I went alone, while they all stayed in the province. I had to make my own choices and my own decisions. This transition made me independent and self - reliant. However this stage of my life also made me question my personality and individuality through the indifference of some my classmates. And suddenly I again felt the same thing just the way I started high school. To find answers to my questions I joined a Peer Counseling Group of my Guidance and Counseling Professor in the University

Undergoing the aforementioned activity gave rise to a clearer understanding of my own attitude and behavior as well as of those others around me. In the end I was able to build up better relationship with family, friends and classmates. This facilitated an easier way through college. I gained enough knowledge and confidence to be able to carry myself as a professional teacher.

Professional Life

My very first teaching job was at Malate Catholic School. I felt privileged having been accepted to this accredited school. It was an exclusive school where boys and girls are separately taught. in each department. This situation was not familiar to me since the practice we had in the university did not include this approach. As it was, the adjustments to the work place was fairly smooth. I noticed though that the girls I was teaching were wary and uncomfortable with boys their age when we have masses and other joint activities. They do not want to hold hands with the boys even when singing worship songs or doing cultural dances.

Seeing this many times made me wonder whether these girls will have the same inclinations and behavior if they had been with boys from the start of their education. Much as I told them that it was okay they did not follow me; instead they seemed to see problems in holding hands with boys.

I got married civilly in October, 1999 and had a church wedding in December of the same year. But due to the difference of our work places, my husband and I did not really live together until April of the following year. The result of living together finally brought a lot of changes in me personally. Though it was blissfully happy in the beginning there were also challenges that we needed to overcome. Some of which were personal habits and decision making. I was very used to making decisions for myself and suddenly I needed to consult my husband before making any plans or decision. For a while I became dependent on his decisions and plans.

It was very difficult for me then to adjust to the situation. Somehow my moving from the city to the province affected my desire to be with him and build our own family. In the course of time, we were able to adjust well with the help of good communication.

In relation to my getting married, by the year 2000 I had three changes in work places all due to changes of residences. From five years in an all-girl school, I taught nursery and kinder pupils for a year then another year teaching in one of the most accredited school in Pampanga. For the last two schools I only lasted a year each because of the distance I had to travel to work.

I was deeply affected when leaving all these schools. I always felt responsible for the kids under my care. And so no matter how difficult on my part to continue my job I always finished the contract I had with the school. I value the emotions and wellbeing of my school children more than my personal welfare.

Turning points

After having a miscarriage in the early part of 2002, I was given the chance to apply for a teaching position in one of the public schools in our small town and because of my seven year experience in the private school as well as my good academic background I got the position. In the beginning of my employment I experienced a "culture shock". In the very essence of that word I realized how different the existing practice in the public school was compared to that of the private schools where I used to work.

One example would be the hours we spent with the students; in the private school the students usually stay in school for five to six hours and in the public school it is about eight to nine hours. Another would be the content of the learning areas. I would say that private institutions have a more organized and ladderized curriculum content. Added to this is the lack of parental support and concern to the public school youngsters. In my observation, most parents just sent their kids to school and did not bother themselves with their children's development.

This experience made me feel uneasy at first. I was torn between accepting things as they were and adapt to it or make myself indifferent to the existing norms and be a catalyst for change even if I was seen as a misfit to the group. Unconsciously, I blended with the faculty and my school heads (administrators) harmoniously and little by little showed them how I operated in class. As days went by they saw what I was doing or should I say applying their practices with my personal touch. What I mean was improving what was needed to be improved to serve our young learners. This was not an easy thing but it was a worthy thing to do. As a result of this approach, I became one of the favored teachers in the district.

In this school, I learned a lot of things without actually going to formal school. I had to learn things through self-study and with the help of internet. Whenever I needed to learn something I always got information from surfing the net and looking personally for people who could help me do such work. This had made me a more independent learner.

After two miscarriages, I finally gave birth to a beautiful son in August 10, 2006. With this wonderful event. My husband and I were really feeling ecstatic at the time. No words can exactly define what I was

feeling being a mother for the first time biologically. I really spent as much time possible personally caring for my child.

I became more motherly to my school children, more understanding with the younger kids and the slow learners. Somehow there was the feeling of great change in me. I became much more empathetic to my school children; this was a time when I became a bit less mindful of my paperwork as regards to reports needed to be submitted to our school administrator. Eventually, I was able to cope well enough to get by. However as days went by I felt something was missing from my career.

Graduate Studies

Back in the second quarter of 1999, I enrolled at Philippine Normal University of Masters Studies in Bilingual Education. After that semester, I was not able to continue it because of time constraint with my work and at the same I met my future husband then.

During the course of the study I remember that my courses then were almost the same as the courses which we took in the Bachelors Studies only slightly more advanced. If there are some differences, they were the number of students and the varying age of students in the class. We were required to start classes at eight am to three in the afternoon without a break with three courses every Saturday. I felt restricted and suffocated with the rigid schedule. I eventually stopped. Then two years after our marriage I decided again to go back to graduate studies at Bulacan State University. This time I attempted a Master of Arts in Linguistics. But after two semesters I again stopped. Firstly because I noticed that one of my professors who taught us for two consecutive semesters taught us the same thing even though the course names and syllabi were different. Secondly, my husband and I were trying to have a baby at that time. At that point in my career, I did not feel the necessity of post graduate studies because of the many opportunities of seminar workshops I had attended local and national levels. Through these trainings I learned about new trends in teaching methodologies and practices. In fact there were instances where I had to stand in as a resource speaker in relaying locally what I had learned in national and regional seminars. I was awarded Best Demonstration Teacher twice at the Provincial level. With all of this happening I felt professional and personal satisfaction. However, it did not remain that way. The lack of post graduate studies hindered me from getting promotion in my teaching career in the public school.

During the last couple of years in my teaching career in the public school, I noticed that a lot of my younger colleagues were getting promotion ahead of me even if I have more responsibilities than they did. Much as I worked harder no promotion was forthcoming for me simply because I lacked master's studies. And in the existing system for teacher evaluation, master studies played a big role.

This event led me to increasing frustration and unhappiness with my current career. I felt unappreciated for all the efforts and achievements I gave for the school and the schoolchildren whom I have helped to achieve and won several competitions. And to be truly honest I must admit that there was a time when I felt less towards my work and reached the point of quitting.

But then I am not a quitter so I didn't. I stayed in the school even if the only joy I was getting was with my school children. With this situation, I started re- evaluating my dreams and visions for my family as well as my own happiness.

II. Realizations from Reflections and Models

Valuing education is one tool that any person can use in throughout his life. And this is one lesson I learned in childhood the hard way unconsciously. Reflecting back from the memory of pre -school education gave way to the understanding of why my grandmother punished me for skipping school. Bits and pieces of my recollections points to the idea that in everything that happens, there is something to be learned. For instance, my transfer of school during my elementary days which brought me thoughts on how bad I felt back then contributed to what do I do as teacher when a new student comes into my class.

From the reflections I have thought and written about, I came to the conclusion that I am the kind of teacher that I am because of my experiences in the past. And those are unconscious learnings that significantly define me as a teacher.

Upon reflection I came to the conclusion that my learning best fitted with Piaget's theory of *Cumulative learning* and *Transformative learning* (Illeris2009). I am most shaped by the cumulative learning of what I have experienced as a student and later on transformed into the opposite as well as recognizing my similarity to people who had played significant roles in my development.

In relation to *Jennifer Moon's stages of learning* (Moon 1999), I would say that my own learning has gone through the same stages she mentioned in the Map of Learning and the representations of learning. The *noticing stage* she talked about is concerned in the sensory data gathering and that would mean of a person's ability to notice something through his senses as well as his emotion. In my case, I notice my grandmother's anger towards me when I skipped school. Then comes the second stage which is *making sense*. At this stage, a learner understands what was sensed, and at my end I learned what is making her angry at me. Moving to the next stage would be the *making with meaning*, in this stage the learner understand explanations and reasons of his learning. To relate it to my story this was stage where I knew of the reasons for my punishments. Eventually this leads to the *working with meaning stage*. The last stage tell us that of a continuing acquisition of our cognition and to put our learning to good use for a specific purpose. In the end, I went to school because I did not want to be punished again. Needless to say the learner has been transformed for the particular objective.

On the other hand, when children are taught academic lessons, the curriculum of most schools are designed and taught using these stages. For instance, when one teaches about nouns one would begin by asking children what they see around then little by little would move towards defining what are name words called. This would progress in asking them to define what are nouns. And later on the child ren would be ask to find nouns in sentences and then lastly they would be ask to use nouns in sentences of their own. These processes are followed to facilitate deeper learning.

Another note-worthy part have been my reflective approaches.

All through the different stages of my life I have been exposed or have been doing reflective thinking but not writing. If my memory serves me right, it had started when I began to question why my classmates found it hard to accept my fondness of anything English. It was also the same reason why I joined the peer counseling group during my sophomore year in college. This I think laid the foundations of my knowledge of reflection. It may not be something grand but it was something I needed back then to really be able to understand what was going on in my life.
The opportunity led me to learn and understand myself better. A few years later when I went to work with Malate Catholic School, we always had annual retreats facilitated by Jesuits priests and sometimes by the Religious of the Virgin Mary sisters (RVM nuns). With this annual activity, reflections on how we relate with other people and how we perform in our work as guides to the young were reinforced.

On reading Jennifer Moon's book I came across Donald Schön's *Reflection in Professional Practice* (Moon 1991) I particularly noticed the ideas on *reflection in action* and *reflection on action*. It has been discussed that in the former reflection is in the moment. For me it would be what I call *active continuing reflection* while the last one is *passive or retroactive reflection*. In view of reflection in action, the learning is instant and continuous. For instance, during an activity, a facilitator saw a risk factor for the participants doing the activity, seeing the risk he changed quickly some of the rules in the activity. This is what I may call reflection in action. As a Science teacher, I always practice this reflection in action because of the different levels of my students from different classes. Reflectively I ad just the way I instruct the activities. This also includes judging whether the slow learners can actually perform the activities of the fast learners and if there could be possible considerations for the slow learners to be given time allowances in the performance of such activity.

On the other hand, reflection on action as described in the book is passive reflection on the actions already done earlier. This was the classic what happened, what went right, what went wrong and what will be done to make it better. I usually employed this reflection after big events and activities in school activities and scouting activities as well. I do this in order to improve the next activity especially if such activity is done yearly. In some occasions passive reflections can be done at the end of the day just to check on how well one did for the day. Whether or not one has accomplished what one has set out to do for the day.

One of the most valuable insights from my reflections is about my capability in communication. I realized upon reflections that the way I communicate with students was the way I wanted my elders and teachers to have communicated with me back then when I was a student myself. I must say that I find it is necessary to talk to students about what you are trying to teach them. And when punishments are necessary they should always be accompanied with explanations so they get to understand and not build up anger and resentment towards the people trying to teach them.

Moving on, The Shannon- Weaver model of communication ("Shannon and Weaver's model - Oxford Reference") is generally used in communication through electronic devices. It deals mainly through external factors affecting the transfer of messages such as noise and frequency that affects the tra nsfer. This model still holds true especially when communicating with far distances and poor signals from

network providers. It is however, undeniable that it can be compared with person to person communication. For instance, in a classroom situation where the teacher is supposed to deliver a lecture, the teacher should make sure that external factors

(disturbing noise) that may affect the students' hearing should be eliminated first before beginning the lecture. Teachers must also give proper motivation to the students to really get their attention and focus on what was to be learned in the lecture. Even the language used in the message should be within the vocabulary of the people spoken to, in this case the students.

Therefore the language used should be adjusted to match the students' range of vocabulary. In any person to person communication it is vital that both parties of the conversation not only assimilate each other's point but also recognize the different perspectives of each other. How one sees the other's perception of the matter in hand must be taken in consideration.

Reflectively I can say that communication in any relationship plays a major role in the success of the relationship. It is equally necessary between teacher-student, colleague to colleague as well as teacher to superior relationship. It is even necessary for couples or those in personal relationship. Clear communications is vital. Therefore one must know how to communicate well. Categorically I am good at communications but I know that I can still be better and learn more.

III. Professional Practice and Professional Capabilities and Future Goals

How do I practice my profession as an elementary school teacher? Well I begin my work preparation usually on Friday afternoons when my students are otherwise engage in their club activities. I prepare my plans for the week for my Science and English classes. Get necessary materials for the activities and exercises I have to give them. After which I design and create assessment to measure the learnings they actually had in the week that past. With all my preparations ahead, I get things accomplished weekly by almost eighty five percent. Why don't I accomplished fully what I planned to do? The answer is that there were times when students get incidental activities which disrupts the flow of the plans I had prepared. For example the students were invited to listen to visiting public officials and school administrators. Sometimes they are asked to watch and listen for educational promotion for certain products or in some occasions their teacher coaches calls for them for a practice or training. Nevertheless the lessons are still delivered and I just make necessary adjustments for students who were not able to make it. I design ways for them to catch up with whatever they missed in class.

In some instances, I am tasked by my principal to work on certain reports and therefore I must give practice exercises to my schoolchildren rather than teach. In these situations I feel like I am short changing my students of what they should have achieved in their classes.

When it comes to evaluating my students' progress, I prepare weekly assessments and portfolio type assessment as well. However the quarterly assessments were prepared by the division supervisors and we just administer them. After all the results of assessments came through then I will record them in our excel spreadsheets for grade computation. And that is how I arrive at the students rating. The ratings of

the students are the determining factor in relation to getting merits and distinction upon completion of the academic year.

As an educator for a very long time, my professional practice was deeply rooted from the values

I have learned unconsciously in my life experiences from the time I started school till adulthood.

Some of these values are obedience, honesty, dedication, diligence, respectfulness and fairness. In all of my employment as a teacher I have always been an obedient and respectful employee. In cases where I need to disagree to my employer I always do it in a respectful manner. I always make it a point to tell them nicely and clearly why such thing is not possible to carry out. Whenever possible I suggest alternatives or options to be employed instead. Dedication and diligence go hand in hand in my set of values. I can only say that I am dedicated if I am diligent enough to go the extra mile for my school children and to the task assigned to me. And that is who I am. Moreover, honesty and fairness in dealing with students, colleagues and superiors provides a way to harmonious relationships that can foster productivity in the workplace.

Upon reflection, I now realize that my professional capabilities includes good communication skills I used in day to day conversations, consultations and meetings with students, co-workers and superiors. Another one is problem solving and analytical skills, these skills are often used when certain programs are to be implemented and I also use it in solving conflicts among children and colleagues and friends. In addition, my organizational skills were honed from my volunteer work as Girl Scout Field Adviser. I had to organize and delegate people to do certain tasks in different activities such as Encampments, Seminars Workshops and Trainings. Through the years I have incorporated these skills in my own class as a teacher. As a result, my class facilitation has been easier than ever. Lastly, my adaptive skills. I'd like to give much emphasis with this skill because this allows me to keep on learning all the time. There were instances in my past employments where I am tasked to do something about which I know nothing at all and yet I can do it well enough because my adaptive skills can enable me to get help and information from different sources. Sometimes I would like to call this skill an engagement skill because to try finding things you want to learn about is facilitated by being engaged in the project or task at hand.

Who I am right now and what are my capabilities strengths and weaknesses? Well I am at the phase of my life where I am contemplating how I can improve my professional practice as an educator. I believe my strengths would include my ability to understand situations within a workplace and make necessary adjustments to promote more productivity in the area. In the not so distance past I was commended for making instructional materials which caught the students' interest and facilitated learning for them so I could say that I'm also resourceful and innovative in lesson delivery. In addition another of my strengths would be my capability to understand the students' backgrounds or perspectives. I can pretty much see where my students are coming from and I can empathize with their situations. I can also add my ability to follow rules and standards within a work place.

As for my weaknesses, I do have some and one of them is time management in relation to being dedicated to work. I seem to forget time whenever I am engaged in certain projects I am commissioned to work on. To add to that is my inability to adapt faster in the use of technological gadgets and web

applications which are very necessary these days in our modern times. I can adapt though not so fast it takes time getting used to it.
Another failing is my limited academic reading. I believe I need to widen my academic reading. It seems that I have unconsciously limited my readings to things that interest me and the easy to read books (e.g. fiction) over time.

At the time of writing this paper I believe that my professional practice and capabilities will continue to grow as I move forward. I know that there will be a continuous change as I grow professionally.

Points for Improvement Directive Goal

At this juncture of my career, I want to improve the way I get my learning. I want to get certificates for the things I have learned. I was so used to having my own way through self acquisition of knowledge without being acknowledged for what I am learning. I have in the past performed tasks beyond my job description and yet I have not received any remuneration or particular credit for the work I have done nor a promotion for the lack of formal post graduate education. I have come to notice the lack my academic reading only when I started my Masters of Professional Practice and thi s would be one of my top priority for improvements. At this point of my life, I am also contemplating on becoming a tutor to higher level of students or to lead an academic institution

Summative Reflections

In view of what I have learned from this Review of Learning Program, I could say that it taught me how to reflectively analyze and how to look at things more objectively. This course has helped me understand what has shaped me to become who I am today, the kind of teacher, the professional that I am and the kind of learner I was, as well as the kind of a learner I want to become. And that is to become more adept in reading academic materials and to be more progressive in professional advancement formally. I have learned in the course of review of learning that I should read widely to improve my professional practice. At some level I have to learn to evaluate my readings and understanding as to how valid they are as well. Through the program, I learned to actually examine my capabilities as well as my weaknesses to strengthen over the course of time. The experience of the review of learning has provided me with a way to really look back and to see past events in a different perspective. It has taught me things that I have never realized I knew, but it's there actually and I have been unconsciously basing my approach on these prior experiential learnings without being aware of it.

The processes have taught me to value every experience for they are always opportunities of learning. It is in a way little by little helping me to be able to trust and decide on my own learning and judgement. It is to be acknowledged that these things I am learning with the program are all foreign to me but slowly I am getting into it. Moreover, it made me see that my capabilities can be of use in other professions which I may be interested in the future. As for that future I am contemplating between a career in educational management and becoming an academic tutor. Designing curriculum for primary and secondary education interests me as well. I am after all embracing the changes happening in my life at

the moment, now that I have finally prioritized my professional development as well as my personal growth.

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