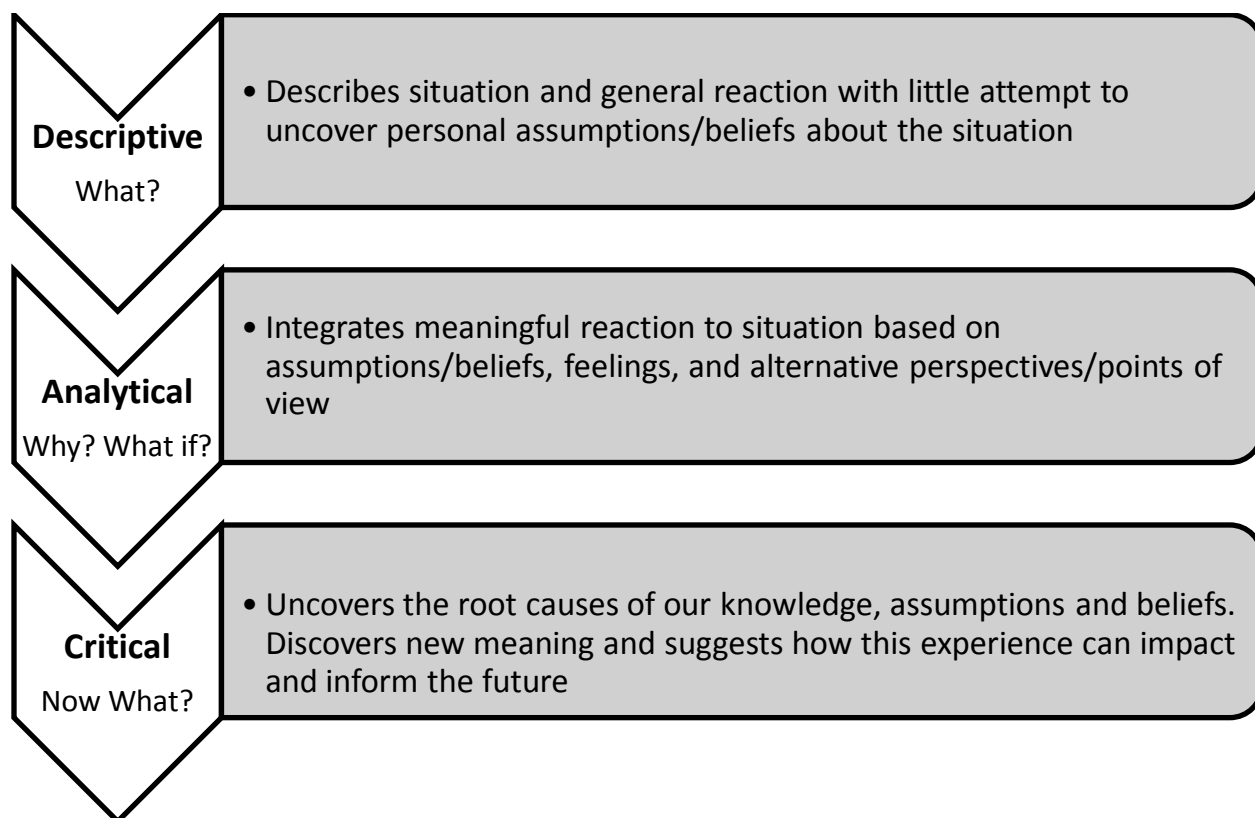


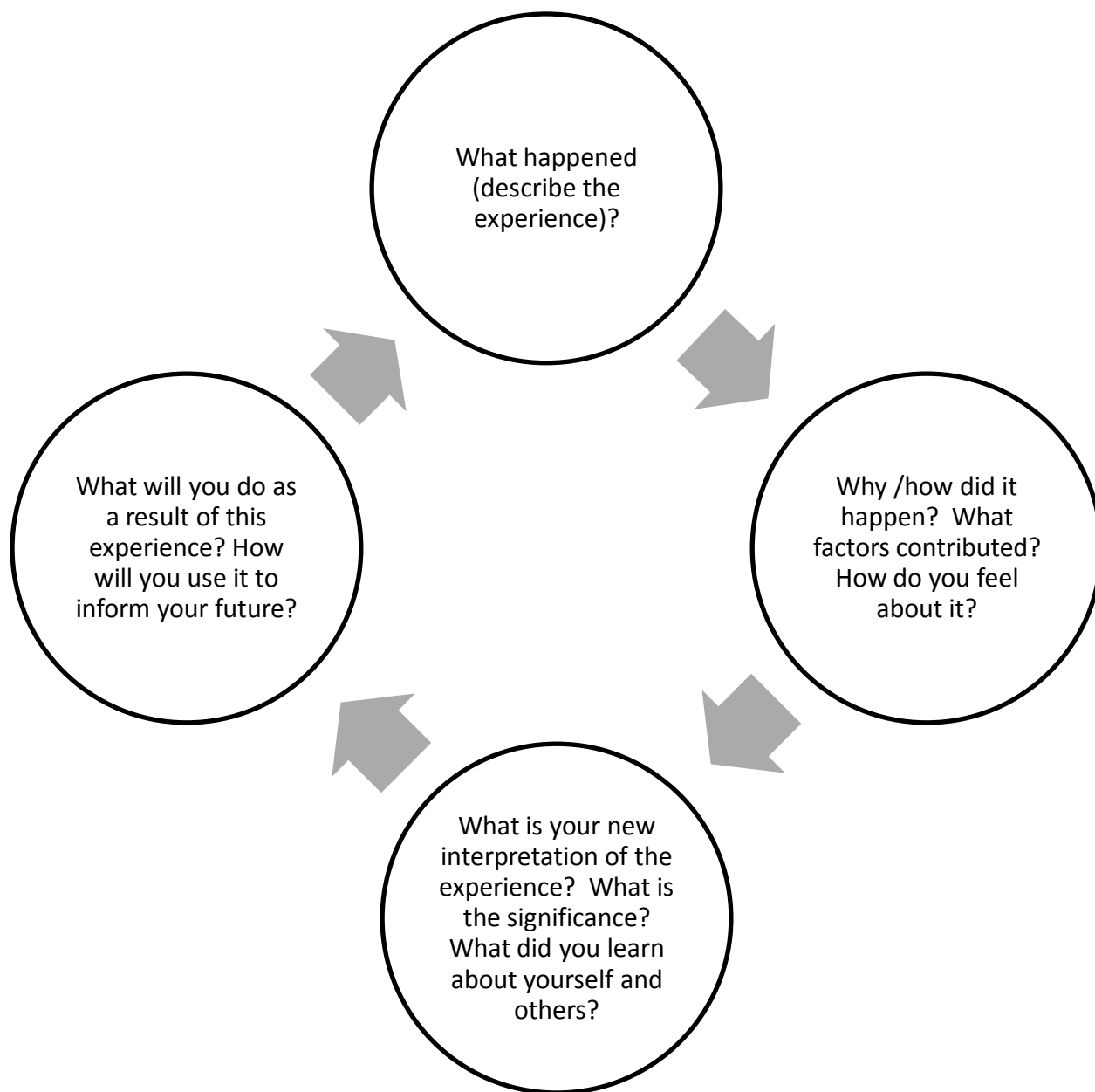
## What is Critical Reflection?

**Critical reflection** occurs when we analyze and challenge the validity of our presuppositions and assess the appropriateness of our knowledge, understanding and beliefs given our present contexts (Mezirow, 1990). Brookfield (1990) explains that critical reflection involves three phases:

1. Identifying the assumptions (“those taken-for-granted ideas, commonsense beliefs, and self-evident rules of thumb” (pg. 177)) that underlie our thoughts and actions;
2. Assessing and scrutinizing the validity of these assumptions in terms of how they relate to our ‘real-life’ experiences and our present context(s);
3. Transforming these assumptions to become more inclusive and integrative, and using this newly-formed knowledge to more appropriately inform our future actions and practices.

The process of critical reflection may be conceptualized through the descriptions and questions contained in the following two figures (adapted from Brookfield 1990, 1995; Mezirow, 1990).





References:

Brookfield, S.D. 1995. Becoming a Critically Reflective Teacher. Jossey-Bass, CA.

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