

Category by Ullmann (2019)	Label for category	Indicator by Ullmann (2019)	Description of category	Example	Dimension by Ullmann (2019)
Reflection	Reflection	The sentence is reflective.	<p>1. A Reflection, i.e. Reflective Description, is represented by verbs referring to thinking in combination with (one's own or other person's) experience. Verbs in this category refer to actions such as thinking, reasoning, metacognition, comparison, etc.</p> <p>An evaluation alone is not enough to reflect, as we evaluate constantly and are often unaware of it.</p> <p>2. The reflective description is about emphasizing the thought process and not the result of thinking.</p> <p>3. The first person's perspective appears in the Reflection ("I am, me, my, ...").</p> <p>4. Reflection is often represented in the form of a question.</p> <p>A Reflective Description can be hidden in the context of a sentence.</p> <p>Notice the contrast of Reflective writing to descriptive writing: Descriptive writing is about describing situations from the perspective of another person: "The teacher talked about what the students gave her as a gift at the end of the year."</p> <p>Reflection is often associated with internal dialogue or consideration of multiple perspectives, but these must be the author's perspectives. The external angle of view (from the teacher, supervisor, ...) will be classified as the Perspective category. Sometimes there is a reflection about the clash of reality with expectation.</p>	<i>I thought I should have reacted to Paul differently. Theoretically, I could have done something other than let Aleš disturb you for an hour.</i>	Depth of reflection
Description of an experience	Experience	The writer describes an experience he or she had in the past	<p>Experience, i.e. Description of Experience, describes a past event that happened in practice from a first-person perspective ("I experienced/did/..."). We can also include broad a experience in this category, but it needs to relate to the practice. This category is not a description of experience from another person's perspective: "Today, it happened to Mrs. teacher, that ..." is an example of a clear description.</p> <p>Suppose there is a plural associated with a category of Experience. In that case, it is necessary to look at the context, whether the originator of the action is a teacher (category of Other) or a student (category of Experience). If there is a plural of experience, it is necessary to look at the context, whether the originator of the action is a teacher (category of Other) or a student (category of Experience).</p>	<i>In the morning, I came to the cabinet and found out that I would teach 8A class.</i>	
Feelings	Feelings	The writer describes his or her feelings	<p>A category of Feeling can be identified directly based on a keyword or metaphorically by the context. Directly: "I'm surprised." Alternatively, a sentence of this category describes what the feeling is about. Feelings can also be expressed at the level of pleasure - displeasure, smileys -determined culturally, such as pleasure (it was good, it was terrible). A Feeling can also hide behind the verb: "I was surprised" instead of a noun: "surprise". Therefore, if a feeling appears in the description of the experience, we will usually place it in this category.</p>	<i>I had a pretty painful experience when ... I was tense like a string</i>	
Personal belief	Beliefs	The writer describes his or her beliefs	<p>Belief, i.e. attitude, can be formulated directly by a sentence containing words referring to a belief. It is an expression of a state (a result of thinking), not a process. If it were just a process, it would be a category of Reflection. Belief in itself always has the content of the subject of what it is about. The difference to the Outcome is that the Outcome is about practice, not just thinking.</p> <p>Beliefs do not have to be demonstrated by a specific word but can be hidden in the form of a direct speech, context of a sentence, or evaluation. We consider a sentence as Belief only if it also contains content, the subject of what one believes. So the sentence: "I think so!" is not a Belief.</p> <p>We can also believe, i.e. be convinced of something in the future future.</p> <p>If there is any questioning in the Belief (perhaps, a little, it may, may not, ...), then it may refer to Reflection. "Beliefs do not have to be demonstrated by a specific word but can be hidden in the form of direct speech, in evaluation, or in the context of a sentence. We consider Beliefs only if the sentence also contains content, the subject of what I am convinced. So the sentence: "I think so!" We will not include this category.</p> <p>We can also be convinced of our future.</p> <p>If there is any questioning in the Belief (perhaps, a little, it may, may not, ...), then it may refer to Reflection. "</p>	<i>I don't think it's right to throw us in the water right away without any preparation. They're idiots. They should not teach at this school.</i>	Breadth of reflection
Awareness of difficulties	Difficulties	The writer recognizes difficulties/problems	<p>Sentences of Difficulty, i.e. Awareness of Difficulties category, can refer to, for example, difficulties associated with resolving a situation. The author can name ambiguities ("I do not know, I do not understand, ..."). The important thing is that these are the difficulties associated with the author of the text. For example, these are not general and independent difficulties: "Teachers have a hard time these days (that is the belief)."</p> <p>Difficulty can be associated with the categories of Experience, Beliefs, or Perspective.</p> <p>If the author of the text also asks himself a question, it is often a reflection.Awareness of difficulties can be associated with the categories of Experience, Beliefs, or Perspective.</p> <p>If the author of the text also asks himself a question, it is often a reflection.</p>	<i>...but how do I deal with students with autism and students with behavioral manifestations, I don't know yet, I'm learning that.</i>	
Perspective	Perspective	The writer takes into account another perspective	<p>Perspective category contains a different perspective of someone else on the practice (teacher, pupil, principal, parents, ...) and a content of what the point of view is on. If the sentence contains only another view of the author of the text on a specific situation (inner voice, inner dialogue, ...), it is a reflection category. Even when the perspective is general, it belongs to this category (e.g., someone said).</p>	<i>From another point of view, this seems like a good idea. From the teacher's point of view, I should do it differently.</i>	
Outcome – Lessons learned	Learning	The writer has learned something in practice	<p>In the category of Learning, the author describes what he learned in practice. It is a formulation in the past tense or the present. If the learning outcome appears in the description of the experience, we will place it in the category of Learning. This category also includes a general outcome, such as: "Today's practice lesson gave me a lot". The Learning often contains an explicit mention that I take something from practice ("I take it from myself, I learned, ..."), while in Belief, the result is often hidden somewhat indirectly. Belief is often the output of thinking when that Learning is often the result of practice. The Learning needs to be related to the student, not just abstract thinking (e.g.: "that it could be this way").</p>	<i>I understood that I had to set the rules in the class right at the beginning - my rules. Don't rely on whether there are any rules. But set them now and clearly.</i>	
Outcome – Future intention	Intention	The writer intends to do something	<p>The Intention category is formulated in the future tense. It is about what the author will do differently in practice in the future or what he wants to try. This category also includes a general outcome: "Next time we will do better". The Intention often contains an explicit mention of what the author gains from practice ("I take it from myself, I learned, ...") while, in Belief, the result is expressed indirectly. Belief is the outcome of thinking, while Intention is the result of practice. The Intention needs to be related to the students, not just abstract thinking (e.g., "that this could be the case").</p>	<i>I will approach pupils with special needs more individually.</i>	
Others*	Others	Everything that does not fall into the previous categories.	<p>Sentences of Others cannot be included in the above categories. If writing is not about practice, then it is the category of others. "Trying" or "wanting" falls into the category of Others. Wishes also fall into this category.</p>	<i>Yes it's right.</i>	-