

## Reflective Writing: A Discussion on Definition, Theory, Levels and Application

Panida Monyanont \*

### Abstract

This paper explores the topic of reflective writing for English language learners. There are four aspects of reflective writing discussed: definition, theory, levels and application. There are many definitions of the term 'reflective', most are generally based on an emphasis of using past experiences for future reference. Learner autonomy and learning process are related factors to explain the usefulness of reflective writing. The author found that the revised version of Bloom's taxonomy by Anderson and Krathwohl (2001) can be used as a framework to scale the levels of reflection in order to serve both students' self-evaluations and teachers' evaluations. The application of reflective writing is suitable for most any kinds of learning under the condition of mutual understanding between teachers and learners

**Keywords:** reflective writing; learner autonomy

---

\* Lecturer, School of Liberal Arts, Mae Fah Luang University. E-mail: panida.mon@mfu.ac.th

## บทคัดย่อ

บทความนี้ศึกษาในหัวข้อการเขียนสะท้อนคิดสำหรับผู้เรียนภาษาอังกฤษ ซึ่งประกอบไปด้วยนิยาม ทฤษฎี ลำดับขั้น และการประยุกต์ใช้โดยพบว่านิยามของการเขียนสะท้อนคิดมีหลากหลายแต่เกือบทั้งหมดเน้นการใช้ประสบการณ์ในอดีตเพื่อการนำไปใช้ในอนาคต ทั้งนี้ประโยชน์ของการเขียนสะท้อนคิดเกี่ยวข้องกับปัจจัยการเรียนรู้แบบพึ่งพาตนเองและกระบวนการการเรียนรู้ ผู้เขียนพบว่าทฤษฎีการเรียนรู้ของ Bloom ที่ทำการทบทวนโดย Anderson และ Krathwohl (2001) สามารถนำมาใช้เป็นกรอบในการวัดลำดับขั้นของการสะท้อนคิดเพื่อที่จะเอื้อต่อการประเมินตนเองของผู้เรียน และการประเมินของผู้สอน การประยุกต์ใช้การเขียนสะท้อนคิดเหมาะสมกับการเรียนรู้เกือบทุกประเภทภายใต้ภาวะความเข้าใจที่ตรงกันระหว่างผู้สอนและผู้เรียน

คำสำคัญ: การเขียนสะท้อนคิด; การเรียนรู้แบบพึ่งพาตนเอง

## Reflective Writing: A Discussion on Definition, Theory, Levels and Application

### 1. Introduction

Reflection is a concept that has been around for a long time. Even one of the earliest philosophers mentioned the value of reflection, Socrates (in Plato's *The Apology* as cited in Fowler, 1966) said, "The unexamined life is not worth living". In a similar vein, education perhaps is only meaningful if students learn and reflect on what they have learned. This is also supported by Dewey (1933), "We do not learn from experience ... we learn from reflecting on experience."

Broadly speaking, most people know why it is important to learn from experience. However, not everyone knows how crucial it is to reflect

on experience. This is because learning from experience may be limited to the general understanding of repeating the action if the outcome is good and vice versa.

On an every day basis, individuals experience things according to their environment and contexts. Similarly, students learn things both consciously and unconsciously. In fact, students who are in the classroom setting are automatically aware of the action of learning. They are experiencing learning every minute in their classroom. However, the learning experience alone may not be acquired or can really be called 'learning', unless it is done in some way which demonstrates to the teacher that the student is actually learning something. For example, students may realize they have learned about the structure of the sentence, but they may not completely realize how this knowledge can be useful, or how they can apply it in various contexts.

Normally, assessment plays a major role at the end of each learning session, in other words, checking if the students have learned something. Then there is a question of whether assessments actually verify that the students can really put what they have learned into practice in real life situations or not. To assess students, we can make use of multiple choices, questions or essay writing. These assessing criteria could partially bring about students' competence, since these criteria are designed by the teacher and limited by the content of the subject concerned. Would it be more appropriate if we let the students have an independent part to play in reflecting their knowledge as far as the subject contents are concerned? Reflective writing can be one of the most powerful tools to fill the gap his problem presents.

There are quite a number of research works dealing with reflective writing as an effective assessment. Weimer (2012) claimed that reflection is crucial for students to develop their professional skills and make accurate judgments about it. In addition, Kember et al. (2008) further asserted that students can develop professional competence while they are carrying out their practice through the use of reflection. Along the same lines, Bolton (2001) supported the benefit of reflective practice by explaining that it uses the technique of exploration and questioning to help blend the area of one's profession and the outside world. The technique helps to integrate the expertise and the emotions of the individual. Bolton added that it is believed that emotions can be the source of understanding. Moreover, in order to have powerful actions, it is recommended that each action arises from the combination of feelings and thoughts, or in other words, from natural instinct and profession. An articulate assessment which covers all the possible benefits of reflection is given by Samway (2006). Relating to field of teaching English, it poses that reflective writing provides teachers with insight into a magnitude of students' understanding of content, students' opinion about class activities, students' life experiences and students' learning processes.

The basic understanding of reflection may be still unclear to most students. There are occasions when students are asked to write a reflection toward a specific topic without actually comprehending the real usage and method to write a reflection. Even for teachers, the concept of reflection may shift as Zeichner and Liston (1996) mentioned that there are various reflection strategies. It seems those ways failed to provide instructional features. Moreover, there seems to be a variance in the teachers'

interpretation of wording such as: “as long as students reflect about something, in some manner” or “It’s okay, since they reflected about it.”

Due to the tremendous possible benefits of reflection that may not only prove fruitful to students, but for teachers to have better understanding of the students’ acquisition, this article aims to clarify the concept of reflective writing to benefit both teachers and students.

## 2. What is reflective writing?

Reflective writing is defined differently by many researchers. From various selected definitions from 1987-2013, it was found that the definitions of reflective thought and reflective writing mostly emphasize a thought of past action, reaction towards the action, and the evaluation of the experience. That is to say, thinking about the past action in order to evaluate the action and finally come up with the future solution. For example, a student reflects on their performance in an English lesson that they are good at vocabulary and not so comfortable with writing. At this level, at least the student knows what they are good at and what needs improvement. To improve performance the student needs focus on writing.

Within the similar thinking discipline, each study focuses on different aspects of reflection namely; Learning, Thinking Process, Strategy and Evaluation.

### Learning

Most general conceptions of reflection are of an act of learning from past experiences. Spalding and Wilson (2002) and Samway (2006) agreed with this vague definition. Students are learning as they think about their past experiences of what works well to improve their proficiency.

Reflection is an opportunity to use writing to think about the learning process.

### Thinking Process

The fact that reflection greatly involves thinking and the thinking process is agreed upon by many studies. While Giles (2010) simply defined reflection as any activity that asks a person to think about one's own thinking, Oxford English Dictionary (2012) expanded the definition by adding that "reflection is a process of thinking carefully or deeply about a particular subject, typically involving influence from one's past life and experiences." In addition, Rodgers (2002) and Tennessee Teaching and Learning Center (2010) claimed reflection is a processing tool and emphasized that this tool is acting in a process to transform raw experiences into meaning-filled theory. The two studies referred to reflection in a similar manner yet only the Tennessee Teaching and Learning Center (2010) mentioned personal assumptions, beliefs, and rationales, while Rodgers (2002) only focused on the process of learning experience in the past as a systematic circle. Fish and Twinn (1997) supported the two studies by defining reflection as systematic, critical and creative thinking about action with the intention of understanding its roots and processes. However, Fish and Twinn (1997) fail to explain what kind of systematic thinking about action a reflection is. The process starts from experience that is informed by existing theory, which serves as lessons learned by individuals or society. Then the lesson is used again to become another experience where the transformation process begins again. To illustrate the concept of this processing tool, an example is given as follows:

*A boy studies algebra by himself and cannot solve the problems no matter how hard he tries. This is a situation that this boy experiences. The existing theory, which in this case is the content of mathematics, is perhaps not fully understood by the boy. The boy learns that perhaps because he does not understand the principle of the topic, he is unable to solve the questions. He learns that he should understand the principle before trying to solve problem, which is a lesson learned for the boy. So, if any similar circumstances occur again in the future, he will then not waste his time trying to solve the problem, but will try to understand the principle first. The process is complete when raw experience transforms into the meaning-filled theory. This is to say the boy now has learned the meaningful theory of understanding the principle of algebra before trying to solve any questions. Notice that the definition does not include any help from a facilitator; it happens all within the learning process of the boy alone.*

Adding to the definition involving a process of reflection, Adipataranan (2010) argued that reflection is a process in which a person experiences an event deliberately and analyzes the learning event with reasons. Similar to the above studies, there is a new aspect to be seen or lesson learned which resulted in a change in learners' behavior. Frequent reflection will lead a person to have self-realization by self-learning that will lead to life-long self-learning. The process is explained simply by Hampton (2010) who said that reflection is evidence of reflective thinking. In an academic context, reflective thinking involves: Firstly, looking back to events in the past, what happened in the past. Secondly, analyzing by seeing events in different aspects, explaining events and making references with how a theory or model relates to the theory or model of the learned subject

and finally, thinking carefully about the learning's meaning toward each individual learner.

### Strategy and Evaluation

Reflection can be done in a verbal or written form. The definition of writing reflection is similar to the act of reflection in general only that the method of transmitting the experience is done through an advanced skill, writing. Walker (1985), Anson (1999), and Buck (2013) stated that reflection papers are often about personal reactions and thoughts to reinforce what has been learned through lectures, discussions, and activities presented in class and in readings. Reflective writing makes thoughts and feelings become solid evidence for future references. In the writing classroom, teachers may ask students to think about essay writing in general, rhetorical elements (e.g. audience and purpose) or the development of writing. Hence, writing reflection can be used as the students' learning strategy and evaluation for students themselves and teachers.

### **3. How can we explain the usefulness of reflective writing that affect students' learning?**

There are certain theories that explain why reflective writing is a useful process in the education circle. It is helpful to discuss these theories in order to understand how reflective writing works to provide benefits to students, especially English language learners.

#### **Learner Autonomy**

From the definition, the process of writing a reflection is mostly undertaken by the learners themselves. This is actually a concept closely related to learner autonomy. Scharle and Szbo (2000) stated that learning

can happen only when learners are willing to contribute. It is argued that successful learning is a result of a responsible attitude. In fact, a certain degree of autonomy is essential to successful language learning. For example, students are responsible for their own revision outside of the classroom. It is obvious that the lessons provided in the classroom are unlikely to be enough for all the aspects of language that are necessary to be learned. For students to be readily equipped and use the language proficiently, it requires more than just classroom time. It requires students to have a learning nature for the subject. Apart from doing revision alone, it is beneficial for students to reflect their learning through writing. Holec (1981) supported that learner reflection actually helps to promote learner autonomy. It helps learners to think critically when they plan, monitor and evaluate their learning. As the concept of reflective writing is to look back at past experience, learn from it and keep the working parts for future use, by writing reflection, students revise their learned materials and use their personal response to make the content meaningful to their learning. Students may practice on their own by writing reflection regularly about their learning, which gradually becomes a routine, by doing this students increase their own learner autonomy.

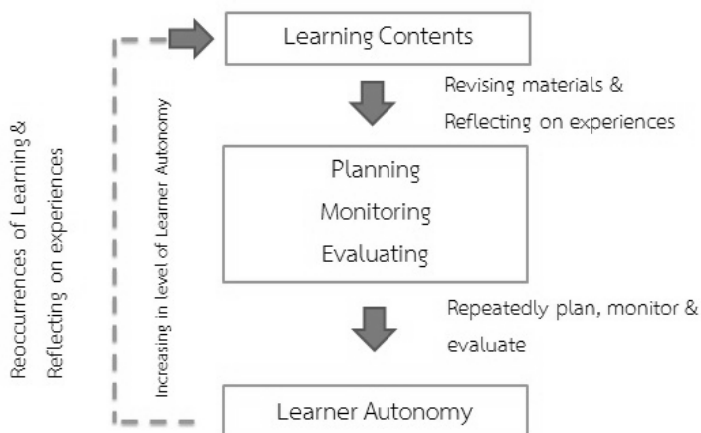


Diagram 1 How Reflection Relates to Learner Autonomy

This diagram is based on Holec (1981)

Diagram 1 shows the circular process of how reflection can be used to increase the level of learner autonomy. Starting when learners learn certain content, they then revise the content and reflect on learning experiences. By revising and reflecting, learners go through the process of planning, monitoring, and evaluating their learning. Learners monitor their learning outcomes, plan how they can learn better, and evaluate how they did in particular topic. When students know how to plan, monitor and evaluate their learning, they automatically understand the sense of learning independently. Such activities, when occurring often, will support future learning experiences which accumulate the ability to revise and reflect, the ability to plan, monitor and evaluate and ultimately result in learner autonomy. The process can be repeated with increasing potential to learn.

However, some students may feel insecure without teacher supervision. Writing a reflection without guiding questions may make students feel unsure of how to respond to the topic. This is because the teacher may be seen as a figure of authority, making learners less secure in their response. Barillaro (2011) argued that learner autonomy is also greatly related to a teacher's perspective towards the topic. Although learner autonomy is directly related to students themselves, teachers are still responsible for being a manager, resource and counselor. Moreover, for an activity which requires a high level of learner autonomy like writing a reflection, teachers and students need to understand the concept of autonomy from the same perspective. Once this understanding is shared, the writing reflection will then be meaningful to both students and teachers, which eventually turn to the ultimate expected result of a life-long learning nature of the students. That is they are gradually and sustainably acquiring the tools to gain knowledge in the future.

### **Learning Strategies**

For successful language learning, students are supposed to have their own strategies. Being aware of one's own thinking and realizing how one learns is called metacognition. Lai (2011) summarized that metacognition is thinking about thinking. It is about having knowledge about one's self and knowledge about strategies and how to use it. Pressley and Afflerbach (1995) and Rivers (2001) explained the importance of learning strategies that starts from self-knowledge to task completion. Students create self-knowledge about their learning method from how they learn, plan, and reflect on their actions. In order to achieve the tasks, students monitor their own actions and finally evaluate themselves to judge the appropriate method to learn for the next occasion. Self-evaluation through

writing reflections leads students to explore different opportunities and options for future action. Moreover, this helps teachers to know learners' needs and their potential to facilitate students.

#### 4. How can we identify students' reflective writing ability?

As with the varying definition of reflection, perspectives on the dynamic process of reflections are also varied. Among them, many versions offer some similarities. Knowledge of levels may not be very important when the students are using reflection for their own understanding of the lessons. However, levels can be important for the sake of learners to know their rank, and it also helps teachers to understand the level of learning that students are at. In other words, reflection can be used as a tool to evaluate students' performance.

<b>Name of Researcher</b>	<b>Levels</b>	<b>Emphasis</b>
Surbeck, Han and Moyer (1991)	1. Reacting 2. Elaborating 3. Contemplating	Exploration of experience and construction of personal insight
Hatton and Smith (1995)	1. Descriptive Writing 2. Descriptive Reflection 3. Dialogic Reflections 4. Critical Reflection	Exploration of possible reasons to explain decision

<b>Name of Researcher</b>	<b>Levels</b>	<b>Emphasis</b>
Cooper (1996)	1. The Mirror 2. The Microscope 3. The Binocular	Application of learned experience for future action
Marchel (2004)	1. Descriptive 2. Analytical 3. Integrated	Application of learned experience for future action
Kember et al (2008)	1. Habitual Action 2. Understanding 3. Reflection 4. Critical Reflection	Construction and reformation of beliefs

Table 1 Summary of Selected Levels of Reflection  
and Each Researcher's Emphasis

This table is created by the writer based on Surbeck, Han and Moyer (1991), Hatton and Smith (1995), Cooper (1996), Marchel (2004), and Kember et al (2008).

From the selected levels of reflection, they are generally divided into 3 to 4 levels. The details for each level from each researcher may differ slightly in name and definition. However, all of the studies have the mutual aim for students to notice their learning experience and apply their learning materials in the future cases. The emphasis poses minor differences depending on the ultimate levels that each researcher defines.

Surbeck, Han and Moyer (1991) simply aimed for exploration of experience and personal insight. As the last level, 'contemplating' is explained as students constructing personal insight. Hatton and Smith (1995) created 4 levels of reflection and aim for explanation of decision making. In 'critical reflection', students give reasons for decisions or events by taking the broader historical, social or political background into an account. Cooper (1996) and Marchel (2004) are all aimed for application of learned experience for future action. The research that sets itself apart furthest from the others is Kember et al (2008); this perspective looks for construction and reformation of beliefs. The study claims that the last level of critical reflection is quite difficult as it involves not only the personal insight of learner, but requires understanding of the topic in depth to actually be able to construct and reform learned knowledge.

Bloom's taxonomy revised version by Anderson and Krathwohl (20001)	Surbeck, Han and Moyer (1991)	Hatton and Smith (1995)	Cooper (1996)	Marchel (2004)	Kember et al (2008)
Remember	Reacting	Descriptive Writing	The Mirror	Descriptive	Habitual Action
Understanding			The Microscope		Understanding
Apply		Descriptive Reflection Dialogic Reflections			Reflection
Analyze	Elaborating	Critical Reflection	The Binocular	Analytical	Critical Reflection
Evaluate				Integrate	
Create	Contemplating				

Table 2 Using Bloom's taxonomy to categorize the levels of reflection

This table is created by the writer based on Bloom’s taxonomy revised version by Anderson and Krathwohl (2001), Surbeck, Han and Moyer (1991), Hatton and Smith (1995), Cooper (1996), Marchel (2004), and Kember et al (2008)

Base on the definition posed by the revised version of Bloom’s taxonomy by Anderson and Krathwohl (2001), we can see that different researchers emphasize different areas of intellectual skills development. It is noticeable that the very first and fundamental level that every researcher mentions is remembering.

Looking at the overall level of reflections, the levels can be simplified to three levels as in the following model.

Levels of Reflection	Description
Beginning	Writing shows that learners can remember and explain experiences.
Moderate	Writing shows that learners can relate present experiences with previous ones with understanding and provide reasons to explain such occurrences.
Advance	Writing shows that learners can reflect critically and reform their beliefs for future references.

Table 3 Simplified Reflections Levels

5. How can we apply reflective writing in the language classroom?

Many research pieces concerning reflection have been completed in fields of education ranging from philosophy to education. For education,

reflection is used as both a variable and invariable factor. In other words, reflection is used as a tool to develop other skills as well as being the final outcome that studies try to develop.

### Reflection as a Tool

Most research use reflection as a tool to develop certain capability. Rous (1993) found that students who respond best to novels are those who find personal connections between themselves and the story. Finding a connection between learned materials and personal experiences is one of the crucial elements for reflection. Reading books alone is one way of acquiring knowledge. Reading books combined with the learner's reading response results in greater fluency in English. Desmet et al. (2008) supported the above argument by presenting results showing the significant improvement of students' essay writing scores by using reflection. The result was possible as the students revised and polished essays with the help of revisers, students themselves working together with the supervision from teacher. Interaction among students and between students and the teacher are reflective and garnered productive comments. More experienced students focused on the meaning of the writing, while less experienced students focused on spelling and structure.

Similarly, Liao and Wong (2010) examined the efficacy of English dialogue journal writing (DJW) on students' writing fluency, reflections, anxiety, and intrinsic motivation, as well as the students' response to journal writing. It was found that DJW helped students to improve their writing fluency, writing performance on content, organization, and vocabulary, reflective awareness of writing, self-growth as learners, and intrinsic writing motivation. Students explained that DJW gave them a positive attitude to

promote self-growth and self-understanding. They were able to consider new things, enhance self-confidence when dealing with others' comments, be more mature when sharing ideas, and strengthen their confidence in using English. Most importantly, DJW provided chances for them to reflect on their daily lives.

#### Ways to Develop Reflection

Among the research involved in using reflection, some are exploring ways to promote writing reflection. Adipattaranan (2010) used online blogs to promote the grammatical ability and reflective writing abilities of students in Thailand. It was found that after using blogs as a medium to share students' opinions, students' reflection writing abilities were evaluated at a good level. The good level was evaluated under the guidelines of 1. clarity of feelings and thoughts, 2. organization of thoughts, 3. correctness of language and 4. attempts to communicate meaning. The study found that using blogs encourages students to share ideas using modern technology. This also creates familiarity among class members and the lecturer. This produced a stress-free environment where students felt relaxed and learned without much worry. This is supported by Loo and Thorpe (2002) who pose that reflection writing gives positive effects to individuals' actions.

## 6. Conclusion

The reason that reflection is a powerful tool for improving students' skills is not the process of writing reflection alone. In fact, many elements are required to derive the final process of writing reflection. Vital are the abilities to *remember* past experience, to *think* about learning experiences, and to *evaluate* reactions toward such experiences. Moreover, writing

reflection also requires metacognition from the students. To be able to use this powerful tool to optimize its ability goes beyond the writing process itself. This concerns the thinking process, the selection of meaningful experiences to be discussed and the decisions that are made by learners.

Another issue found during the process of writing this article is to what extent the teacher plays in providing guidelines for students' reflection. As mentioned earlier, the general concept needs to be mutually understood for both students and teachers. If teachers will use reflection as a tool to understand particular points in students' learning processes, it may be necessary to provide certain guiding questions. If teachers need to use reflection as part of evaluation, then it is necessary to provide exact criteria and rubrics to students.

Anyhow, writing alone is a complex process. Writing reflection is one step further that requires students to recall memory, give reasons and evaluate their learning process. It is a question to be investigated in the future of how we as teachers can encourage students to use these abilities as a strategy to assist them in being a successful language learner.

## References

- Adipattaranan, N. 2010. **Writing Blogs to Enhance Grammatical Knowledge and Reflection Writing Abilities of Undergraduate Students.**  
Chiang Mai: Chiang Mai University Library Press.
- Anderson, L. W., and Krathwohl, D. R. (Eds.). 2001. A Taxonomy for learning, teaching and assessing: **A Revision of Bloom's Taxonomy of Educational Objectives: Complete edition.** New York: Longman.

- Anson, C.M. 1999. "Reflective Reading: Developing Thoughtful Ways to Respond to Students' Writing". **National Council of Teachers of English** pp. 302–324.
- Bolton, G. 2011. **Write Yourself: Creative Writing and Personal Development**. London: Jessica Kingsley.
- Buck, J., and Wightwick, C. 2013. **Teaching and Learning Languages - A Practical Guide to Learning by Doing**. New York: Routledge.
- Cooper, D.D. 1998. "Reading, Writing, and Reflection". **New Direction for Teaching and Learning** 73: 47-56.
- Desmet, C., Miller, D., Griffin, J., and Balthazor, R. 2008. "Reflection, Revision, and Assessment in First-year Composition Eportfolios". **Journal of General Education** 57(1): 15-30.
- Dewey, J. 1993. **How We Think**. Boston: D.C. Heath and Company.
- Fish, D., and Twinn, S. 1997. **Clinical Supervision in the Health Care Professions: Principle Approaches to Practice**. Oxford: Butterworth Heinemann.
- Flower, H. 1996. **Plato in Twelve Volumes, Vol. 1**. Retrieved from <http://www.perseus.tufts.edu/hopper/text?doc=plat.%20apol.%2038a>
- Giles, S. L. 2010. "Reflective Writing and the Revision Process: What Were You Thinking?". **Writingspaces**: 1: 191.
- Hampton, M. 2010. **Reflective Writing: A Basic Introduction**. Portsmouth: Department of Curriculum and Quality Enhancement.
- Hatton, N., and Smith, D. 1995. "Reflection in Teacher Education: Towards Definition and Implementation". **Teaching and Teacher Education** 11 (1): 33-49.
- Holec, H. 1981. **Autonomy and Foreign Language Learning**. Oxford: Pergamon.

- Kember, D., McKay, J., Sinclair, K. and Wong, F. 2008. A Four-Category Scheme for Coding and Assessing the Level of Reflection in Written Work. **Assessment and Evaluation in Higher Education**: 33.4.
- Lai, E. R. 2011. **Critical Thinking: A Literature Review**. Pearson's Research Reports 6: 40-41.
- Liao, M. T., and Wong, C. T. 2010. "Effects of Dialogue Journals on L2 Students' Writing Fluency, Reflections, Anxiety, and Motivation". **Journal of Reflections on English Language Teaching** 9 (2): 139-170.
- Liston, D., and Zeichner, K. 1996. **Reflective Teaching**. New Jersey: Lawrence Erlbaum.
- Loo, R., and Thorpe, K. 2002. "Using Reflective Learning Journals to Improve Individual and Team Performance". **Team Performance Management** 8 (5/6): 134-139.
- Marchel, C.A. 2004. "Evaluating Reflection and Sociocultural Awareness in Service Learning Classes". **Teaching of Psychology** 31 (2): 120-123.
- Oxford English Dictionary. 2012. Retrieved from Oxford Dictionary Online <http://oxforddictionaries.com/words/the-oxford-english-dictionary>
- Pressley, M., and Afflerbach, P. 1995. **Verbal Protocols of Reading: The Nature of Constructively Responsive Reading**. Hillsdale NJ: Erlbaum.
- Rivers, W. 2011. Autonomy at All Costs: An Ethnography of Metacognitive Self-Assessment and Self-Management among Experienced Language Learners. **Modern Language Journal** 85 (2): 279-290.
- Rodgers, C. 2002. "Seeing Student Learning: Teacher Change and the Role of Reflection". **Harvard Educational Review** 72 (2).
- Rous. 1993. as Cited in Samway, K.D. 2006. **When English Language Learners Write**. Portsmouth: Heinemann.
- Samway, K.D. 2006. **When English Language Learners Write**. Portsmouth: Heinemann.

- Scharle, A., and Szabo, A. 2000, **Learner Autonomy**. Cambridge: Cambridge University Press.
- Spalding, E., and Wilson, A. 2002. "Demystifying Reflection: A Study of Pedagogical Strategies that Encourage Reflective Journal Writing". **Teachers College Record** 104 (7): 1393-1421.
- Surbuck, E., Han, E.P., and Moyer, J.E. 1991. "Assessing Reflective Responses in Journals". **Educational Leadership** 48 (6): 25-27.
- Tennessee Teaching and Learning Center. 2010. **Assigning Reflective Writing**. Retrieved from <http://tenntlc-utk-edu.wpengi.ne.netdna-cdn.com/files/2010/12/reflective-writing-handout-r.pdf>
- Walker, D. 1985. **Writing and Reflection**. In D. Boud, R.Keogh, and D.Walker, Reflection Turning Experience into Learning (pp.52-68). London: Kogan Page.
- Weimer, M. 2012. **Learner-Centered Teaching: Five Key Changes to Practice** 2<sup>nd</sup> edition. San Francisco, CA: Jossey-Bass.