



AcaWriter Overview

Reflection and Reflective Writing

"We do not learn from experience... we learn from reflecting on experience."

(John Dewey, philosopher and educator)

You may be a very reflective person, but if you can't express yourself, nobody else will be able to recognise that. Reflective writing is a way to make your thinking visible. This will be critical to your future development, e.g. when you're in interview, putting together a professional portfolio — or being assessed at university!

You may already recognise that the process of putting your thoughts into writing can help you clarify your thoughts. However, while you're used to writing analytical, argumentative essays or science reports, you may be less sure what good, professional, academic, reflective writing looks like. What's the difference between superficial and deeper reflection? Perhaps this is the first time you've been asked to do this.

AcaWriter

The AcaWriter website has been developed at UTS as a writing feedback tool to help clarify the hallmarks of good reflective writing, not just by giving you examples, but providing instant feedback on your own drafts.

AcaWriter works by looking for specific hallmarks of good reflective writing that signal (to your audience, the reader) that you're developing as a reflective learner and professional practitioner.

AcaWriter is not grading your writing. Instead, it gives you feedback to improve your draft. Nobody will see your documents other than you, and the UTS research team who is continually analysing AcaWriter. So please revise your

draft and get feedback as many times as you want! The only version that will be assessed by your academics is what you submit via UTSonline.

Getting your feedback

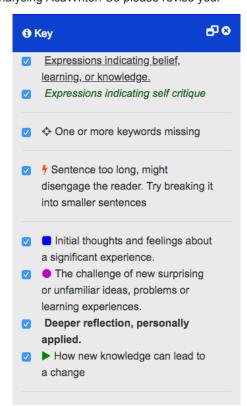
AcaWriter uses annotations to show you different types of feedback and you can find out what each of the annotations mean in the key tab.

AcaWriter uses three coloured icons - the blue square, purple circle, and green triangle. These show where you have used the three most important features in reflective writing. Two additional icons are used – the red lightning bolt to show where the sentences are too long and hard to read, and the target to show where keywords are missing.

AcaWriter also uses three types of text formatting – **bold**, green italicised, and <u>underlined</u> – to show particular expressions that may be relevant to more reflective writing.

AcaWriter also includes a Feedback tab that provides you with additional feedback on your writing. This feedback will tell you where you you have done well, as well as the areas you can improve.

The Resources tab provides you with additional information from your educator. This can include your assignment rubric, links to videos or journal articles, or further information to help you understand the feedback AcaWriter has provided.





Example Texts: Sometimes it's helpful to see examples of other students' writing. You can find examples from different disciplines by clicking 'Example Texts' tab at the top of the screen.

Get Feedback: Click the 'Get Feedback and Save' button to generate your report.

Display: Click the checkbox to display the annotation descriptions.

UTS AcaWriter # 9 S My Dashboard Example Texts Manage Assignment Jessica Hill Texts

Reflection Assignment Feedback and Draft Saved 08/05/2019 11:05sm

Feedback and Draft Saved 08/05/2019 11:05sm

Get Feedback & Save Download PDF

AcaWriter works fastest with short texts, so if you're only working on a specific section, don't paste in the whole document. It still processes long texts, but it may take a few minutes to get your feedback to you.

$BIU \equiv \equiv$

Your draft text goes here.

Firstly, the most obvious thing that I discovered was the advantage of working as part of a group. I learned that good tearmwork is the key to success in design activities when time and resources are limited. As everyone had their own point of view, many different ideas could be produced and I found the energy of group participation made me feel more energetic about contributing something.

Secondly I discovered that even the simplest things on earth could be turned into something amazing if we put enough creativity and effort into working on them. With the Impromptu Design activities we used some simple materials such as straws, string, and balloons, but were still able to create some 'cool stuff'. I learned that every design has its weaknesses and strengths and working with a group can help discover what they are. We challenged each other's

preconceptions about what would and would not work. We could also see the reality of the way changing a design actually affected its performance.

NOTE: Computers don't understand writing like humans. So, AcaWriter may highlight rhetorically good sentences that actually make no sense, or leave un-highlighted a sentence that you feel is really good. It's fine to disagree with the feedback — but it's also your job to check your facts!

Reflective Report Feedback Resources

Initial thoughts and feelings about a significant experience.

✓ • The challenge of new surprising or unfamiliar ideas, problems or learning experiences.
 ✓ Deeper reflection, personally applied.
 ✓ ► How new knowledge can lead to a change

Expressions indicating belief, learning, or knowledge.
 Expressions indicating self critique
 Words associated with strong feelings

Sentence too long, might disengage the reader. Try breaking it into smaller sentences

Firstly, the most obvious thing that I <u>discovered</u> was the advantage of working as part of a group.
Learned that good teamwork is the key to <u>success</u> in design activities when time and resources are limited.
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preconceptions about what would and would not work. ➤ We could also see the reality of the way changing a design actually affected its performance.

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The shows where you have discussed your initial thoughts and feelings about a significant experience. Here the student talks about the ways they thought their teacher would help their learning.

The shows where you've discussed the challenge of a surprise, unfamiliar idea, problem or learning experience. You can see here the student talks about the unfamiliar concept of starting work placement.

The shows where you've demonstrated your understanding that new knowledge can lead to change. The student discusses how their learning on placement will shape them as a practicing pharmacist.

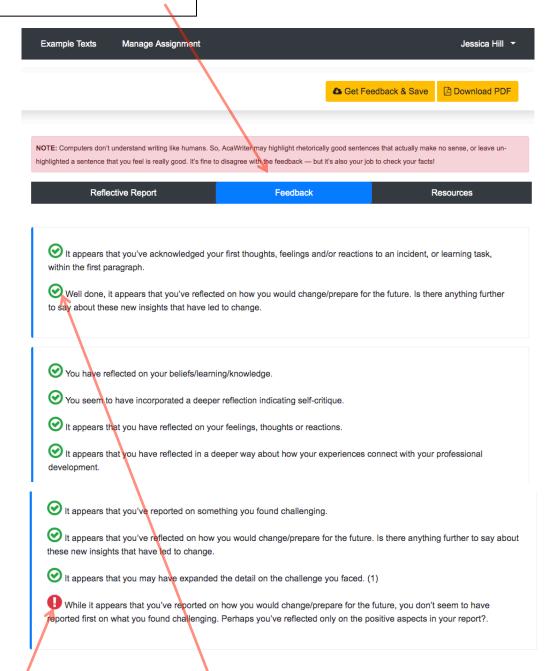
<u>Plain underlining</u> shows expressions indicating belief, learning or knowledge.

Sentences in bold show where you've engaged in deeper reflection, using phrases such as 'I could' or 'I would' – or in this case the student has used the words. "I can".

Green italicised font shows expressions indicating selfcritique.



Click the **Feedback** tab on the horizontal bar to access written feedback from AcaWriter.

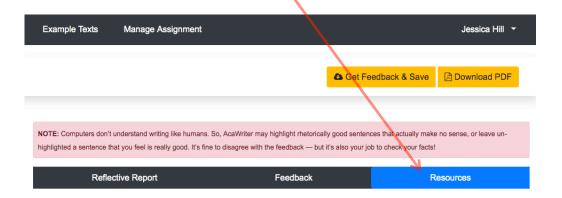


The lets you know there are some areas you can improve and will be accompanied by a written explanation of the areas of reflective writing you may need to revisit.

The shows that you have included elements of reflective writing and will be accompanied by a written explanation of what you have done well.



Click the **Resources** tab on the horizontal bar to access additional information from your tutor. You might find links to your assignment rubric, videos or journal articles, or further information to help you understand the feedback AcaWriter has provided.



AcaWriter tags (elements of reflective thinking processes) will guide your reflection. You are able to adjust your writing according to the feedback of AcaWriter. As you write your reflection please consider the following:

Throughout the reflection there may words that are bolded according to AcaWriter feedback, which will indicate a "deeper reflection, personally applied". This is something that you should aspire to achieve in your reflective statement.

- 1. A short description of the incident and how it came about (Related to Stage 1 of rubric)
- 2. Your thoughts, feelings, reactions to the incident (initial thoughts, feelings, reactions and if those change as a result of the incident then this should also be addressed in the reflective statement). As your initial thoughts, feelings and reactions are required to be addressed, it is likely that they would be initially addressed within the first paragraph of the statement and any changes to that may be addressed later in the statement. (Related to Stage 2 of Rubric and may include Words associated with strong feelings underlined in red as in AcaWriter).
- 3. Make associations with your prior studies, experience (personal and/or professional).(Related to Stage 3 of Rubric, and possibly addressing the <u>Underline expressions related to learning and knowledge</u> as in AcaWriter)
- 4. How do those associations relate to the incident and how it has impacted on you and your learning drawing on the integration of that knowledge? (Related to Stage 4 of Rubric, and possibly addressing the <u>Underline expressions indicating belief, learning or knowledge</u> as in AcaWriter).
- 5. Address any firmly held beliefs, assumptions, approaches you may have had and if these have changed as a result of the incident, explain how and why? (Related to Stage 5 of rubric, some issues may be challenging and therefore relate to the "Pink circle tag" in AcaWriter, and *green italics expressing indicating self critique* may be addressed here as in
- 6. Address why you think your belief and/or value system is as it is? Were there any reasons that you can think of that made you think the way you do? (cultural, hereditary, family related, history etc) (Related to Stage 6 of Rubric, this may be confronting and something unfamiliar, related to
 in AcaWriter)
- 7. Address the outcomes of the reflection in terms of how things may have changed or should change for better future performance, practice, outcomes etc. Also drawing on your experiences, different viewpoints and previous knowledge leading to change. It is important to address how this has guided you to attain the relevant clinical competency standard and why? (Related to Stage 7 of Rubric and ▶ in AcaWriter)

Unfortunately, AcaWriter cannot comment on your poor spelling, grammar and incorrect drug names. This you will have to critique for yourself. My suggestion is peer review on your statement before you submit it for the summative assessment. Significant marks are deducted as indicated in the reflective rubric, for poor attention to detail such as poor spelling and errors in grammar. You are Masters of Pharmacy students and therefore a critical mind is essential. Please ensure you write and read carefully your submissions, critique it for accuracy and detail, providing the examples and integrated knowledge from your placement site. AcaWriter although a fabulous tool, has its limitations, it cannot replace your critical mind.