



SAFETY THROUGH KNOWLEDGE

REFLECTIVE LEARNING

A reflective learning session is much more than just watching a film.

With reflective learning, the group will discuss what they have just seen after each section of the learning film. Each participant can contribute to the discussion and call on their experiences. The group can then consider how the topic relates to their everyday lives on board.

Reflecting in this way and discussing as a group will lead to a deeper and more rewarding learning experience.

Reflective learning

What is it?

First of all, reflective learning is nothing new. Most of us think about and 'reflect' on things that happen to us every day, and good trainers are already using the techniques. It is a tool for engaging the learner with their learning. We ask the learner to think about (reflect) on what they have seen, heard or experienced at a training session and try and relate it to their work and their experiences.

Why do we use it?

Experience or 'listening' alone do not necessarily lead to learning; deliberate reflection on experience leads to deeper learning and engages the learner in the learning process.

How would a trainer go about using 'reflective learning'?

The trainer should arrange and encourage discussion and reflection amongst learners, in other words they should act as a facilitator for the learning.

Ask the learners how what they are learning compares with their own experiences.

Ask the learners what they have learned from a training session.

During training, pause and ask learners what could happen next, or what should happen next.

When carrying out practical exercises, give the learners plenty of feedback on how they performed the task.

Value contributions from learners to encourage discussion and peer learning.

How would an individual practice reflective learning?

Compare what you are being told during training with your own experiences and your own knowledge of the procedures on your ship.

Ask yourself "What have I learnt?" and ask others "What have you learnt?"

Value contributions from others to encourage discussion and peer learning.

Don't be afraid to join in discussions and share your thoughts and experiences with others.

What are Seagull doing about reflective learning?

We have created a short learning film to explain reflective learning (Seagull learning film 2539, Reflective learning onboard).

We have incorporated reflective learning into all of our Seagull learning films. This means creating natural pauses in the learning films and prompting learners with some questions for discussion.

All of our Seagull learning films come with guidance for the facilitator

Advice to facilitator

The facilitator

In preparation for a reflective learning session, a facilitator should be appointed in advance. It is important that the facilitator has reviewed and understood the video content. Each learning film comes with a suggested set of questions which should also be reviewed in advance. The facilitator should also give some thought as to how the session should be carried out.

Here are some key points to consider:

- How many will be present?
- Are the right facilities available?
- How much time do we need?
- How do I get everyone to actively participate?
- Do I have any follow-up questions that could further engage the participants?

The discussion

The discussion during the training sessions should be led by the facilitator. All questions are discussed and everyone should participate. The facilitator should stay neutral during the discussion.

In order to get the most out of the group discussion, it is important to create an open and positive atmosphere where all participants can express their views. This way, everyone gets to contribute using their own knowledge and personal experiences. Perception and perspective are very individual and the participants should be encouraged to share different views. This will result in a common understanding of the issues and lead to a stronger safety culture.