8-stage process for reflective assignments

Analyse the brief or question	Reflection through writing	Research & analysis	Synthesise the material	Plan your draft	Produce first draft	Edit and redraft	Produce final draft
Identify key words that define the topic (T)	Sift through your learning journal or entries in your e-portfolio for exisiting reflections	Find sources from reading list	Reflect on the material from sources. Capture your thoughts.	Overview all of your analysis, reflections, and research material (sources)	Start wherever you like - anywhere but the introduction	What did your readers recommend?	Identify minor remaining edits to polish text
Look for any words or phrases that provide an 'angle' (A) - what perspective are they looking for?	Work through any reflective model you've been assigned/suggested	Locate further sources through library database search	Identify connections between the topic under reflection & your actual reflections	Review the TAP - what are you planning? An evaluation? A discussion? A case report?	Each item or sub-tem on the plan now needs writing up into sentences	Recheck the brief or question & any learning outcomes - does the assignment address these?	Last edit for wordcount
Highlight any processes (P) - are you being told to evaluate? analyse? debate? critique? a combination of these?	See Ch 8 in Bolton for guide on how to do reflective practice writing	Identify theory, viewpoints and evidence in the sources	Identify connections between the topic, your reflections & the notes from sources	Decide on an order for them. How will the discussion be structured?	Ensure citations are inserted as you write & build reference list at end of document	Examine structure - is this the best way for it to be organised? Why?	Doublecheck all citations & references
What questions do you have at this stage? List them.	Generate new reflections on practice relevant to the topic & angle of the assignment	Take notes from your reading (keep reference details)	Map all of these connections, overlaps, gaps etc.	Sometimes it helps to work backwards from the conclusion. Where are you taking the reader?	Pay attention to how you are expressing yourself - when to use 'I'? When to use objective phrasing?	Any immediate cuts or additions to make? Word count on target?	Doublecheck format conforms to your course requirements for assessed work (e.g. line spaces? margins?)
Make a rough plan - right now, without any reflection or reading, what are your early ideas for possible content?	If you get stuck, get creative - see Six Minute Writing, Ch 7, Bolton.	Scrutinise these notes. What have you learnt? What does the evidence suggest?	Formulate YOUR key points you want to make that emerge from the reflections or the source material.	Mindmapping programmes, bulleted lists, sticky notes, index cards...these can all help with the process.	Ask people to read the rought draft.	Read aloud - does the style and tone of the phrasing work?	Proof final version: typographical, spelling, punctuation & grammar.

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