

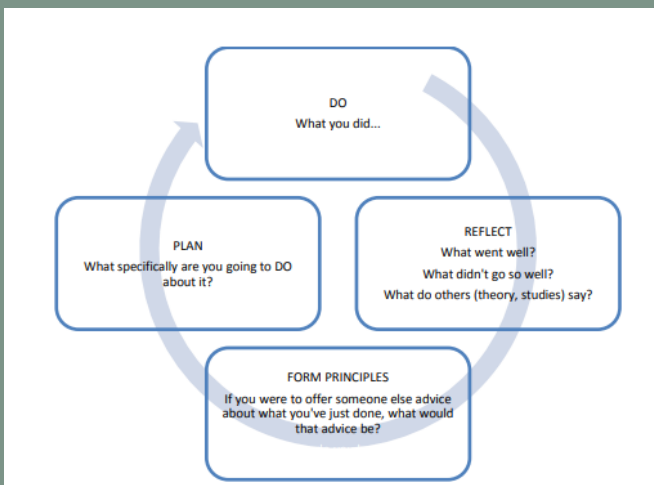
TUTORING WRITERS IN REFLECTIVE WRITING FOR AN ACADEMIC CONTEXT

Draw from syllabus & Learning Goals

Evaluation as core difference

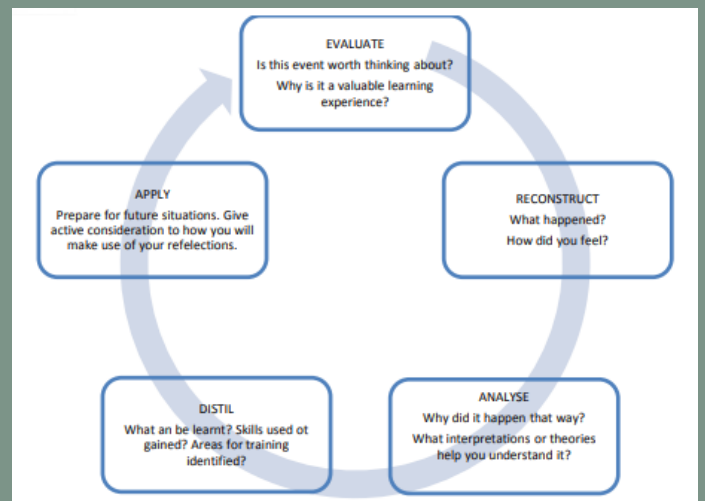
Voice and Style

What it is
Purpose and conscious
analyzation of
experiences in order to
learn & improve, with the
intended outcome of
growth



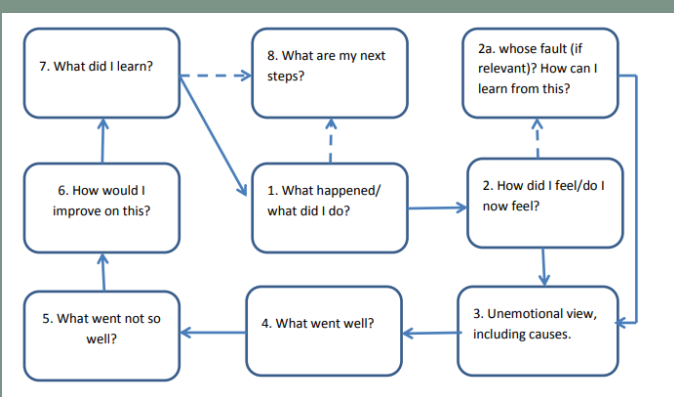
Learning Cycle

Written Feedback: questions to drive directed reflection
Face to Face: Visual linear cycle
Useful for synthesis orientated reflection.



Core Model

Written Feedback: questions to drive reflection with self evaluation.
Face to Face: Visual Linear cycle
Most helpful for a Holistic approach to reflection.



Flow Chart

Written Feedback: questions to direct reflection.
Face to Face: Non linear Visual
Helpful for Descriptive oriented reflection



Free Writing

Free Write then make edits to make sure all requirements are met
Bullet points with expectation are also helpful

Sources and Additional Info:

https://www.salford.ac.uk/_data/assets/pdf_file/0009/1245591/STUDENT-GUIDE-TO-REFLECTIVE-WRITING.pdf
<https://intranet.birmingham.ac.uk/as/libraryservices/library/skills/asc/documents/public/Short-Guide-Reflective-Writing.pdf>
 Gibbs, G (1988). *Learning by doing: a guide to teaching and learning methods*. Oxford: Further Education Unit, Oxford Polytechnic