MODULE:
DEVELOPING AND PRESENTING
A REFLECTIVE REPORT

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Melbourne, March 2015
College PVC (ASSC) Office
La Trobe University
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ACKNOWLEDGEMENT

The developer would like to sincerely thank Peter Vitartas and Kurt Ambrose for their invaluable input, advice, suggestions and feedback on earlier versions of this module.
INTRODUCTION TO THE MODULE

MODULE OVERVIEW

The development of reflective skills is widely considered as a “valuable component of student learning in higher education” (Ryan & Ryan, 2012, p. 1). Educational theorists, such as Dewey (1933), Schön (1983), Van Manen (1995) and Bain, Ballantyne, Mills and Lester (2002), point out the importance of reflective practice in promoting deep learning. These theorists also provide different modules to implement and develop critical reflection.

At La Trobe University an increasing number of subjects across different disciplines and different year levels require students to write reflectively. Reflective writing may form part of ongoing assessment or may be a core requirement of most or all assignments. For example, a subject in Education in Health Professional Practice requires students to write a 1,500 word reflective report of teaching and learning sessions. As another example, a subject in Accounting Work Placement similarly requires students to write a 1,000 word reflective report. Many other subjects include other forms of reflective writing assessments such as reflective portfolios (e.g., BUS3ELP – Business Experiential Learning Project), reflective diaries (e.g., CSE4IBL - Industry Based Learning), or online reflective journals (e.g., HUS1FFT - Food For Thought Discovering the world through commodities’). Even though reflective writing forms an important part of assessment, many students may not know how to do it successfully.

This module ‘Developing and presenting a reflective report’ provides students with relevant resources and knowledge to develop and present a reflective report. In particular, the module will explore the concept of reflection and reflective reports, the benefits of reflective writing, and the process of writing a reflective report. Through a range of learning materials, students will develop an understanding of key topics:

- WHAT is reflection? And WHAT is NOT reflection?
- WHAT are major reflection models? WHAT are key stages in reflection?
- WHAT is reflective writing? WHY reflection and reflective learning?
- HOW to write a reflective report? (From planning to evaluating a reflective report)
Students will also learn how to write a reflective report from guided exercises, which lead them through various steps in order to be able to construct a reflective writing report independently.

**GUIDE TO THE MODULE**

The module can be used as a stand-a-lone module where students can be directed to independent learning. The module materials are collated and developed for La Trobe students, both undergraduate and postgraduate, cross different subject disciplines, who want to learn about reflection and how to write reflectively.

This module is also suitable for a subject coordinator to embed in their own subject for assessment, or as a requirement for students in subjects that employ reflective writing as part of assessment. Subject coordinators may also wish to adapt the module to specific students’ learning needs in their subject.

**MODULE INTENDED LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th></th>
<th>Upon the completion of this module, students should be able to:</th>
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<tbody>
<tr>
<td>1</td>
<td>Demonstrate an understanding of what critical reflection is and why it is important to develop reflective skills.</td>
</tr>
<tr>
<td>2</td>
<td>Describe features of reflective writing and key steps involved in planning and developing a reflective report.</td>
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<tr>
<td>3</td>
<td>Apply the 4R’s reflective thinking model (Reporting, Relating, Reasoning, &amp; Reconstructing) to preparing and developing a reflective report.</td>
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<tr>
<td>4</td>
<td>Analyse samples of reflective writing for strengths and weaknesses.</td>
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<tr>
<td>5</td>
<td>Evaluate their own and others’ reflective writing against the rubrics and features of reflective writing.</td>
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</table>
GRADUATE CAPABILITIES

The following Graduate Capabilities are developed and embedded in this subject:

<table>
<thead>
<tr>
<th>Graduate Capabilities</th>
<th>Graduate Capability Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Literacies and Communication Skills</td>
<td>Writing</td>
</tr>
<tr>
<td>2 Inquiry and Analytical Skills</td>
<td>Critical Thinking, Inquiry/Research</td>
</tr>
<tr>
<td>3 Personal and Professional Skills</td>
<td>Autonomy and independence; Study and Learning Skills</td>
</tr>
<tr>
<td>4 Discipline specific Knowledge and Skills</td>
<td>Knowledge about Reflection and Reflective Writing</td>
</tr>
</tbody>
</table>

SUMMARY OF LEARNING ACTIVITIES

This module comprises three parts. Part 1 – WHAT: Definition of reflection and reflective writing explains what reflection and reflective practice is; what is involved in the reflection process; and what reflective writing is, including key components of a reflective report. Part 2 - WHY: The rationales and benefits of reflection and reflective learning describes the role of reflection and reflective learning in higher education. Part 3 – HOW: From planning to evaluating a reflective report prepares students to write a reflective report by consolidating their understanding of reflective writing and key components of a reflective report. Part III will take students through different writing stages, from planning and gathering data to the finish.

This module comprises various learning activities, from readings to a range of tasks and exercises. Within this module, following Richards (2015), tasks are learning activities that build on students’ existing skills and knowledge, or those resources that have been provided in pre-task work. Tasks may generate outcome which is not simply linked to reflecting writing though students may learn about different aspects of writing as they carry out the tasks. In this module the tasks may include watching videos, completing quizzes, or carrying out an online search. Exercises involve controlled, guided or open ended practice of some
aspect of writing, directly related to writing. In this module, the exercises may involve analyzing a piece of reflective writing or generating data to write a reflective report, or evaluating reflective writings.

ASSESSMENT

1) Assessment Task 1 (35%)
   Prepare a 10-min recorded PPT presentation about your reflection on studying this module ‘Developing and Presenting a Reflective Report’.

   Use the 4Rs Model (Reporting, Relating, Reasoning and Reconstructing) to guide your preparation.

2) Assessment Task 2 (65%)
   Write a 500-word reflective report on your learning experience in this module of ‘Developing and Presenting a Reflective Report’.

   - Use the 4Rs Model (Reporting, Relating, Reasoning and Reconstructing) to guide your preparation and writing.

   - After you have completed your report, use the rubric introduced in Part III to evaluate your own writing. In which areas have you done well? In which areas did you still experience much difficulty? Why? How to improve in your next reflective writing assignment?
TEACHING AND LEARNING RESOURCES

RESOURCES AT LA TROBE UNIVERSITY FOR STUDENTS (Retrieved March 2015)
http://www.latrobe.edu.au/students/learning/develop-skills/writing

OTHER RESOURCES FOR STUDENTS
1) Monash University (Retrieved March 2015)
2) The University of Queensland (Retrieved March 2015)
https://wiki.qut.edu.au/display/draw/Common+resources
3) The University of Melbourne (Retrieved March 2015)
4) University of Portsmouth (Retrieved March 2015)
http://www.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Reflective-writing---a-basic-introduction.pdf
5) Office for Learning and Teaching (OLT), Australian Government
6) The Royal Australasian College of Medical Administrators

RESOURCES FOR TEACHING STAFF
Activities to teach reflection: group activities, individual activities, and much more.
http://www.uvm.edu/~dewey/reflection_manual/activities.html
http://www.uvm.edu/~dewey/reflection_manual/additional.html
https://wiki.qut.edu.au/display/draw/All+Patterns
PART 1 - WHAT: DEFINITION OF REFLECTION AND REFLECTIVE WRITING

1.1. What is reflection and reflective practice?

Writing reflective journals, entries, diaries, portfolios and reflective reports all involves thinking about your studies in relation to your own ideas and beliefs. In higher education, reflective journals, portfolios and reports are examples of written tasks that have been used variously to enhance your reflective capacities and make explicit the implicit (Schön, 1987).

Reflection is an important part of learning whether you consciously do it or not. Reflection is not only a description of ‘what you’ve seen’ or ‘what you’ve done’, but rather it is a process of drawing comparisons with what happened, and with what you already know, relating this experience to the theories you have been introduced to and modifying your own ideas and professional practice in light of this reflection.

Reflection has been described as a process of turning experience into learning. That is, of exploring experience in order to learn new things from it. Reflection is described as ‘those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations.’ (Boud, Keogh and Walker 1985:19)

Reflection is a “complex, rigorous, intellectual, and emotional enterprise that takes time to do well” (Rodgers, 2002, p. 845). Reflection, or reflective practice, has a long tradition and stems from philosophy, particularly the work of Dewey (1933) on reflective thinking for personal and intellectual growth. Dewey’s approach is considered to be psychological, and is concerned with the nature of reflection and how it occurs. Schön’s (1983) work on the reflective practitioner has also influenced many scholars interested in the work of

1 Adapted from Ryan and Ryan (2012, p. 2)
professionals and how ‘reflection-in-action’ and ‘reflection-on-action’ can influence their professional education. Such diverse theoretical underpinnings mean that reflection is multi-faceted and can be interpreted in various ways (Fund, Court & Kramarski, 2002; Moon, 1999). **Academic reflection**, which generally involves a conscious and stated purpose (Moon, 2006), and needs to show evidence of learning, comprises various level of reflection, such as Reporting, Relating, Reasoning and Reconstructing (to be elaborated in Section 1.2), and **must ultimately reach the critical level for deep, active learning to occur.**

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4 Adapted from Ryan and Ryan (2012, pp. 2-3)
1.1.1. Task 1: Watch the videos

Video 1: Reflective writing – A very brief guide
Questions: What is reflection? & What is NOT reflection?
https://www.youtube.com/watch?v=X1xkFgHAWD0

Video 2: ‘What is reflective learning?’
Questions: What are two main types of reflection? Can you explain them?
https://www.youtube.com/watch?v=XlsznZR4hzY
1.2. What is involved in the reflection process?

A number of models of reflection have been developed to account for different stages in the process of reflection. One such model is Schön’s (1983, 1987) reflection-in-action and reflection-on-action model. Reflection-in-action is the ability to give immediate, short-term response within any given moment during an experience by connecting with one’s emotions and prior experiences. Reflection-on-action is the kind of reflection one makes after an experience by analysing their reaction to the situation, exploring any reasons around, and the consequences of their actions.

Another model is Habermas’s (1972, in Morrison, 2006, p. 320) four-stage process of reflective practice: 1) Stage One – a description and interpretation of the existing situation; 2) Stage Two – a penetration of the reasons that brought the existing situation to the form that it takes; 3) Stage Three – an agenda for altering the situation; and 4) Stage Four – an evaluation of the achievement of the agenda in practice.

There are also different types or hierarchical levels of reflection. Grossman (2008) suggests that there are at least four different levels of reflection along a depth continuum. These range from descriptive accounts, to different levels of mental processing, to transformative or intensive reflection. He argues that students can be scaffolded at each level to produce more productive reflections. Similarly, Bain et al. (2002) suggest different levels of reflection with their 5Rs framework of Reporting, Responding, Relating, Reasoning and Reconstructing.

This module adopts the modified 4R’s Model (Ryan & Ryan, 2012), which has been found relevant for promoting reflective learning in higher education. In the 4R’s model, just four levels are used: a combined one of Reporting & Responding; Relating; Reasoning; and Reconstructing.

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6 Source: Ryan and Ryan (2012, p. 2)
This 4Rs process is based on the **Reflection-On-action** described earlier. The process is designed to encourage you to address your ongoing learning from a number of standpoints (practical, cognitive, emotional, your values, your beliefs, your ethics and the political imperatives placed upon you).

- **Report** - At this stage you describe, report or re-tell the key elements of what you have learnt, seen or experienced. Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion, or asking questions.

- **Relate** - You should draw a relationship between your current personal or theoretical understandings and identify aspects of the observation which have personal meaning or connect with your experience. Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge. Have I seen this before? Were the conditions the same or different? Do I have the skills and knowledge to deal with this?

- **Reason** - You should explore the relationship between theory and practice and seek a deep understanding of why something has happened. You can explore or analyse a concept, event or experience by asking questions and looking for answers, reviewing the literature, considering alternatives and multiple perspectives. Highlight in detail significant factors underlying the incident or issue. How would a knowledgeable and/or experienced person perceive/handle this? What are the ethics involved?

- **Reconstruct** - Discuss improvements which could be made or identify something you need or plan to do or change.

You should be able to generalize and/or apply your learning to other contexts and future professional practice. How would I deal with this next time? What might work and why? Are there different options? What might happen if...? Can I make changes which will benefit others?[^7]

# The 4Rs Model of Reflective Thinking

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
<th>Questions to get you started</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reporting and Responding</td>
<td>Report what happened or what the issue or incident involved. Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion, or asking questions.</td>
</tr>
<tr>
<td>2</td>
<td>Relating</td>
<td>Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge. Have I seen this before? Were the conditions the same or different? Do I have the skills and knowledge to deal with this? Explain.</td>
</tr>
<tr>
<td>3</td>
<td>Reasoning</td>
<td>Highlight in detail significant factors underlying the incident or issue. Explain and show why they are important to an understanding of the incident or issue. Refer to relevant theory and literature to support your reasoning. Consider different perspectives. How would a knowledgeable person perceive/handle this? What are the ethics involved?</td>
</tr>
<tr>
<td>4</td>
<td>Reconstructing</td>
<td>Reframe or reconstruct future practice or professional understanding. How would I deal with this next time? What might work and why? Are there different options? What might happen if...? Are my ideas supported by theory? Can I make changes to benefit others?</td>
</tr>
</tbody>
</table>

**References**


1.2.1. **Exercise 1: Identify the stages of reflection demonstrated in the questions**

At which stage of reflection would you possibly ask yourself the following questions? Write ‘Reporting’ or ‘Relating’ or ‘Reasoning’ or ‘Reconstructing’ in the Stage column.

<table>
<thead>
<tr>
<th>Question</th>
<th>Stage in the Reflection Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  How would my colleague or peer deal with this?</td>
<td></td>
</tr>
<tr>
<td>2  When and where did this incident happen?</td>
<td></td>
</tr>
<tr>
<td>3  Is it relevant to include this detail in writing about the incident?</td>
<td></td>
</tr>
<tr>
<td>4  What theory could help me understand this experience?</td>
<td></td>
</tr>
<tr>
<td>5  Would I do it differently next time I encounter a similar incident?</td>
<td></td>
</tr>
<tr>
<td>6  Have I heard about this before? Have I seen this before?</td>
<td></td>
</tr>
<tr>
<td>7  Who was involved? What happened?</td>
<td></td>
</tr>
</tbody>
</table>
1.3. **What is reflective writing?**

Reflective writing is evidence of reflective thinking or reflection. In an academic context, reflective thinking usually involves:

1. Looking back at something (often an event, i.e. something that happened, but it could also be an idea, an issue or object).
2. Analysing the event or idea (thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject).
3. Thinking carefully about what the event or idea means for you and your ongoing progress as a learner and/or practising professional.

Reflective writing is thus more personal than other kinds of academic writing. We all think reflectively in everyday life, of course, but perhaps not to the same depth as that expected in good reflective writing at university level.8

Effective reflective writing demonstrates that you can reflect on an important activity or body of theory (e.g. group work project, teaching practicum, fieldwork) and evaluate the challenges you experienced. Reflective thought is a complex process, which involves interpreting new information in relation to your own experiences and knowledge.9

The 4R’s Model introduced previously can help you structure your thoughts and writing. But first, let’s explore what you think about what reflective writing is by completing the following quiz about features of reflective writing.

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8 Source: [http://www.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Reflective-writing—a-basic-introduction.pdf](http://www.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Reflective-writing—a-basic-introduction.pdf)
1.3.1. Task 2: Quiz on features of reflective writing

For reflective writing tasks at the university, you could be asked to reflect on what you have learnt, or how you could improve your practice. Because your thoughts and reflections are included in the writing the features of reflective writing are different to essay or report writing. Try the following activity to help you understand the features of reflective writing. Decide if the following statements are true or false.10

1. Reflective thinking and writing involves drawing connections between the material I'm studying, and my own experiences and knowledge.

   □ True  □ False

2. A reflective journal entry mainly paraphrases the material from lectures, tutorials and course reading.

   □ True  □ False

3. In my reflective writing I can include some description of the information I'm studying.

   □ True  □ False

4. Reflective thinking and writing is personal.

   □ True  □ False

5. The style used in reflective writing is the same as formal academic style.

   □ True  □ False

6. I can refer to other writers in my reflective writing.

   □ True  □ False

7. In my reflective writing, I need to use a formal referencing system (such as Harvard) when I refer to other writers.

   □ True  □ False

8. It doesn't matter if my reflective writing is not clear to the reader, as my thoughts occur in a random order.

   □ True  □ False

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10 Source: https://airport.unimelb.edu.au/gate2/writing/types/reflective/
9. My reflective writing needs to show that I am informed on my topic.

☐ True ☐ False

1.3.2. Exercise 2: Example of reflective writing - Reflecting on Professional Nursing Practice

The following example of reflective writing gives you an idea on how the 4R’s Model of Reflection can be used to structure your thoughts and writing.

First, read the Exemplar report; then note the language features and purposes of each section (Reporting, Relating, Reasoning and Reconstructing) on the Reflection Stage column on.

The Learning Domain/ Criteria column provides information about how certain assessment criteria and learning areas are addressed in each section of the writing.
### The 4R’s Model of Reflective Thinking: Reflecting on Professional Nursing Practice

**Professional Practice Standards applied:** ANMC Domains of Professional Practice & Critical Thinking and Analysis.

<table>
<thead>
<tr>
<th>Reflection Stage</th>
<th>Learning Domain/Criteria</th>
<th>Exemplar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting</td>
<td>Demonstrate knowledge and understanding of the Professional Nursing practice concept.</td>
<td>An organisation’s culture in nursing can be defined and distinguished by its underlying values and assumptions as to how policies and procedures are implemented and evaluated (Day, Yescoppett, Richard &amp; Courtney in Chang &amp; Daly 2008). Organisational cultures of negativity that are seen in blaming cultures and conversely those successful learning cultures determine an organisation's ability to recruit and retain nursing staff (Day et al in Chang &amp; Daly 2008).</td>
</tr>
<tr>
<td>Responding and Relating</td>
<td>Applying the professional nursing practice concept to a clinical experience or understanding.</td>
<td>The tone of where you work can &quot;make or break&quot; you. If you are accepted and welcomed to the team, you can learn a lot and you feel valued. When I have been on clinical placements I have seen Graduate RN's blamed for everything that goes wrong, even if they are not directly involved. Even I have been blamed for things like taking too long giving out medications, &quot;hogging&quot; the shower chair, using the computer too much, or not giving a comprehensive handover. I am often anxious and stressed and I am always double-checking things. I often do not take breaks to stay back to read up on policies and procedures, and I consider either leaving the ward as soon as possible or leaving nursing altogether.</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Analysing and evaluating the professional nursing practice issue or challenge (identified in the relating stage) and its impact on a graduate registered nurse in a clinical environment.</td>
<td>Organisational cultures are influenced by the history of the beginnings of the organisation (Kearney-Nunnery 2008). Graduate registered nurses are enculturated by watching and copying others' behaviour believing that what they are seeing is appropriate and best for their transition (Black &amp; Chitty in Chitty &amp; Black 2007). The behaviour is copied throughout the organisation and a culture is born. In a blaming culture, ineffective communication, poor leadership and a general feeling of negativity is pervasive (Day et al in Chang &amp; Daly 2008). Shared collaboration is impossible as common goals and mutual respect is absent (Kearney-Nunnery, 2008). Graduates either copy the negative behaviour in an effort to &quot;fit in&quot;, as I did to survive my placement, or leave the organisation.</td>
</tr>
<tr>
<td>Reconstructing</td>
<td>Creating new ways of addressing, understanding or applying the professional nursing practice concept in the clinical environment as a graduate registered nurse.</td>
<td>Graduates, who find themselves in a blaming organisational culture, need to be very aware of the culture, and not to become part of it (Day et al in Chang &amp; Daly 2008). I need to be aware of the signs and symptoms of work stress and be alert to the negative impact that it may be having on me (Career Development Program 2009a), for example, not taking breaks and wanting to leave the profession. Positive self-talk using self-assessment to determine and maintain confidence in my own ability and using my social network to stay positive and focussed are important coping mechanisms (Career Development Program 2009b) that I will use. I need to secure a support person in the form of a mentor (who is not directly part the organisation) (Cherry &amp; Jacob, 2008), and use the professional codes of practice to ensure that all care is patient centred, legal and ethical (Lehman 2004). This will enable me to have a positive and objective focus to nursing practice.</td>
</tr>
</tbody>
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*OUT DRAW Project*  
*Version 1.0, 31 August, 2011*
1.3.3. Exercise 3: Example of basic reflective writing - Reflecting on a group-work experience

Read the following example of basic reflective writing and find out how the 4R’s Model has possibly been applied to this writing. Can you find out which part of the writing may correspond to which of the reflection stages (Reporting, Relating, Reasoning and Reconstructing)?

Specific tasks were shared out amongst members of my team. Initially, however, the tasks were not seen as equally difficult by all team members. I felt that cooperation between group members was at risk because of this perception of unfairness. Social interdependence theory recognises a type of group interaction called ‘positive interdependence’, meaning cooperation (Johnson & Johnson, 1993, cited by Maughan & Webb, 2001), and many studies have demonstrated that “cooperative learning experiences encourage higher achievement” (Maughan & Webb, 2001). Ultimately, our group achieved a successful outcome, but to improve the process, we perhaps needed a chairperson to help encourage cooperation when tasks were being shared out. In future group work, on the course and at work, I would probably suggest this.

Reference
www.ukcle.ac.uk/resources/temp/assessment.html11

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PART 2 - WHY: RATIONALES AND BENEFITS OF REFLECTION AND REFLECTIVE LEARNING

The development of reflective skills is widely regarded as a valuable component of learning in higher education. For example, reflection can play a role in enabling you to engage productively in your first year experience (FYE); to make connections between theory and practice in your work-integrated learning (WIL); and once you leave university, to enhance your capacities for lifelong learning in your profession.12

Learning is both an active and a reflective process. Reflection or thinking about what you have done and how and why you did it, form an integral part of learning. Because learning is often subconscious, we don’t realise that we have gained new knowledge or understanding until we stop to contemplate a particular activity. Reflection then, is a way for identifying patterns and creating meaning, problem solving, and synthesis of opposing ideas, critical analysis and evaluation. Reflection will help you reach the higher levels of learning.

Most aspects of learning are common to all disciplines but sometimes there are different emphases on certain learning skills. For example, generally speaking at university more emphasis is placed on the understanding of the methodology and the processes of problem solving. In this context, reflection will help you to detach yourself from the facts and put them into a larger context.

Higher level courses at university, and in particular as a professional engineer, teacher, doctor or nurse, there is a closer interaction between academic work and practical experience. Here the emphasis is on professional competence as much as technical expertise. Reflective practice here is critical in providing opportunities to identify areas for improvement and evaluation of the overall outcome including your decision making processes.13

12 Source: Ryan and Ryan (2012, p. 1)
13 Source: Brodie (2008, pp. 9-10)
Reflection can help bridge the gap between theory and practice and will enable you to understand your own thinking and learning. Another benefit is that it encourages you to look beyond your academic accomplishment and recognise the depth and range of other transferable skills. University is more than learning about facts and figures, it is a life experience. You will not learn everything that you need in your professional life at university. Your learning will be life long, so take some time to think about what skills you bring with you to university and what you learn along the way.14

In her discussion of using journals in learning through reflection, Jenny Moon (1999, pp. 188 - 194) identifies many purposes for writing journals. These include:

- To deepen the quality of learning, in the form of critical thinking or developing a questioning attitude
- To enable learners to understand their own learning process
- To increase active involvement in learning and personal ownership of learning
- To enhance professional practice or the professional self in practice
- To enhance the personal valuing of the self towards self-empowerment
- To enhance creativity by making better use of intuitive understanding
- To free-up writing and the representation of learning
- To provide an alternative ‘voice’ for those not good at expressing themselves
- To foster reflective and creative interaction in a group 15

2.1. Task 3: Online Search

Check in the subject learning guides of the subjects in your discipline, or conduct a quick search on La Trobe University website to find out how reflective writing (journals, blogs, essays, portfolios, & reports) has been used as learning and assessment tasks.

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14 Source: Brodie (2008, pp. 9-10)
2.2. Task 4: Watch the videos

Video 3: Why reflective skills? – Personal Development Planning
Questions: Why should students learn to reflect? What are the benefits for their learning?
https://www.youtube.com/watch?v=10GOifpeFE0

Video 4: Reflective learning and active learning
Questions: What is reflective learning? What is passive learning like? What is active learning like? Reflecting on your own learning experience, do you think it was/is passive or active learning? Why do you think so?
https://www.youtube.com/watch?v=XIsznZR4hzY
PART 3 - HOW: FROM PLANNING TO EVALUATING A REFLECTIVE REPORT

3.1. Planning: Understanding components of a reflective report

This section prepares you to write a reflective report by consolidating your understanding of reflective writing and key components of a reflective report. Understanding what is required of you will help you plan better, because having a clear idea of the requirements will help you in making effective plans in terms of time and content to complete the writing. The following sections, i.e. gathering data for writing, process of writing, and evaluating your own and others’ reflective writing, will take you through different writing stages to the finish.

The aim of this component ‘How: From Planning to Evaluating a Reflective Report’ is to model some basic ideas about writing reflective reports using the 4R’s Reflection Model. As mentioned previously, there are many other different models of reflection, and it is vital that you follow further specific guidelines offered on your course.

By now, you should be familiar with the four reflection stages in the 4R’s model: a combined one of Reporting & Responding; Relating; Reasoning; and Reconstructing; and the language features and purposes of each stage. We will refer to this model again throughout this component and how it can help you to plan to write, gather data, and evaluate your writing. You will also have an opportunity to apply this model to analysing samples of a reflective report and a journal entry.

General advice about planning to write can be found at:
http://www.latrobe.edu.au/students/learning/develop-skills/writing/understanding
3.1.1. Task 5: Watch the video

Video 5: Reflective Writing – University of Hull

Questions: What is reflective writing? How to put all the reflection from an experience into learning and future actions?

https://www.youtube.com/watch?v=Qol67VeE3ds


3.1.2. Exercise 4: Identifying components of a reflective journal entry

The following is one example of a journal entry kept by a student during placement in a school. It is not necessarily exemplary or the only way to approach the task, but is does show one way in which you might record some of the reflective stages.

Read the sections of the reflective journal entry and name the reflection stage that each of the sections reflects: Reporting (and Responding); Relating; Reasoning; or Reconstructing.

- Write the name of the reflection stage in the relevant blank.
- Number the sections in the right order to form a coherent reflective report.

**Student journal entry**

On Tuesday I taught a year 8 humanities class. It was supposed to be an introductory lesson about the major inventions that had occurred in the past 3000 years.

I planned all weekend for this class as I was pretty nervous. Initially it took me a while to get the class settled and listening so that I could begin the lesson. I started off by drawing a timeline on the board and placing key inventions on that timeline. As I was talking students were very disruptive. I tried to verbalise my dissatisfaction with them and at times I had to raise my voice to be heard. Above all I tried to make sure that the students didn't notice my increasing anxiety and sense of vulnerability. Students were saying that it was boring and a waste of time.

Every time I turned to write on the board a group of boys threw things around the room. I had to ask one boy to move as he was initiating the disruptive behaviour. As he was moving he picked up his pencil case and threw it down on the floor in a temper. At this point my mentor teacher intervened and took control of the class.

It was about 5 minutes later that I continued my lesson and attempted to retrieve the situation. Eventually I asked the students work quietly to draw their own timeline and copy down the inventions I had on the board. They were reasonably quiet at this point but they looked pretty bored. It was a pretty stressful day and I felt like a failure.

After the lesson I discussed what had happened with my mentor teacher. We discussed how the student involved has been particularly difficult to manage in a number of classes and his parents have been brought in to discuss his behaviour. The father believes that he needs a good clip around

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the ears and strong handling. My mentor teacher thinks that this indicates he has had bad role models at home regarding anger management and schooling.

She also suggested that the lesson focused too heavily on me and not enough on the students. I realised that she was right and that had I been in their place I would have been fidgety too.

When I went home I reflected on this lesson I realised that I needed to consider a number of issues simultaneously: lesson structure and activity planning, students' learning styles and classroom management.

I realised that my lesson planning had involved 'me' in a lot of work and learning and that during the lesson the students were largely passive. When Professor Johnson gave her lesson planning lecture last semester she reiterated the need to consider what the students were doing and learning at all times during the lesson. Professor Johnson cited Chickering and Gamson (1987) who suggested that students must be involved in more than just listening. In particular they need to be prompted to recall previous knowledge, discuss and argue their positions and be actively engaged in solving problems. Activities which promote this are likely to involve students in higher-order thinking levels as outlined in Blooms(2000) revised taxonomy.

Another clue for me lay in Gardner's theory of Multiple Intelligences (1983). Gardner suggests that there are many different ways that students learn. I think my approach of 'telling' students about the inventions may have suited linguistic learners but as most of the class were year 8 boys I probably need to include some activities which suited kinaesthetic learning styles. Expecting 25 teenagers to sit still and listen to me for 20 minutes was not, in hindsight, an adequate strategy.

I also reviewed my lecture notes and the readings regarding classroom management. Lewis (2009) emphasised the nature of teacher power in the classroom and in particular his discussion about the types of teacher power that are likely to be successful in a year 8 classroom (referent, coercive and reward). This resonated with me and gave me some ideas for managing the student cohort. I also realised the limitations I faced as a student teacher in someone else's classroom, particularly in building ongoing positive relationships with the adolescents which is so important for kids in middle years. I also reviewed Dreikurs (1972) who discussed the typically power-drunk boy who feels he has to control and challenge leadership in order to belong.
As I have to teach this same class to another year 8 group next Friday I have the perfect opportunity to try to change what I did and to put into practice my findings.

In particular I am going to concentrate on the lesson structure and design as the literature suggests that student behaviour is less likely to be an issue if students are actively involved. I am hoping that by adopting the following strategies I will minimise negative behaviours and take away the need for the disruptive boy to gain attention:

Hand out sticky labels to all the students and ask them in small groups to list 20 key inventions from pre-history to the current day. This will involve students in using their existing knowledge and discussing together. (involves remembering, applying and analysing in Bloom’s taxonomy)

Place a timeline on the board and ask students to place their sticky labels in the appropriate part of the board. (Should engage the kinaesthetic learner with some activity)

Ask students to negotiate which inventions came before others and articulate why they believe this.

Ask students to work in pairs to choose 10 inventions as their top choices and create a timeline listing these inventions and the rationale for their choice. They will then use the online tool Timelinecreator.com to create and annotate their timeline. This activity will engage learners with active re-creation of their knowledge and allow their ICT and creative skills to be used.
3.1.3. Exercise 5: Identifying components of a reflective report

Read the following paragraphs and name the reflection stage that each of the paragraphs reflects: Reporting (and Responding); Relating; Reasoning; or Reconstructing.
- Write the name of the reflection stage in the relevant blank.
- Arrange the paragraphs in the right order to form a coherent reflective report.

Reflection Stage: .............................................
I can see why developing trusting nurse-patient relationships are important because patients are in a vulnerable position where they expect that nurses have their best interest at heart. Where stress can be a major contributing factor in negatively impacting on a nurse's performance, it wouldn't help a graduate nurse if he/she doesn't have the skills or experience in developing trusting nurse-patient relationships.

Reflection Stage: .............................................
To achieve trust, the graduate nurse must display they are competent, possess knowledge, have the patient's best interest at heart and be able to empower the patient through their partnership (Bell, Duffy, 2009, pp. 46-51). There is a need for graduate nurses as part of the process of developing trust, to possess the communication skills that will help them build rapport with the patient (Belcher, Jones, 2009, pp. 142-152). Therefore it is important for graduate nurses to learn and practice their communication skills to gain confidence (which in-turn, can eliminate stress in the workplace). To avoid graduate nurses falling victim to stress, they must devise strategies to prevent stress from occurring, be able to recognise symptoms indicating they're stressed, and have stress management/coping strategies in place (Careers Development Program, 2009).

Reflection Stage: .............................................
Mutual trust in a nurse-patient relationship is vital because it not only makes it easier for patients to be willing to place themselves in expert's hands, but it also helps the nurse to obtain appropriate assessment data/observations that can help them deliver holistic care (Bell, & Duffy, 2009, pp. 46-51). Stress can cause things such as relationship problems,

17 This exercise is adapted from: https://wiki.qut.edu.au/display/draw/Common+resources
irritability towards people, lacking motivation/interest in general and lapses in concentration (Careers Development Program, 2009). It is essential graduate nurses develop stress management and coping strategies to avoid symptoms of the stress that will impact on the nurse-patient relationships they form and their ability to provide good quality holistic nursing care.

Reflection Stage: ......................................................

Everybody responds to stress differently where it can be experienced due to different reasons, and stress can impact on one’s performance at work (Career Development Program, 2009). It is critical that nurses practice competently and adhere to professional boundary guidelines to acquire optimum quality in their nursing care (Meehan, McIntosh, & Bergen, 2006, pp. 10-11). It was found in Belcher and Jones’ study (2009, pp. 142-152) that graduate nurses find it difficult to develop trusting nurse-patient relationships, which as a result, doesn’t give them job satisfaction and the confidence to perform good quality nursing care.

References
3.2. Gathering data for a reflective report

To prepare for writing a reflective report, you can generate and record raw data from different sources depending on the requirement of the reflection task. These include:

<table>
<thead>
<tr>
<th>Type of data</th>
<th>Sources of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete experience</td>
<td>Readings, examples and problems/issues, fieldwork or laboratory work, professional experience/placements, observations, and text reading.</td>
</tr>
<tr>
<td>Reflective observation of the experience</td>
<td>Comments, personal reactions, and evaluations of the experience or decision points. Logs/journals, discussion, brainstorming, diaries, portfolios, questions and rhetorical questions.</td>
</tr>
<tr>
<td>Materials that help to shed light on the experience</td>
<td>Lecture notes, journal articles, books, and analogies.</td>
</tr>
</tbody>
</table>

Whilst you need all the different kinds of data above to write a reflective report, the first two types of data are especially helpful to generate ideas for the ‘Reporting’ and ‘Relating’ sections. The third type can be particularly helpful to generate ideas for the ‘Reasoning’ and ‘Reconstructing’ sections.

Remember that opportunities for reflection should occur **before, during and after activities or experiences**. That way you can take note of your learning starting point, assess your progress or reactions throughout the experience, and critically evaluate your learning at the end of the activity or the experience. Look critically at what has happened, what you did and what the outcomes were. You need to ask yourself the ‘Why’, ‘How’, and ‘What’ type of questions. You can use the guiding questions in the 4Rs Model of Reflective Thinking introduced in the previous component to start your thinking and guide you in generating data for the writing. You may find it easier to keep a diary and jot down important events,
comments and scenarios and how you felt at the time. This is not submitted but will help you fill in the reflective entries and set the scene for the writing.\textsuperscript{18}

**Further questions to guide your reflection during Relating and Reasoning stages\textsuperscript{19}**

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Questions to think about</th>
<th>Your response</th>
</tr>
</thead>
</table>
| Relating   | • Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge.  
• Have I seen this before?  
• Were the conditions the same or different?  
• Do I have the skills and knowledge to deal with this? Explain. | |
| Reasoning  | • Highlight in detail significant factors underlying the incident or issue.  
• Explain and show why they are important to an understanding of the incident or issue.  
• Refer to relevant theory and literature to support your reasoning.  
• Consider different perspectives.  
• How would a knowledgeable person perceive/handle this?  
• What are the ethics involved? | |

\textsuperscript{18} Adapted from Brodie (2008, pp. 7-10).
\textsuperscript{19} Source: https://wiki.qut.edu.au/display/draw/Common+resources
3.2.1. Task 6: Watch the video

Video 6: Reflective Writing – University of Hull

Questions: What data and information should you gather to prepare for a reflective report and what for?

https://www.youtube.com/watch?v=QoI67VeE3ds

3.2.2. Exercise 6: Gathering data for a reflective report

Exercise 6, Exercise 7 and Exercise 9 are interrelated. These exercises guide you step by step from generating data for a reflective report, to writing a report, and to finally evaluating it. Your notes from Exercise 6 will be used in the subsequent exercises.

For Exercise 6, use the questions in the 4Rs Model of Reflective Thinking, including the reflective questions for Relating and Reasoning stages, to generate data and ideas to write a 500-word reflective report on your learning experience in this module thus far. What data can you gather for different sections of your reflective report?
3.3. Writing a reflective report

Like with other types of writing, to write a reflective report effectively you should use the data that you have generated in the previous step to make an outline of your writing. That is what key ideas you are going to include in each section of your report (Reporting, Relating, Reasoning and Reconstructing). Having a detailed outline helps you write more effectively because you can be fairly clear about exactly what you want to say in your report, and how the ideas develop throughout different sections.

It is recommended that you make drafts of your writing. Good writing normally results from drafting and re-drafting.

Always plan time to read over what you have written before you submit it. You also need to learn to edit your writing: look for any typographical errors and grammatical mistakes, and ensure smooth flow of ideas.

You can find general advice about how to edit your writing at:
http://www.latrobe.edu.au/students/learning/develop-skills/writing/editing

You can find advice about academic writing in general at:
http://www.latrobe.edu.au/students/learning/develop-skills/writing

The following analysis of a reflective writing sample and Vocabulary Aid provide you with more resources about specific language that might be useful for writing different sections of a reflective report.
3.3.1. Analysis of sample reflective report in education

Dr Mary Ryan, Faculty of Education, QUT
Sample Reflection: Pedagogy & Assessment in a Grad. Dip. Education Unit

My expectations of student's written tasks in a Graduate Diploma literacy unit have not been met. Specifically, the task required the identification and justification of a relevant literacy issue for action research in a classroom. My assumptions about students' capabilities in expository essay writing were based on the entry requirements and high demand for the course. I found that the capability demonstration of key academic writing skills was not evident across the student cohort. Academic writing skills, particularly in expository styles, are crucial for success at university (Bruce, 2008), as demonstration of discipline knowledge and understanding are often expressed in written form.

My awareness, as a literacy educator, of the necessity to scaffold students as effective writers for particular purposes, disciplines and audiences (Frenkhey, Martin & Martin, 2008) is paramount in my pedagogical approach. Similarly, my knowledge of the importance of catering to diverse needs in my class influences my pedagogical strategies. Prior knowledge and experience is the foundation on which to build new knowledge, concepts and ideas. The development of critical analysis skills and opportunities for creative knowledge application should connect to students' current understandings (Kalantzis & Cope, 2008). Unfortunately, my instruction to students' academic skill levels resulted in poorly structured written submissions. The research assignment was undermined by the lack of excessive resources demonstrated by a large number of students.

After considering the disappointing textual competence in the first assignment, I decided to explicitly scaffold students to reflect on the purpose of their writing and the requirements of the criteria sheet for assessment. According to Christie and Dryden (2007), writers can be taught to write successfully with careful attention to linguistic features and reflection on what can be improved. Thus, I asked students to identify and annotate the key features of expository text in their assignment. This was a powerful self-assessment exercise which resulted in action plans for improvement.

In the context of a 1-year graduate diploma, I have realised the value of gathering information about the nature of students' undergraduate degrees, the text types that they feel competent to write, and the text types for which they require additional support. As my unit is focused on English and literacy pedagogy, I will be able to provide some support for these types in relation to pedagogy and curriculum. However, refer to Academic Skills Advisers who will also be important.

As a consequence of this assessment incident, I plan to restructure my unit so the introduction of expository text types (English curriculum) occurs before the first assignment is due. By teaching students how to introduce this text type to their own students, I will be able to reinforce the structure and key textual features of the genre. Next time I teach this unit, I intend to make explicit connections between this work and its application in their own assignment writing. An understanding of the proliferation of expository text types in school and university assessment tasks will also enable these future teachers to understand the importance of providing solid literacy foundations in primary school. I aim to show students how to apply their new English curriculum knowledge to their written assignments at university for more successful outcomes.

References


Source: https://wiki.qut.edu.au/display/draw/Common+resources
3.3.2. Vocabulary aid

The following are just a few suggestions for words and phrases that might be useful in reflective writing. Using any of these words or phrases will not in itself make you a good reflective writer. You also need to follow the previous steps, i.e., planning and gathering data for reflective writing. This vocabulary aid is loosely structured according to different reflection stages in the 4Rs Model of Reflective Thinking.

**Reporting**

We are not suggesting specific vocabulary for any descriptive elements of your reflective writing, because the range of possible events, ideas or objects on which you might be required to reflect is so great.

Do remember, though, that if describing an idea, for example a theory or model, it is usually best to use the present tense e.g. ‘Social interdependence theory recognises...’ (not ‘recognised’).

*Events*, of course, are nearly always described using the past tense.

**Relating, Reasoning and Reconstructing**

For me, the [most] meaningful significant important relevant useful aspect(s) element(s) experience(s) issue(s) idea(s) was (were)...

learning arose from... happened when... resulted from...

Previously, At the time, At first Initially, Subsequently, Later, thought (did not think)... felt (did not feel)... knew (did not know)... noticed (did not notice)... questioned (did not question)... realised (did not realise)...

[Alternatively,] [Equally,] This might be is perhaps could be is probably because of... due to... explained by... related to...

This is similar to... is unlike... because... reveals... demonstrates...

[Un]Like... this

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21 Adapted from source: [http://www.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Reflective-writing—a-basic-introduction.pdf](http://www.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Reflective-writing—a-basic-introduction.pdf)
Exercise 7: Writing a reflective report

Use the data and ideas that you have generated from Exercise 6 to write a reflective report on your learning experience in this module thus far. First, make an outline based on the ideas and data, using the 4Rs Model – Reporting, Relating, Reasoning and Reconstructing. Second, use the outline to help to structure your writing. You may find the vocabulary resources useful for your writing.
3.4. Evaluating your own and others’ reflective report

The ability to self-assess one’s writing against criteria in order to identify areas for improvement is important for any written assignments.

This section helps to develop your ability to evaluate your own reflective writing by giving you an opportunity to review and evaluate several student reflection samples against the 4Rs Model of Reflective Thinking, and by introducing a comprehensive rubric that you can use to evaluate your own reflective writing. This rubric can help you assess your current level of reflective writing performance and how to improve it.

An assessment rubric is a tool for evaluating the quality of the observed performance, in this case your reflective writing. An assessment rubric aims to make the implicit explicit. That is, it can answer the question: ‘What does a high distinction or distinction or a pass look like for this assignment?’

3.4.1. Exercise 8: Evaluating reflective writing

Read the following samples of short-version reflective writing and identify the strengths and weaknesses of each sample. The following questions can guide your evaluation:

- Does the sample follow a Reporting – Relating – Reasoning – Reconstructing structure?
- Is each section of the 4Rs model clearly written?
- Does the writing have key features of reflective writing introduced in Part 1- ‘What: Definition of Reflection and Reflective Writing’?
- Do you have any other comments on the sample?

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22 Adapted from source: https://wiki.qut.edu.au/display/draw/Common+resources
Sample 1 – Faculty of Law

A consideration of Tuckman’s Five Stages of Team Development – forming, storming, norming, performing and adjourning (Philips, 1997, p.142) – offers insight into some of the Edge Communications team’s specific experiences. During the first few weeks while the team was ‘forming’, members focused on getting to know each other so meetings were characterised by polite and non-challenging behaviour, and a degree of uncertainty and apprehension (Petrock, 1990, p.142). Spending the first few weeks in the forming stage also explains why productivity was fairly low during this time (Bubshait & Farooq, 1999, p.34)... A team reaches its peak during the performing stage (Philips, 1997, p.143). Heightened motivation and effectiveness enjoyed during this stage allows a large volume of work to be completed (Petrock, 1990, p.10). The Edge Communications team first entered this stage, at the very latest, in the week leading up to the pitch presentation. By then team members had been assigned specific tasks according to their strengths and weaknesses, and were working towards completion to a high standard by set deadlines.

Sample 2 – Faculty of Education

When I started I was really surprised to be told Annie’s role was predominately one of organisational psychology and she considered herself to be an organisational psychologist. Furthermore, Annie’s role was 20% counselling and 80% organisational psychology; my expectation was the complete opposite. I was very open to learning more about this new area within my discipline, as an undergraduate I haven’t had a great deal of exposure to organizational psychology therefore I was eager to know more. I have become intrigued and feel my previous experience as a project manager and organizational psychology may just mesh together nicely.
Sample 3 – Faculty of Business

A consideration of Tuckman’s Five Stages of Team Development – forming, storming, norming, performing and adjourning (Philips, 1997, p.142) – offers insight into some of the Edge Communications team’s specific experiences. During the first few weeks while the team was ‘forming’, members focused on getting to know each other so meetings were characterised by polite and non-challenging behaviour, and a degree of uncertainty and apprehension (Petrock, 1990, p.142). Spending the first few weeks in the forming stage also explains why productivity was fairly low during this time (Bubshait & Farooq, 1999, p.34)...A team reaches its peak during the performing stage (Philips, 1997, p.143). Heightened motivation and effectiveness enjoyed during this stage allows a large volume of work to be completed (Petrock, 1990, p.10). The Edge Communications team first entered this stage, at the very latest, in the week leading up to the pitch presentation. By then team members had been assigned specific tasks according to their strengths and weaknesses, and were working towards completion to a high standard by set deadlines.

Sample 4 – Faculty of Health (Psychology)

When I started I was really surprised to be told Annie’s role was predominately one of organisational psychology and she considered herself to be an organisational psychologist. Furthermore, Annie’s role was 20% counselling and 80% organisational psychology; my expectation was the complete opposite. I was very open to learning more about this new area within my discipline, as an undergraduate I haven’t had a great deal of exposure to organizational psychology therefore I was eager to know more. I have become intrigued and feel my previous experience as a project manager and organizational psychology may just mesh together nicely.
3.4.2. 💪 Exercise 9: Evaluating your reflective report, using a rubric

Use the following rubric which applies the 4Rs Model of Reflective Thinking to evaluate the reflective report that you have written for Exercise 7: A reflective report on your learning of this module ‘Developing and Presenting a Reflective Report’.

- When evaluating your writing against the description in the rubric, what grade will you give to your writing? Why?

- What do you think can be done to improve the quality of your writing?
# REFLECTION UPON EXPERIENCE – SAMPLE RUBRIC

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>85% - 100%</th>
<th>75% - 84%</th>
<th>65% - 74%</th>
<th>50% - 64% (PASS)</th>
<th>0% - 49% (FAIL)</th>
</tr>
</thead>
</table>
| **REPORTING (& RESPONDING)** | Student has:  
- Reported what happened or what the issue or incident involved.  
- Explained why it is relevant  
- Responded to the incident or issue by making observations and expressing an informed opinion  
- Posed questions to address as a result of the incident | Student has:  
- Reported what happened or what the issue or incident involved.  
- Explained why it is relevant  
- Responded to the incident or issue by making observations and expressing an informed opinion | Student has:  
- Reported what happened or what the issue or incident involved.  
- Explained why it is relevant | Student hasn’t identified an appropriate critical incident or issue and/or hasn’t explained what was involved. |
| **RELATING** | Student has:  
- Related or made a connection between the incident or issue and own skills, professional experience, or discipline knowledge  
- Commented on whether they have seen this before or not  
- Commented on whether the conditions were the same or different  
- Explained whether they have the skills or knowledge to deal with the incident or issue | Student has:  
- Related or made a connection between the incident or issue and own skills, professional experience, or discipline knowledge  
- Commented on whether they have seen this before or not  
- Commented on whether the conditions were the same or different | Student has:  
- Related or made a connection between the incident or issue and own skills, professional experience, or discipline knowledge  
- Commented on whether they have seen this before or not | Student has:  
- Limited understanding of the incident or issue |

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23 Source: [https://wiki.qut.edu.au/display/draw/Common+resources](https://wiki.qut.edu.au/display/draw/Common+resources)
<table>
<thead>
<tr>
<th>REASONING</th>
<th>RECONSTRUCTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has:</td>
<td>Student has:</td>
</tr>
<tr>
<td>- Highlighted in detail significant factors underlying the incident or issue</td>
<td>- Explained how and why future practice or professional understanding has been reconstructed</td>
</tr>
<tr>
<td>- Explained and shown why they are important</td>
<td>- Described how they would deal with this next time</td>
</tr>
<tr>
<td>- Referred to relevant theory and literature to support their reasoning</td>
<td>- Elaborated on what might work and why</td>
</tr>
<tr>
<td>- Considered different perspectives – knowledge, ethics eg.</td>
<td>- Explained how theories or relevant literature support their ideas</td>
</tr>
<tr>
<td>Student has:</td>
<td>Student has:</td>
</tr>
<tr>
<td>- Highlighted in detail significant factors underlying the incident or issue</td>
<td>- Explained how future practice or professional understanding has been reconstructed</td>
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</tr>
<tr>
<td>- Referred to relevant theory and literature to support their reasoning</td>
<td>- Elaborated on what might work and why</td>
</tr>
<tr>
<td>Student has:</td>
<td>Student has:</td>
</tr>
<tr>
<td>- Highlighted in detail significant factors underlying the incident or issue</td>
<td>- Explained how future practice or professional understanding could be reconstructed</td>
</tr>
<tr>
<td>- Explained and shown why they are important</td>
<td>- Described how they would deal with this next time</td>
</tr>
<tr>
<td>- Referred to relevant theory and literature to support their reasoning</td>
<td>- Provided an Unsatisfactory attempt at reframing or reconstructing future practice or professional understanding.</td>
</tr>
<tr>
<td>Student has:</td>
<td>Student has:</td>
</tr>
<tr>
<td>- Highlighted in detail significant factors underlying the incident or issue</td>
<td>- Not explained how future practice or professional understanding could be reconstructed</td>
</tr>
<tr>
<td>- Explained and shown why they are important</td>
<td>- Described how they would deal with this next time</td>
</tr>
<tr>
<td>- Referred to relevant theory and literature to support their reasoning</td>
<td>- Provided an Unsatisfactory attempt at reframing or reconstructing future practice or professional understanding.</td>
</tr>
</tbody>
</table>
SOURCES OF MATERIALS AND REFERENCES


**FURTHER READINGS**


Exercise 1: Identify the stages of reflection demonstrated in the questions

Which stage would you possibly ask the following questions? Write ‘Reporting’ or ‘Relating’ or ‘Reasoning’ or ‘Reconstructing’ in the Stage column.

<table>
<thead>
<tr>
<th>Question</th>
<th>Stage in the Reflection Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would my colleague or peer deal with this?</td>
<td>Reasoning (considering different perspectives)</td>
</tr>
<tr>
<td>When and where did this incident happen?</td>
<td>Reporting</td>
</tr>
<tr>
<td>Is it relevant to include this detail in writing about the incident?</td>
<td>Reporting</td>
</tr>
<tr>
<td>What theory could help me understand this experience?</td>
<td>Reasoning (considering theories to support reasoning)</td>
</tr>
<tr>
<td>Would I do it differently next time I encounter a similar incident?</td>
<td>Reconstructing (reframing understanding and practice)</td>
</tr>
<tr>
<td>Have I heard about this before? Have I seen this before?</td>
<td>Relating (making connections with one’s own knowledge and experience)</td>
</tr>
<tr>
<td>Who was involved? What happened?</td>
<td>Reporting</td>
</tr>
</tbody>
</table>
Task 2: Quiz on features of reflective writing

1. Reflective thinking and writing involves drawing connections between the material I'm studying, and my own experiences and knowledge. (True)

   In reflective writing you are expected to explore connections between your course content and your personal experiences and knowledge.

2. A reflective journal entry mainly paraphrases the material from lectures, tutorials and course reading. (False)

   If your reflective writing consists of paraphrases of your course material, then it doesn't demonstrate reflective thinking.

3. In my reflective writing I can include some description of the information I'm studying. (True)

   When you're reflecting on the material you're learning, sometimes you will need to describe it. However, make sure that the descriptions only make up a small part of your written text.

4. Reflective thinking and writing is personal. (True)

   Exploring your own personal views and responses is an important feature of reflective thought.

5. The style used in reflective writing is the same as formal academic style. (False)

   In reflective writing, your writing style can be informal. You can use words such as 'I', 'me' and write about your own personal experiences.

6. I can refer to other writers in my reflective writing. (True)

   In reflective writing tasks you will sometimes be required to link your views and ideas to the readings from your subject, to other writers and to the key theorists in your field.

7. In my reflective writing, I need to use a formal referencing system (such as Harvard) when I refer to other writers. (True)

   When you refer to other sources, you do need to indicate where the words and ideas have come from. Always check with your lecturer about referencing requirements for the reflective writing in your subject.

8. It doesn't matter if my reflective writing is not clear to the reader, as my thoughts occur in a random order. (False)

   Although your thoughts may be random, your reflective writing needs to be easily understood by your reader.

9. My reflective writing needs to show that I am informed on my topic. (True)

   Although reflective writing is personal, it still needs to demonstrate that you have engaged with your course content (lectures, tutorials and reading).

Source: https://airport.unimelb.edu.au/gate2/writing/types/reflective/
Exercise 3: Example of basic reflective writing - Reflecting on a group-work experience

Possible answer

Reporting:
Specific tasks were shared out amongst members of my team. Initially, however, the tasks were not seen as equally difficult by all team members.

Relating:
I felt that cooperation between group members was at risk because of this perception of unfairness.

Reasoning:
Social interdependence theory recognises a type of group interaction called ‘positive interdependence’, meaning cooperation (Johnson & Johnson, 1993, cited by Maughan & Webb, 2001), and many studies have demonstrated that “cooperative learning experiences encourage higher achievement” (Maughan & Webb, 2001).

Reconstructing:
Ultimately, our group achieved a successful outcome, but to improve the process, we perhaps needed a chairperson to help encourage cooperation when tasks were being shared out. In future group work, on the course and at work, I would probably suggest this.  

Source: [http://www.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Reflective-writing---a-basic-introduction.pdf](http://www.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Reflective-writing---a-basic-introduction.pdf)
### Exercise 4: Identifying components of a reflective journal entry

<table>
<thead>
<tr>
<th>Student journal entry</th>
<th>The 4 Rs</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday I taught a year 8 humanities class. It was supposed to be an introductory lesson about the major inventions that had occurred in the past 3000 years...</td>
<td>Reporting</td>
</tr>
<tr>
<td>It was about 5 minutes later that I continued my lesson and attempted to retrieve the situation. Eventually I asked the students work quietly to draw their own timeline and copy down the inventions I had on the board. They were reasonably quiet at this point but they looked pretty bored. It was a pretty stressful day and Ii felt like a failure.</td>
<td></td>
</tr>
<tr>
<td>After the lesson I discussed what had happened with my mentor teacher...</td>
<td>Relating</td>
</tr>
<tr>
<td>She also suggested that the lesson focused too heavily on me and not enough on the students. I realised that she was right and that had I been in their place I would have been fidgety too.</td>
<td></td>
</tr>
<tr>
<td>When I went home I reflected on this lesson I realised that I needed to consider a number of issues simultaneously: lesson structure and activity planning, students' learning styles and classroom management.</td>
<td>Reasoning</td>
</tr>
<tr>
<td>I realised that my lesson planning had involved 'me' in a lot of work and learning and that during the lesson the students were largely passive...</td>
<td></td>
</tr>
<tr>
<td>I also reviewed Dreikurs (1972) who discussed the typically power-drunk boy who feels he has to control and challenge leadership in order to belong.</td>
<td></td>
</tr>
<tr>
<td>As I have to teach this same class to another year 8 group next Friday I have the perfect opportunity to try to change what I did and to put into practice my findings.</td>
<td>Reconstructing</td>
</tr>
<tr>
<td>In particular I am going to concentrate on the lesson structure and design as the literature suggests that student behaviour is less likely to be an issue if students are actively involved. I am hoping that by adopting the following strategies I will minimise negative behaviours and take away the need for the disruptive boy to gain attention...</td>
<td></td>
</tr>
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Exercise 5: Identifying components of a reflective report

1. Reporting & responding

Everybody responds to stress differently where it can be experienced due to different reasons, and stress can impact on one’s performance at work (Career Development Program, 2009). It is critical that nurses practice competently and adhere to professional boundary guidelines to acquire optimum quality in their nursing care (Meehan, McIntosh, & Bergen, 2006, pp. 10-11). It was found in Belcher and Jones’ study (2009, pp. 142-152) that graduate nurses find it difficult to develop trusting nurse-patient relationships, which as a result, doesn’t give them job satisfaction and the confidence to perform good quality nursing care.

2. Relating

I can see why developing trusting nurse-patient relationships are important because patients are in a vulnerable position where they expect that nurses have their best interest at heart. Where stress can be a major contributing factor in negatively impacting on a nurse’s performance, it wouldn’t help a graduate nurse if he/she doesn’t have the skills or experience in developing trusting nurse-patient relationships.

3. Reasoning

Mutual trust in a nurse-patient relationship is vital because it not only makes it easier for patients to be willing to place themselves in expert’s hands, but it also helps the nurse to obtain appropriate assessment data/observations that can help them deliver holistic care (Bell, & Duffy, 2009, pp. 46-51). Stress can cause things such as relationship problems, irritability towards people, lacking motivation/interest in general and lapses in concentration (Careers Development Program, 2009). It is essential graduate nurses develop stress management and coping strategies to avoid symptoms of the stress that will impact on the nurse-patient relationships they form and their ability to provide good quality holistic nursing care.

4. Reconstructing

To achieve trust, the graduate nurse must display they are competent, possess knowledge, have the patient’s best interest at heart and be able to empower the patient through their partnership (Bell, Duffy, 2009, pp. 46-51). There is a need for graduate nurses as part of the process of developing trust, to possess the communication skills that will help them build rapport with the patient (Belcher, Jones, 2009, pp. 142-152). Therefore it is important for graduate nurses to learn and practice their communication skills to gain confidence (which in-turn, can eliminate stress in the workplace). To avoid graduate nurses falling victim to stress, they must devise strategies to prevent stress from occurring, be able to recognise symptoms indicating they’re stressed, and have stress management/coping strategies in place (Careers Development Program, 2009).

References


This exercise is adapted from: https://wiki.qut.edu.au/display/draw/Common+resources.
Exercise 8: Evaluating reflective writing

Annotated student reflection sample: Faculty of Law

Research can be looked at as the detailed study of a subject, interest or area of interest, in order to discover or derive meaning from that research. The art of being a good lawyer is not necessarily to know everything about the law, but rather to find out the answer. The benefit of this subject is that, detailed information of the law was not needed in every aspect, but rather a common sense, or realistic approach to dealing with the problem (i.e. setting vs. litigation). However, with knowledge comes power and responsibility. Throughout the semester we were challenged with ‘spanners in the works’ to the initial case brief. It was not necessary to know the law in-depth, but know that what research we had done was sufficient to advise appropriately.

Annotated student reflection sample: Faculty of Education

By completing this reflection, I have re-established communication with behavioural management techniques and strategies through theoretical frameworks. I have discovered that I already implement many classroom and behaviour management strategies recognised by several theorists... I have realised that I treat my students as social equals however I maintain an authoritative approach to learning... I do have much to learn in the classroom in the future however I maintain that being proactive about classroom and behaviour management is far more beneficial to my teaching and students' learning instead of being reactive to individuals and groups.

Identifies the benefits and challenges of the subject
Describes a general principle learnt

BUT

No clear focus
No identification of a specific key issue or incident to reflect upon
Doesn’t relate to own prior knowledge or experiences – no use of ‘I’
 Doesn’t reason about an issue or refer to the literature
No reconstruction – implications for future practice

Lists what has been learnt
General reconstructive statement about being proactive rather than reactive

BUT

Focuses on justifying his current approach – ‘I already implement...’
Suggests he has much to learn, but doesn’t elaborate or analyse why or how
No references to the literature
No specific strategies for improvement
Reads like an attempt to mollify the lecturer rather than a deep critical reflection

Adapted from source: https://wiki.qut.edu.au/display/draw/Common+resources
Annotated student reflection sample: Faculty of Business

A consideration of Tuckman’s Five Stages of Team Development – forming, storming, norming, performing and adjourning (Philips, 1997, p.142) – offers insight into some of the Edge Communications team’s specific experiences. During the first few weeks while the team was ‘forming’, members focused on getting to know each other so meetings were characterised by polite and non-challenging behaviour, and a degree of uncertainty and apprehension (Petrock, 1990, p.142). Spending the first few weeks in the forming stage also explains why productivity was fairly low during this time (Bubshait & Farooq, 1999, p.34)...A team reaches its peak during the performing stage (Philips, 1997, p.143). Heightened motivation and effectiveness enjoyed during this stage allows a large volume of work to be completed (Petrock, 1990, p.10). The Edge Communications team first entered this stage, at the very latest, in the week leading up to the pitch presentation. By then team members had been assigned specific tasks according to their strengths and weaknesses, and were working towards completion to a high standard by set deadlines.

Annotated student reflection sample: Faculty of Health (Psychology)

Annotated

When I started I was really surprised to be told Annie's role was predominately one of organisational psychology and she considered herself to be an organisational psychologist. Furthermore, Annie's role was 20% counselling and 80% organisational psychology; my expectation was the complete opposite. I was very open to learning more about this new area within my discipline, as an undergraduate I haven’t had a great deal of exposure to organizational psychology therefore I was eager to know more. I have become intrigued and feel my previous experience as a project manager and organizational psychology may just mesh together nicely.