

STRATEGIES FOR REFLECTIVE WRITING



Australian
National
University

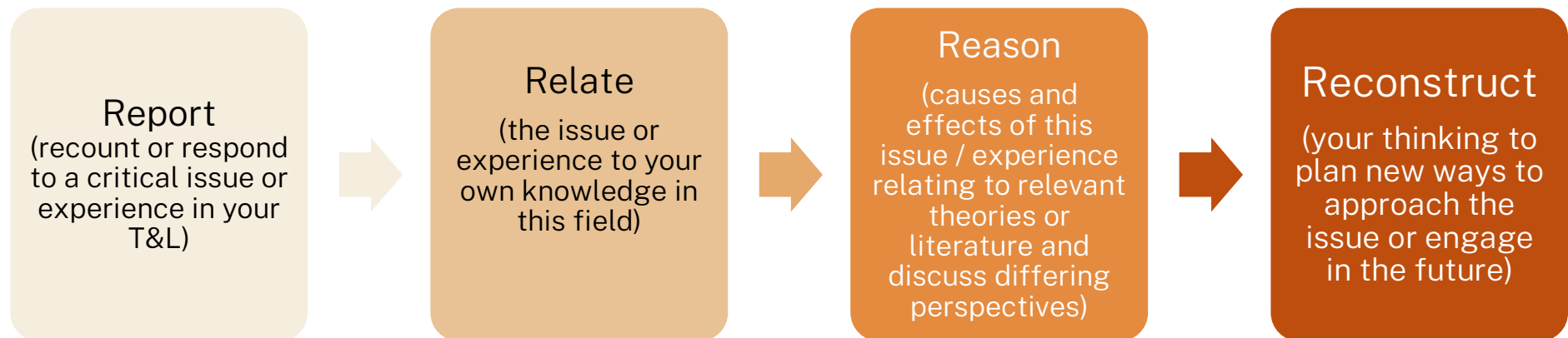
With acknowledgements to
HEA@UQ for the materials included
in this presentation

What is reflection?

Reflection is a metacognitive process that occurs before, during and after situations with the purpose of developing greater understanding of both the self and the situation so that future encounters with the situation are informed from previous encounters.

Sandars J (2009) The use of reflection in medical education: AMEE Guide No.44, Medical Teacher 31: 685-695

Using the 4R's for Reflective Writing



<https://www.citewrite.qut.edu.au/write/writing-well/reflectivewriting.html>

Writing Exemplar for Area of Activity A1

A1 Design and plan learning activities and/or programmes of study

I am acutely aware that many Early Career Academics (ECAs) exhibit anxiety and overload (K1). In 2008, I took over the coordination of academic orientation sessions at UQ with the aim of improving the program so that ECAs felt less anxious about being in a new place. I decided to create an authentic learning environment in which ECAs felt supported, valued, and empowered to succeed (K2, K3).

Making changes involved articulating my aims to the University Executive and influencing their contributions to the workshops. I produced simple resources, introduced additional discussion space and time for sharing experiences, and invited an ECA to speak about their recent experiences. The evaluation results improved, although the Research Only academics remained unimpressed. I therefore designed an orientation specifically for RO academics. In working with ECAs in this context I believe I showed respect for my students and their career contexts (V1). This depth of understanding led me to change the design of the course, improve learning outcomes and engagement, as reflected in the evaluation scores (V1).

Reflective or non-reflective writing

1 st person	3 rd person
Subjective	Objective
Focus on personal experience, feelings, thoughts, learnings, discoveries	Informed response to a question, task or statement
Involves analysis, identifying what this means for you	Involves research, analysis, evidence, referencing

Tips for getting started

Begin with the activities

Create a list that provides the raw material for the reflection in relation to the PSF dimensions

Then plot out what you did, including your role, the project and the practices underpinning your activities

Refer to the what, why, how, what changed questions in the ANU guides

From HEA@UQ



Upcoming workshops

EFS Group Mentoring - Case Studies

(for FHEA and SFHEA
applicants only)
8 October 2026, Thursday,
10:00–11:00 am

Case Studies_8 Oct



EFS Reviewer Development Workshop

(for existing Fellows who
are interested in assessing
applications)
7 October, Wednesday,
2:30pm - 4pm

Reviewer Development_7 Oct



EFS Senior Fellowship Professional Conversation Workshop

(for SFHEA applicants only)
19 October 2026, Monday,
10:00–11:00 am

SFHEA PC_19 Oct



Thank you

Contact us

Teaching Communities and
Recognition

efs@anu.edu.au

<https://learningandteaching.anu.edu.au/development/efs/>

EFS Group Mentoring - Reflective
Narrative_ Anonymous Feedback
Form

