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# Reflections On Learning - Innovation And Creativity

## Introduction

Reflections on learning is an intellectual process that lets an individual evaluate and analyze their level of learning after a course or training in a specific field which also involves feelings, thoughts and changes in behaviour. It helps an individual to comprehensively associate his/her erudition to the present understanding and envision further. This suggests the close association or involvement in learning and the representation of learning in different aspects. This section of the module helps the student to internalize the true essence of the subject and conceptualize what exactly has been experienced in the course.

Reflection lies somewhere between the notion of immanent knowledge and imbibition of a new experience, which means that learning is a result of reflecting and not just listening or reading. Every reflection is purpose oriented as it is the comparison and evaluation of what you knew and what you know after an experience. It is an active process of exploring and discovering outcomes in a way that the student understands the importance of reconstructing experience that is central, continuing and pervasive in various facets of both academic and professional life.

## Planning and Methodology

The student started working on the assignment on the same day when it was handed out and there by was successful to work on individual chapters of the assignment with greater attention and analysis of the content. Francesco Cirillo, 1980 describes the Pomodoro technique as a handy method for time management which ensures that an individual remains focused for 25 minutes continuously and then takes a break for 5 minutes. This technique was an essential component for the completion of this assignment as the student integrated this process to maintain discipline throughout. The student worked on the assignment for one hour everyday in the early mornings with this technique and found it to be extremely productive. The best part of this module was the blend of theory and practical exercises in the classroom, which assured the student of a utilitarian expression of the theoretical lessons. Moreover the relevant videos during the session kept the class engrossed in the subject matter which was fun and at the same time lead to a lot of interaction and exchange of various perspectives. T

he use of six thinking hats methodology during the focus group was an interesting and stimulating exercise that facilitated momentous discussions. It was an effective and constructive problem solving technique that focused on parallel thinking and thus reduced the possibility of conflicts and disagreements during the session. The members in the group naturally learned the importance of listening and negotiating, which absolutely is an essential ingredient for professional success. The groups in the class were formed with great diversity which enhanced the student's ability to understand and comprehend different ideologies over a range of complex problems and their solutions. Apart from the problem and solution part, it also emphasized on building relationships based on how members perceived the motivations of others, and how they interact with each other. This, in turn, was a reflection of the prevailing attitudes toward trust in the team.

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## Individual style of Learning

Individuals have distinct styles of learning that are subjective to a number of factors such as motivation, intellectual ability, attention span or prior knowledge. David Kolb (1974) disseminated learning as a circular experiential process consisting of series of experiences which involves having an experience, retrospection of the experience, coming to a conclusion and arrangement of the result in such a way that it can be used in further conceptualization of various theories. After which Honey and Mumford (1986) built on Kolb's fundamentals and developed four different learning styles which are popularly known as

- Activist - A dynamic learner
- Reflector - An imaginative learner
- Pragmatist - A common sense learner
- Theorist - An analytical learner.

All the styles are strongly associated with the learning cycle but vary as individuals prefer the one which best suits their personality. In accordance with the above mentioned theories the student has the strongest traits of an activist and a pragmatist, as is enthusiastic about new ideas, impetuous in nature, gets excited by new challenges and looks for innovative and creative solutions. The student tends to learn more efficiently from visual and audio content and prefers to perform with imaginative randomness, does not like to be bound by restrictions prescribed in the concepts. However also believes that anything said has to be backed up strongly with statistics and evidences to prove it correct. Furthermore working for the presentation in this particular module helped the student in developing a lot of interpersonal skills such as time management, team building, communication and elocution skills specifically. The entire process of designing the presentation, distribution of individual content, collaboration with mutual understanding and final execution was a remarkable experience. This involved research, planning interpreting perspectives and being perceptive to a range of different viewpoints which gave the student an opportunity to ponder upon critical areas and take considerable decisions for the report.

## Conclusion

Conclusively, the innovation and creativity module was not knowledge attainment just through concepts and theories in the books but a lot more action oriented that immensely gave the students an opportunity to decipher problems with a practical approach which would in reality be of great importance in their professional lives. Also the reflection on learning assignment was interesting and fascinating because the student recalled everything that happened in the duration of 2 weeks without having to memorize anything. The major reason for this remains constant that the students themselves were engaged in the lecture sessions where they came up with own ideas to solve a particular problem. Thus this form of self learning without a lot of effort in memorizing and then reproducing is amazing.

In the end, the student today understands that reflections on learning is not a onetime activity but an essential thing that needs to be done after every new experience, because learning is a never ending process and cultivating this manner of learning can take an individual to prominent heights in both professional and personal life.