



# Reflective writing

Reflective writing is an assessed part of some courses. It is also a valuable method of helping individuals think about their work and their lives.

This three-hour course helps participants to:

- see how deliberate reflection on their work, performance and actions can enhance their learning,
- move from stating facts to assessing the situation,
- increase their ability to empathise with colleagues, patients and society,
- discover tools that stimulate reflective writing
- explore uses of reflective writing in work and personal life situations

Who will benefit?

- Organisations that require colleagues to assess a situation, draw lessons from it, and use the experience to guide future decision-making', and
- Individuals who work, or intend to work, in environments where they have a high degree of responsibility and are expected to make decisions that draw from previous experience, but where those decisions often reach beyond anything that has happened before.

You should you attend if you would like to:

- increase your ability to gather information and analyse it in a way that leads to creative outcomes, and
- develop writing and thinking tools that can lead to greater achievement and satisfaction.

Participant comments

"Very helpful. Helped me to understand my own strengths and weaknesses and got tips for improvements."

*Lecturer, University of Aberystwyth*

"I judge courses/books/articles by how much they make me think and his one was certainly thought provoking."

*PhD student, University of Exeter*

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To book a course  
or ask questions  
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# Reflective Writing

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# Reflective Writing

## Range

- Basics of reflective writing.
- Introduction to the theory of reflective writing.
- Tools to assist reflective thinking and writing.

## Objectives

By the end of the course participants will have:

- increased their understanding of what is meant by reflective writing,
- experienced using some tools that enable reflection, and
- More confidence in using reflective writing as a thinking tool in both their working and personal lives.



## An iterative approach

|                               |   |  |
|-------------------------------|---|--|
| Event                         | <p>What happened?<br/>         Who was involved?<br/>         What did each do?<br/>         What were the practical outcomes?</p>  |  |
| Thinking about / making sense | <p>Why did these events occur?<br/>         Were there any connections / reasons / purposes?<br/>         How did the various people respond?<br/>         Can you see any reason for the different responses – personal, historic, emotional...?</p> |  |
| Modelling and moving on       | <p>Are there any general rules / issues / principles that this has brought to light?</p> <p>Would you do anything differently next time?</p>  |  |

## Definitions

Critical reflection is taken to mean a deliberate process when the candidate takes time, within the course of their work, to focus on their performance and think carefully about the thinking that led to particular actions, what happened and what they are learning from the experience, in order to inform what they might do in the future.

*Qualifications and Curriculum Authority, 2001*  
*<http://website.ncfe.org.uk/download/key-skills-standards/kssection2understandingthestandards.pdf>*

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"Reflection is a process of reviewing an experience of practice in order to describe, analyze, evaluate and so inform learning about practice."

*Reid B (1993) But we're doing it already. Exploring a response o the concept of reflective practice in order to improve its facilitation. Nurse Education Today 13:305-309.*

### *Descriptive writing*

- events recorded

### *Descriptive reflection*

- notes personal feelings and consequences from own viewpoint

### *Reflection through dialogue*

- stands back and looks at situation
- considers all players and all explanations

### *Critical reflection*

- clearly understands multiple social, political, evidential, perspectives

# How we learn?

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