

Written assignments

Reflective writing: a basic introduction

An increasing number of courses require students to write reflectively. Reflective writing may be an occasional requirement or it may be a core feature of most or all assignments. There are many different models of reflection and it is vital that you follow any guidelines offered on your course.

The aim of this handout is to model some basic ideas about reflective writing. We are not suggesting that this is the only way to approach it!

What is reflective writing?

Reflective writing is evidence of reflective thinking. 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 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.

Example of basic reflective writing

Specific tasks were shared out amongst members of my team. Initially, however, the tasks were not seen as equally difficult by all team members. 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, 1990, 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

Maughan, C., & Webb, J. (2001). *Small group learning and assessment*. Retrieved August 01, 2007, from the Higher Education Academy website: www.ukcle.ac.uk/resources/temp/assessment.html

Journal Article Reflection Template

Susan Badger,Andrea Jeffery



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Writing Skills for Social Workers Karen Healy, Joan Mulholland, 2007-02-26 This work provides some tools for sharpening thinking writing and practice It is a readable accessible and highly relevant text suitable for all social workers Professional Social Work This book will become a key reference text for many social workers both while studying and as established professionals A well thumbed text on the bookshelf Janice West Glasgow Caledonian University Social workers are required to communicate in writing for a range of purposes and to write effectively for a range of audiences such as clients team members magistrates and policy makers Writing Skills for Social Workers aims to raise the profile of writing skills in social work practice and to enhance social workers written communication skills The book adopts a logical progression and each chapter identifies and contextualises the practical skills needed at specific points in training and practice Overall it will encourage the development of writing skills and techniques which will stand the reader in good stead throughout their professional career Key features of the book include training in core professional writing tasks particularly case notes report and proposal writing guidance in advanced writing skills such as writing literature reviews journal articles conference papers and funding applications a discussion of ethical issues and values including client confidentiality privacy and empowerment advice on using these skills to contribute to the formal knowledge base of social work through the publication of research By adopting a practical approach the authors have included a number of pedagogical features such as reflective exercises writing tips for specific tasks and guidelines for further reading This engaging book satisfies statutory requirements for training and continuing professional development It will therefore be an essential study guide for all students practitioners and managers in social work settings

Professionalism and Reflection in Veterinary Nursing Susan Badger, Andrea Jeffery, 2022-07-15 Professionalism and Reflection in Veterinary Nursing offers insight into the role of the veterinary nurse in the 21st century It provides useful information that facilitates a deeper understanding of the underlying theory that supports clinical nursing practice Exploring concepts that underpin the delivery of professional veterinary nursing the book covers core issues themes and principles that explain what it means to be a veterinary nurse The role of the registered veterinary nurse The registered veterinary nurse s responsibility to the patient Evidence based veterinary nursing Veterinary nurse trainer and educator resources A timely publication due to the increased recognition and expectations of the role of the veterinary nursing profession Professionalism and Reflection in Veterinary Nursing is ideal for veterinary student nurses and qualified veterinary nurses enabling them to contribute to the development of the professional identity

Teaching Social Psychology Catherine A. Sanderson, Rebecca Totton, 2024-08-06 This thought provoking book consolidates insights theories and practical recommendations for best practice when teaching social psychology Bringing together a wealth of experts in the field editors Catherine A Sanderson and Rebecca R Totton encourage educators to emphasize the direct connection between social psychology course material and everyday life

Study Skills for Students with Dyslexia Sandra

Hargreaves, Jamie Crabb, 2016-05-17 Do you want to improve your study skills Packed full of advice on topics including note taking essay writing reading strategies and exam techniques Study Skills for Students with Dyslexia is an essential read for students with dyslexia and other Specific Learning Differences SpLDs in further and higher education The guidance and tools provided help you organise and plan your work improve your skills and boost your confidence so you succeed throughout your studies The new edition contains A new chapter on critical thinking giving you confidence in analysing information and expressing an argument A new chapter on how to make the most of lectures to ensure you re maximising your learning opportunities The latest IT and software references including links to online assistive technologies A toolkit of downloadable resources to help you plan and study with ease including templates planners tasks and activities and toolsheets This edition also comes with a fully editable digital download of the book so you can access it in your preferred reading format Practical and interactive this book motivates inspires and guides you through all your studies The Student Success series are essential guides for students of all levels From how to think critically and write great essays to planning your dream career the Student Success series helps you study smarter and get the best from your time at university Visit the SAGE Study Skills hub for tips and resources for study success **Write More, Publish More, Stress Less!** Dannelle D. Stevens, 2023-07-03 2021 Textbook Excellence Award Winner College Humanities Education and Social Sciences In this book Dr Dannelle D Stevens offers five key principles that will bolster your knowledge of academic writing enable you to develop a manageable sustainable and even enjoyable writing practice and in the process effectively increase your publication output and promote your academic career A successful and productive book and journal article author writing coach creator of a nationally recognized cross disciplinary faculty writing program and with a long career as a faculty member and experience as a department chair Dr Stevens offers a unique combination of motivation reflective practices analytical tools templates and advice to set you on the path to being a productive and creative writer Drawing on her experience as a writer and on her extensive research into the psychology of writing and the craft of scholarly writing Dr Stevens starts from the premise that most faculty have never been taught to write and that writers both experienced and novice frequently experience anxiety and self doubt that erode confidence She begins by guiding readers to understand themselves as writers and discover what has impeded or stimulated them in the past to establish positive new attitudes and sustainable habits Dr Stevens provides strategies for setting doable goals organizing a more productive writing life and demonstrates the benefits of writing groups including offering a variety of ways in which you can experiment with collaborative practice In addition she offers a series of reflections exercises and activities to spark your writing fluency and creativity Whether developing journal articles book chapters book proposals book reviews or conference proposals this book will help you demystify the hidden structures and common patterns in academic writing and help you match your manuscript to the language structures and conventions of your discipline be it in the sciences social sciences or humanities Most importantly believing that connecting your passions

with your work is essential to stimulating your ideas and enthusiasm this essential guide offers you the knowledge and skills to write more *Engaging Ideas* John C. Bean, 2011-07-20 Learn to design interest provoking writing and critical thinking activities and incorporate them into your courses in a way that encourages inquiry exploration discussion and debate with *Engaging Ideas* a practical nuts and bolts guide for teachers from any discipline Integrating critical thinking with writing across the curriculum approaches the book shows how teachers from any discipline can incorporate these activities into their courses This edition features new material dealing with genre and discourse community theory quantitative scientific literacy blended and online learning and other current issues **A Guide for International Nursing Students in Australia and New Zealand - E-Book** Bernadette Hally, 2008-11-01 Please note that this eBook does not include the DVD accompaniment If you would like to have access to the DVD content please purchase the print copy of this title This new book is an essential resource for overseas nurses and international students studying nursing in Australia and New Zealand It provides clear concise information about health care and nursing practice in our region and assists the reader to develop essential communication skills for practice *Situating Inquiry* Linda K. Thompson, Mark Robin Campbell, 2013-01-01 This volume of *Advances in Music Education Research* with the idea of research as situated inquiry We intend this metaphor to stand for a general description of the contextualized processes music education researchers use to frame generate augment and refine knowledge The works in this volume illustrate the many ways in which knowledge has been constructed out of multiple approaches to studying an idea or exploring questions All seek to expand our knowledge of music education in some form How we go about engaging in knowledge construction and what we learn from the different processes involved is a function of the activities contexts and cultures in which our work is situated Both knowledge and action is located that is research is placed positioned or embedded Lave Wenger 1990 Each study illustrates these ideas All are informed by different theoretical frameworks use different pathways to explore problems of interest and concern and have something important to say to different constituencies or stakeholders All however are the result of perceived phenomena or human interpretations of a context Situated inquiry is neither a quantitative nor qualitative approach to research nor is it a mixed methods approach Rather situated inquiry is a function of the beliefs and behaviors of the individuals involved in it It is also a function and outcome of the individuals who seek to join a community of practitioners who practice and engage in research Although the authors in this volume identify with or have self selected to employ specific kinds of approaches they exemplify their communities of practices by the very discourses and structures of their reports Active perception however remains central to their inquiry and to the way they frame generate augment and refine knowledge *Proceedings of the International Seminar SEMANTIKS & PRASASTI 2023 Theme: Language in the Workplace (PRASASTI 2023)* Djatmika Djatmika, Riyadi Santosa, Agus Hari Wibowo, Dyah Ayu Nila Khrisna, Bahtiar Mohamad, 2023-12-22 This is an open access book Language in the workplace has been increasingly interesting object of language study The gathering of language speakers with various

social and cultural backgrounds makes the workplace a rich place with linguistic data for research. Varieties of spoken or written language interaction between co-workers, miscommunication meaning coming up in the interaction, the new technical terms related to certain professions and language for virtual work are some many phenomena of language in the workplace that can become the object of linguistic research.

Concise Guide to Information Literacy Scott Lanning, Caitlin Gerrity, 2022-02-15 This flexible text can serve as the basis of a course in information literacy or as a supplemental text or basic research guide in any course. Both a student's textbook and an instructional reference for educators, this brief but information-rich text teaches students what information literacy is and why it's such an important skill to develop. Authors Scott Lanning and Caitlin Gerrity concentrate on developing skills and behaviors that positively impact the information literacy process. They teach such skills as evaluating and using information and behaviors like exploring, analyzing, and creating. Updated to incorporate the new AASL standards, this third edition of *Concise Guide to Information Literacy* includes new information on the value of curiosity and choice in the research process, offers a new model of the research process, the Reflective Inquiry Model, and updates the Decision Points Information Seeking Model that describes how student researchers choose to use the information they've found. This book has proven to be invaluable for high school and college students learning about information literacy and librarians and teachers in upper high school and community college settings.

The Teacher's Reflective Practice Handbook Paula Nadine Zwozdiak-Myers, 2023-09-15 The Teacher's Reflective Practice Handbook is based on a multi-dimensional framework of reflective practice designed by the author to guide and support student, early career, and experienced teachers to develop high quality teaching and maximise pupil learning. This second edition combines the intent to preserve the integrity of seminal contributions advanced by eminent scholars and practitioners over the years with that of broadening its reach to reflect key changes in policy, discourse, teacher education, school, and curriculum reform underpinned by evidence-informed research on what constitutes effective teaching and learning across the national and international landscape. Chapters invite you to engage in descriptive, comparative, and critical reflective conversations across nine dimensions of reflective practice which enables you to question personal theories, beliefs, and assumptions about teaching and consider alternative perspectives and possibilities. Systematically evaluate your own teaching through classroom research procedures. Try out new strategies and ideas to appropriate new knowledge and to tailor inclusive provision for all your learners. Enhance the quality of and continue to improve your own teaching. Including a range of reflective tasks, links to online resources, exemplification material, and further reading to develop and challenge your own thinking. The Teacher's Reflective Practice Handbook is an essential and accessible guide which supports the enactment of reflective practice through self and peer assessment, solution-focused learning, professional development, and improvement planning to build a meaningful portfolio of evidence-informed practice.

Chemists' Guide to Effective Teaching Norbert J. Pienta, Melanie M. Cooper, Thomas J. Greenbowe, 2005 Part of the Prentice Hall Series in Educational Innovation for

Chemistry this unique book is a collection of information examples and references on learning theory teaching methods and pedagogical issues related to teaching chemistry to college students In the last several years there has been considerable activity and research in chemical education and the materials in this book integrate the latest developments in chemistry Each chapter is written by a chemist who has some expertise in the specific technique discussed has done some research on the technique and has applied the technique in a chemistry course

Handbook of Research on Active Learning and the Flipped Classroom Model in the Digital Age Keengwe, Jared, 2015-11-12 The notion of a flipped classroom draws on such concepts as active learning student engagement hybrid course design and course podcasting The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content test their skills in applying knowledge and interact with one another in hands on activities The Handbook of Research on Active Learning and the Flipped Classroom Model in the Digital Age highlights current research on the latest trends in education with an emphasis on the technologies being used to meet learning objectives Focusing on teaching strategies learner engagement student interaction and digital tools for learning this handbook of research is an essential resource for current and future educators instructional designers IT specialists school administrators and researchers in the field of education

Qualitative Diary Methods Laura Radcliffe, Leighann Spencer, 2025-04-29 Qualitative diary methods QDMs are a versatile range of multi modal data collection methods that involve participants recording events and experiences and emotions and reflections as they happen on multiple occasions and over a particular time period These data collection methods include a pen and paper diary as well as other electronic modes of diary keeping including text but also audio photo video and app based diaries that allow for a range of modalities This book covers the diversity of QDM options available to researchers providing a clear rationale as to when and why different qualitative diary methods could be used The authors consider research design and ethical considerations for each of the distinct QDM approaches and provide end of chapter checklists and activities to help readers apply the methods to their own research

Individualizing Professional Development Vicki R. Husby, 2005-03-10 Developed around an unassailable conceptual framework of adult learning theory self directed learning action research critical reflection and group learning Husby pointedly addresses the interests and standards of society her individualized professional development program provides for professional accountability because individuals goals must impact student achievement and it adheres to professional standards as explicated by the National Staff Development Council From the Foreword by Jo Blase Professor of Educational Leadership University of Georgia This book makes a distinct contribution to the field by stressing ownership of growth by the adult learner and the role of the facilitator in creating a fertile environment for growth It fills an unmet need on the market Mike Ford Superintendent of Schools Phelps Clifton Springs Central School District NY I was completely engrossed with this book Husby hit on all the important steps in establishing a staff development program and explains not only the how but also the why Catherine Kilfoyle Duffy English Language Arts

Chairperson Three Village Central School District East Setauket NY Provide learner focused professional development that builds organizational capacity When teachers direct their own professional growth activities learning is more meaningful and effective But how can a program capitalize on this fact while remaining focused on larger school and district performance goals Individualizing Professional Development explains how to satisfy both individual needs and preferences of teachers and organizational demands for accountability and improved student achievement Author Vicki R Husby integrates best practices of adult learning action research and self directed learning into a job embedded professional development process that successfully joins these sometimes competing goals Designed as a how to manual this accessible resource includes Step by step directions for designing and implementing a program Mini lesson directions and materials A reproducible learning plan template Examples of participants individualized learning plans Typical teacher commentary in response to the program Considering today s high stakes educational environment the need for this flexible sustainable and inexpensive professional development program has never been greater Discover the tools and strategies to facilitate individualized teacher learning and improve academic performance

Practical Applications of Experiential and Community-Engaged Learning

Methods in Business Mehtap Aldogan Eklund, Kenneth W. Graham, 2025-04-09 This enlightening book explores the links between high impact educational practices HIPs and experiential learning EL pedagogy detailing how educators have adopted these practices to create a more experiential participatory and active learning environment

Writing in Social Spaces Rowena Murray, 2014-08-13 Writing in Social Spaces addresses the problem of making time and space for writing in academic life and work of the professionals and practitioners who do academic writing Even those who want to write who know how to write well and who have quality publications report that they cannot find enough time for writing Many supervisors are unsure about how to help postgraduates improve their writing for thesis and publication Whilst the problem does presents through concerns with time it is also partly about writing practices academic identities and lack of motivation This book provides a research based theorised approach to the skill of writing whilst retaining a link to writing practices and giving immediate yet sustainable solutions to the writing problem It supplies new theory and practice on socializing writing in progress and writing with others exploring the alternation of conscious and unconscious internal and external processes in academic writing whilst in a social grouping Applying social processes in the writing process Using case studies and vignettes of writing in social spaces to illustrate the theory in practice This book is a valuable resource for academics scholars professionals and practitioners as well as researchers at all stages of their career and in all disciplines

Writing in the Disciplines Mary Deane, Peter O'Neill, 2011-08-23 Writing in the Disciplines WiD is a growing field in which discipline based academics writing developers and learning technologists collaborate to help students succeed as subject specialists This book places WiD in its theoretical and cultural contexts and reports on initiatives taking place at a range of UK higher education institutions Also includes surveys of current developments and scholarship in the US Australia Europe and

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