

Introduction to Reflective writing

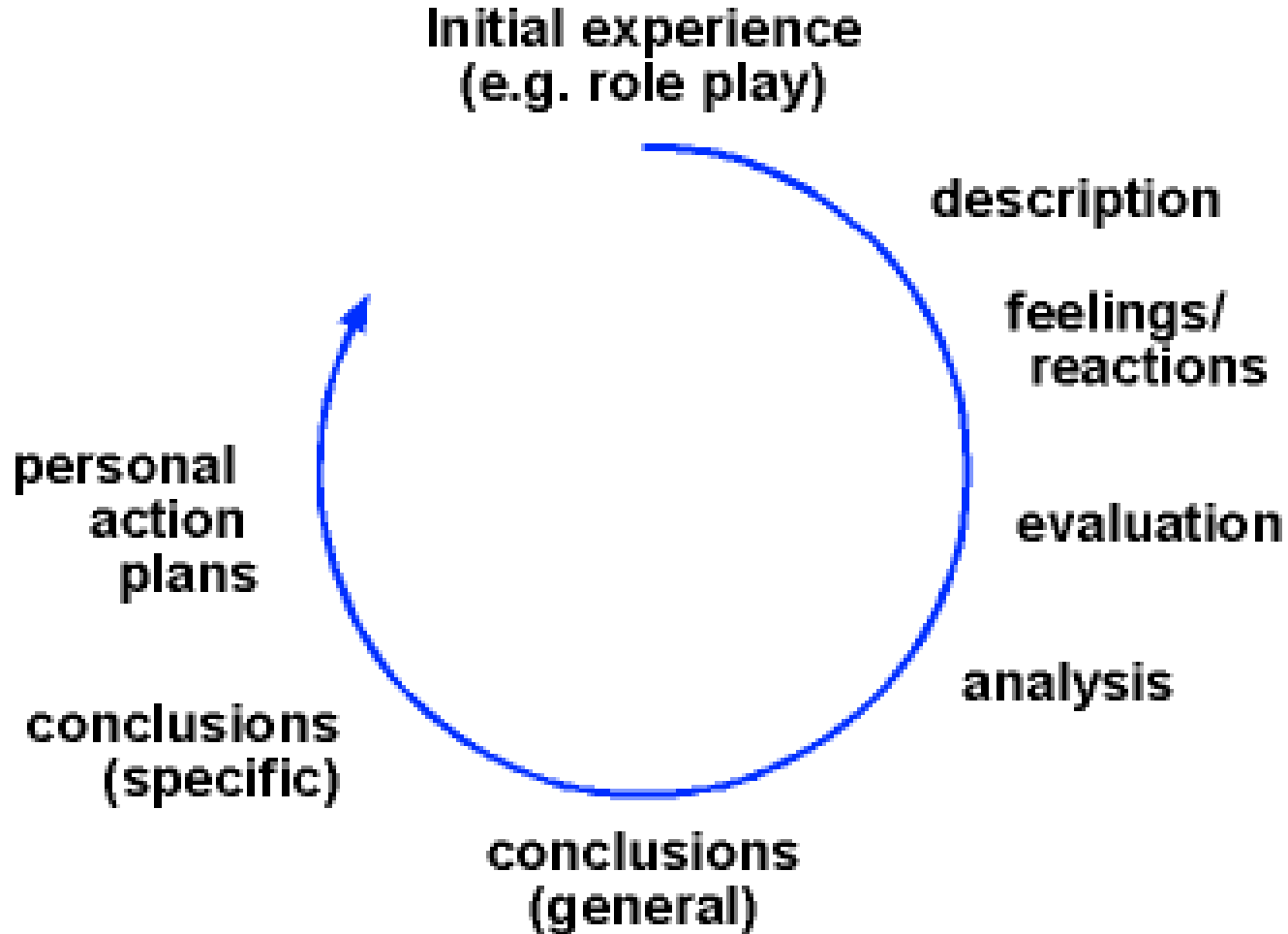


What is reflective writing?

- ✓ Looking back at something(event, idea or object)
- ✓ Analyses (in depth and from different perspectives with reference to a model or theory)
- ✓ Thinking carefully what the event or idea means to you and your progress as a student



A Model



Vocabulary aid

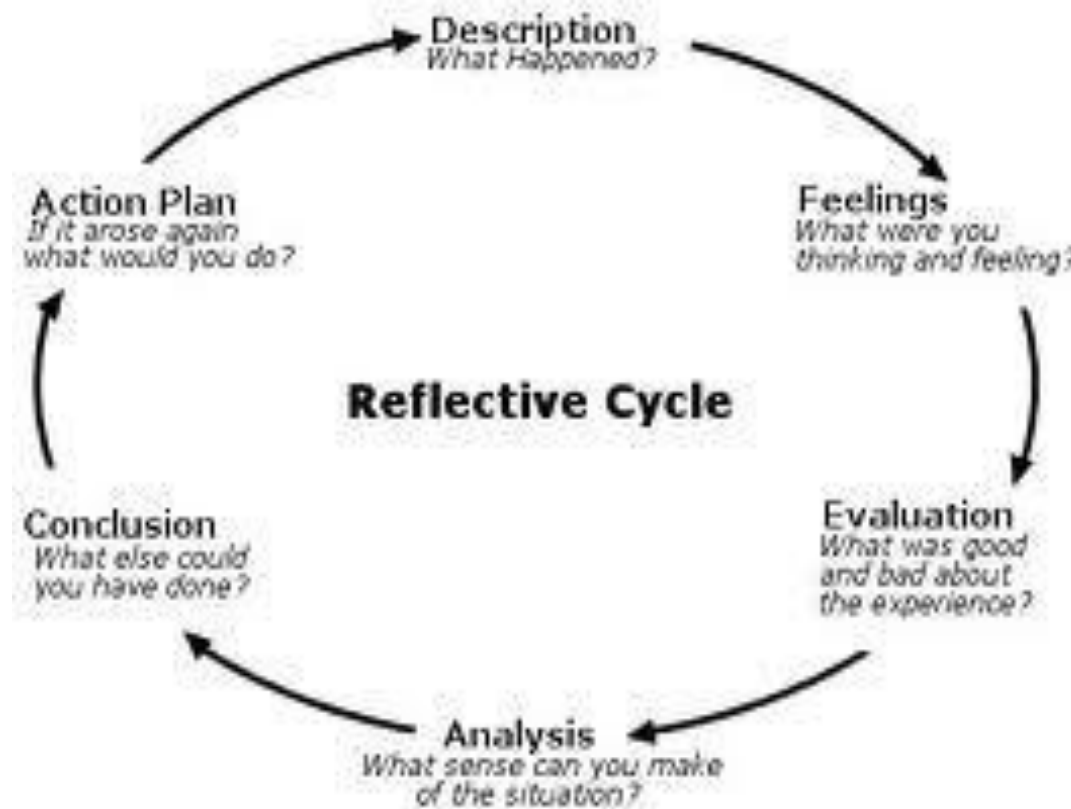
❖ Description e.g.

- ✓ Recognises
- ✓ Suggests
- ✓ Articulates
- ✓ Mandates

❖ Interpretation

- | | | |
|---------------|----------------|---------------|
| ✓ Meaningful | aspect (s) | arose from |
| ✓ Significant | element (s) | happened when |
| ✓ Important | experience (s) | resulted from |
| ✓ Relevant | issue (s) | |
| ✓ useful | idea (s) | |

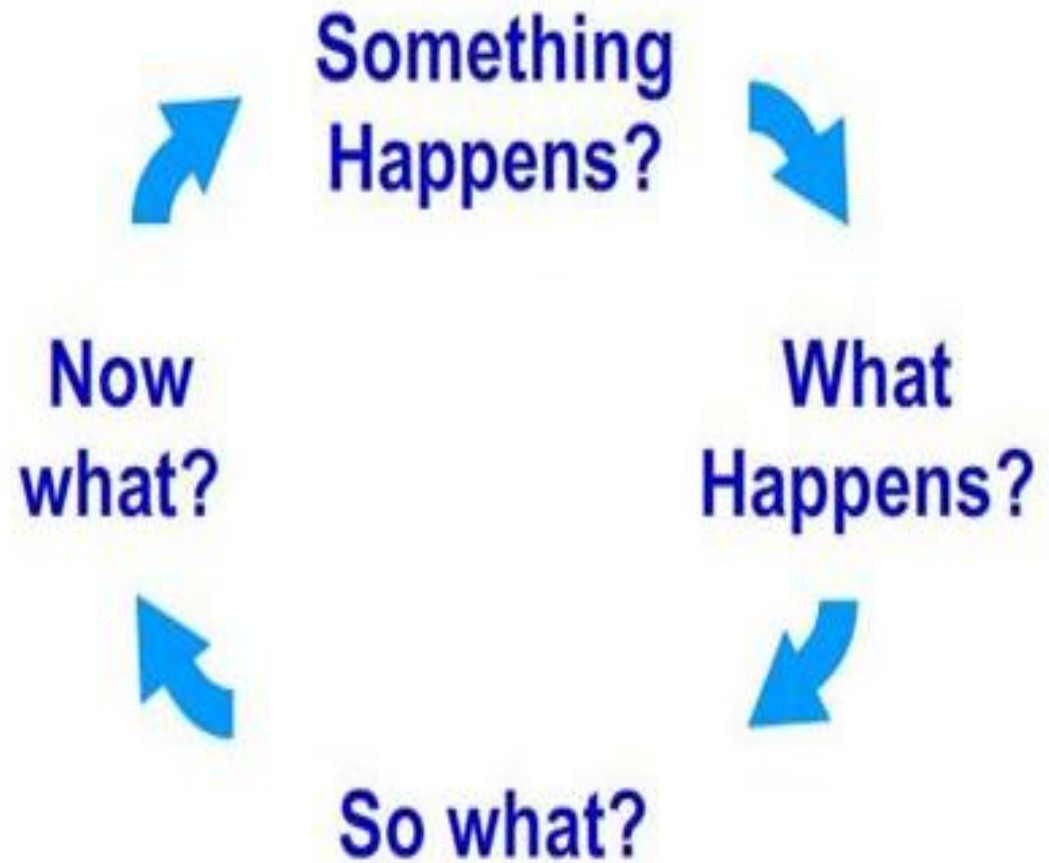
- ✓ Previously
- ✓ At the time
- ✓ At first
- ✓ Initially
- ✓ Subsequently
- ✓ Later



- ✓ Thought (did not think)
- ✓ Felt (did not feel)
- ✓ Noticed (did not notice)
- ✓ Questioned (did not question)
- ✓ Realised (did not realise)

This

- ✓ Might be
- ✓ Is perhaps
- ✓ Could be
- ✓ Is probably
- ✓ Because of
- ✓ Due to
- ✓ Explained by
- ✓ Related to
- ✓ Is similar to
- ✓ Is unlike
- ✓ Reveals
- ✓ demonstrates



How to write

- Reflective writing can be broken into 3 parts, viz;
 - 1. Description:**(what happened? What is being examined?)
 - 2. Interpretation:**(what is most important/interesting/relevant, how is it similar to or different from others?)
 - 3. Outcome:** (what have you learned from this? what does this mean to your future?)

Some words to use when handling the outcome include;

Having { Experienced
Applied
Discussed
Analysed
Learned



I Now {
Feel
Think
Realise
Wonder
Question
know



Additionally
Furthermore
Most importantly

I have learned that...

I have

significantly
slightly

However, I have not sufficiently

developed
improved

my skills in...
my understanding of...
my knowledge of...
my ability to...

This means that...

This makes me feel...



This knowledge is essential to me an environmental
This understanding could be important student because...
This skill will be useful

Because I did no...
have not yet...
am not yet certain about...
am not yet confident about...
do not yet know...
do not yet understand...
I will now need to...

As a next step, I need to...

Social Science fieldwork report

- The field notes were written by hand on lined paper. They consisted of jotted notes and mental triggers (personal notes that would remind me of specific things when it came to writing the notes up). I took some direct observational notes recording what I saw where this was relevant to the research questions and, as I was aiming to get a sense of the culture and working environment, I also made researcher inference notes [1] [2].
- [3] I found the notetaking process itself helpful, as it ensured that I listened carefully and decoded information. Not all the information I recorded was relevant, but noting what I found informative contributed to my ability to form an overview on re-reading. However, the reliability of jotted notes alone can be questionable. For example, the notes were not a direct transcription of what the subjects said but consisted of pertinent or interesting information.
- Rarely did I have time to transcribe a direct quotation, so relied on my own fairly rapid paraphrasing, which risks changing the meaning. Some technical information was difficult to note down accurately [3]. A tape recorder would have been a better, more accurate method. However, one student brought a tape recorder and was asked to switch it off by a participant who was uneasy about her comments being directly recorded. It seems that subjects feel differently about being recorded or photographed (as opposed to observers taking notes), so specific consent should be sought before using these technologies [4].

1. Description/ explanation of method.
2. Includes discipline-specific language
3. Critical evaluation of method
4. Conclusion and recommendation based on the writer's experience