Feedback & Reflective Processes

Activity 2 Reflective Writing

Activity Description

Purpose

Activity 2 is an individual reflection activity. The purposes of this activity are to (i) have participants experience reflective writing; (ii) to have participants reflect on the writing experience on a metacognitive level; (iii) to relate these reflections to the international classroom. If the participants are completing the entire EQUiiP programme, this also can be a space to reflect on the case study that the participants are focusing on.

In general, the product from this activity can be an artefact for a learning portfolio.

Procedure

- Participants are prompted to brainstorm for a couple of minutes on the types of reflective writing they have engaged in.
- The facilitator presents slides on the types and benefits of reflective writing.
- Participants are asked to take 20 minutes and write up reflections either on aspects of their experience with the international classroom or, if completing the entire EQUiiP programme, on the *Introduction to the International Classroom* module.
- The facilitator debriefs in a large group for 15 minutes, prompting participants to discuss on a meta-level what they found useful or not about the reflective writing exercise, and how it could be implemented in their own institutional context.
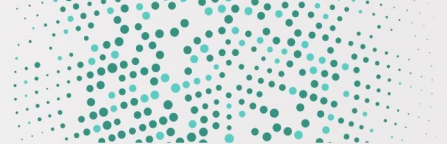
Resources needed

1. Computer linked to projector
2. Activity 2 Powerpoint presentation
3. Activity 2 worksheet

Timeframe

Approx. 45 minutes. This is flexible and depends on how much time the facilitator wants to dedicate to individual writing and the debriefing.

Possible variations

- This activity can be accompanied by a handout providing a reflection structure (e.g. What? Model) with corresponding trigger questions chosen by the facilitator. See *Driscoll J (1994, 2000).* The pros and cons of providing trigger questions for reflection can be addressed in the debriefing with the large group.
- Participants can brainstorm trigger questions suitable for their context and share these with the group (place cards on a pinboard) in order to broaden participants' horizon of potential reflection questions.

References and resources

Brockbank, A., & McGill, I. (2007). *Facilitating reflective learning in higher education*. UK: McGraw-Hill Education.

Driscoll, J.(2000). *Practising Clinical Supervision: A Reflective Approach*. London: Bailliere Tindall (in association with the RCN).

Driscoll, J.(1994). Reflective practice for practise – a framework of structured reflection for clinical areas. *Senior Nurse, 14*(1), 47–50.

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