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<b>Name</b>	Assessment 3 – Reflective Journal
<b>Due</b>	Wed 27 October 11:59pm
<b>Weight</b>	20% (indicative weighting)
<b>Submit</b>	PDF via Blackboard

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## Rationale and Description

Reflective writing can be helpful in working through challenging situations. Writing down your thoughts about recent events helps you organise them and make sense of them. It allows you to take time to process the emotions associated with significant events, but at your own pace and on your own terms. If you lack experience in dealing with particular challenging situations, your quick decisions may not look as appropriate in hindsight. Reflecting on these situations and the decisions made, will allow you to consider what you might change next time. In other words, reflective writing helps you learn from challenging situations.<sup>1</sup> [A reflective journal provides evidence of your thinking about how you are learning.](#)

However, writing reflectively is not just about learning. Many studies have shown that personal wellbeing benefits flow from writing about difficult situations. The process of writing allows you to process things that may be difficult to speak about, or that you do not want to dwell on. It can give you an opportunity to express emotions but without the risk of making that expression to someone who may not understand you<sup>1</sup> [A reflective journal provides evidence of your thinking about how you are coping with new and challenging experiences.](#)

Reflective practice is an essential meta-level skill for most professions. It requires the practitioner to develop a level of self-awareness which can identify personal strengths and weaknesses and seek out ways to capitalise on those strengths and remedy the weaknesses. [A reflective journal provides evidence of your thinking about your strengths and weaknesses and the effect they have on professional practice.](#)

## A Reflective Story with 3 threads

Your reflective journal will be a 2-page personal story (or narrative) which demonstrates your ability to engage in reflective practice. Your personal story should contain 3 main threads that are woven together into a single essay:

**Experiences Thread:** An account of experiences during the unit that are important to you. This won't be a detailed description of everything that happened, but throughout your story you will mention key events or ideas or changes in your thinking related to your learning.

**Personal Thread:** Focusing on yourself, your feelings about what you experienced and why they are significant to you. You should also identify experiences that challenged you and the way you think and describe why you were challenged by them.

**Learning Thread:** Making meaning from challenging experiences with insight about yourself, learning from your experiences, and possibilities for personal improvement in the future.

<sup>1</sup> Text on reflective writing reproduced from GoingOK help page.

## Learning Outcomes

When successfully completed, this assessment task should evidence:

1. Your ability to identify **experiences** that are significant for you and your ongoing learning
2. Your ability to reflect on **personal** capabilities and appraise yourself in relation to expectations for information professionals.
3. Your ability to think about your own **learning**, to reflect on how you coped with new and challenging experiences, and plans to improve yourself and learn from your challenges

## Essential Elements

It is important to reflect regularly - at least every week when you engage with the learning experiences of this unit - and keep a written record. This written record will not be directly assessed, but you could be asked to furnish it as evidence of your ongoing work towards your reflective journal during the semester. (You may choose to use GoingOK for this task).

You should use a first-person point of view in your writing, giving your personal opinions, and using the words 'I' and 'my' throughout. Your writing needs relate to yourself in a way that is personal, and which authentically reflects your learning throughout the semester.

You should consider the following questions to guide your thinking when you are trying to write the 3 threads of your story.

1. **Experiences** – What do I notice about my situation? What does it mean for me? Why is it significant? How is it different from or similar to previous significant situations?
2. **Personal** – How do I feel about this? Why do I feel this way? What do these feelings say about me as a learner? What problems exist in my current situation? How do they challenge me? What impact will these challenges have on my goals and aspirations?
3. **Learning** – What should I improve and why? What other ideas or perspectives can I use to improve myself? How do I personally want to change in future? What do I plan to do about it? In which direction do I head next?

Although you might think about these 3 threads separately, you should weave them together into 1 single 2-page story for your final journal. Do not use separate headings and do not write them in order. One possible way of doing this is to use the following structure:

- Write 1-3 paragraphs that gives the reader some background what is important to you, and that introduces the overall common idea that links your threads together.
- Write 5-8 paragraphs where one paragraph is dedicated to a specific situation/experience that you want to mention and also identifies the personal aspects of that experience in the same paragraph.
- Write 3-5 paragraphs that conclude your journal with what you have learnt and how you might change in the future. Each paragraph should address a key insight that you have drawn from reflecting on your personal experiences.

Your honesty and integrity are essential for this assessment and may be verified by the teaching team from other sources. For example, your participation in studio sessions and tutorials may be used to verify claims you make about engaging with the learning activities. Your writing must be your own original work and must not include any text from other sources unless clearly identified as such. If there is doubt about whether the reflective journal is your own work, the unit coordinator may require you to furnish evidence of your regular reflections in order to verify originality. Further detail on the steps required to completing the Reflective Journal is outlined in the 'detailed instructions' section below.

## Marking Criteria

This assessment is criteria referenced, meaning that your grade for the assessment will be given based on your ability to satisfy key criteria. Refer to the attached Criteria Sheet and ensure that you understand the detailed criteria.

You will *not* receive marks or percentages for this assessment. You will receive an overall grade (e.g. pass - 4, high distinction - 7) based on the extent to which you meet the criteria. In general, the most important criteria (listed at the top) will be essential to the grade, and the least important (towards the bottom) will affect the grade when other criteria are in conflict or are ambiguous.

## Feedback

You may email a 1-page reflective journal prior to the end of week 4 to your tutor for formative feedback. Formative feedback does not count towards your final grade, but it is based on the same criteria that will be used to grade your final submission.

Submitting for feedback is highly recommended, as it will help you: (a) identify if you have satisfactorily addressed the criteria of the task, (b) understand where you can make improvements, and (c) spread your assignment load more evenly across the semester.

## Detailed Instructions

1. **GoingOK Signup:** Sign-in to GoingOK at <http://qut.goingok.org/>. The initial sign-in process will require a group code: **qut-iab303-212**. If you have used goingok previously for another unit, you may need to register with the unit code for this unit by going to this link: <http://qut.goingok.org/register>. GoingOK provides an easy way for you to capture regular reflections. Your reflections are anonymised by the system, but may be analysed computationally for group level insights to teachers. *Anonymised reflection data may also be used for research purposes, however your identity and personal information will remain private, and your words will never be made publicly visible without your consent.* It is not compulsory to use GoingOK, however it is recommended.
2. **Regular reflection:** During weeks 1 to 4, you should use GoingOK to write a reflection each time you work on aspect of this unit. It is expected that you will reflect at least every week, but most likely more frequently during this time. You should take account of the 3 threads (experience, personal, and learning). You can use the questions above (in Essential Elements section) to guide your reflecting.
3. **Journal for feedback:** Using your record of regular reflections from GoingOK, write a reflection (1-page maximum) around the 3 threads. Ensure that your reflection is about YOUR thinking about YOUR experiences. Be careful to avoid too much 'describing' or 'recounting' which are not reflective styles of writing. Ensure that you write from the first-person point of view. Use the criteria sheet as a guide for how the journal will be graded.
4. **Submit for feedback (optional):** Ensure that your name and student number are at the top of the page. Save your 1-page reflective journal as a PDF file and slack DM (or email) to your tutor by the end of week 4.

5. **Reflect on feedback:** Read the formative feedback you receive on your 1-page journal and record one of your regular reflections with a focus on how you can use that feedback to improve your reflective writing for the final submission.
6. **Regular reflection:** During weeks 5 to 13, you should continue to use GoingOK to write reflections related to your learning. It is expected that you reflect at least every week. You should take account of the 3 threads and use the related questions to help prompt your thinking.
7. **Final Journal:** Using your record of regular reflections from GoingOK for the semester, and your formative feedback, write a reflection (2 pages maximum) based on the 3 threads. You might like to use the format recommended in the essential elements section. [Ensure that all of the essential elements have been catered for in your writing](#), in particular writing from the first-person point of view. [Also ensure that you have carefully read the criteria sheet](#) so that you know how your journal will be graded, allowing you to write the journal in a way that gives you a good grade.
8. **Submit complete Journal:** Ensure that your name and student number are at the top of the first page of your journal (DO NOT USE A TITLE PAGE). Save your Reflective Journal as a PDF file and submit via the provided blackboard link by the due date. You should ensure that your file is named in the format **studentNumber-fullName-journal.pdf** before uploading to blackboard. This submission will be assessed and contribute 20% of your final semester grade.

## Submission

The assignment must be saved as a PDF and uploaded to Blackboard prior to the assignment due date. Your file should be named in the format **studentNumber-fullName-journal.pdf** and should include your name and student number at the top of the first page (no title page). You are encouraged to upload early to avoid unexpected issues close to submission time. You may upload multiple versions, but only the latest version prior to submission time will be marked. Take care that the last version you upload is the correct version.

## Questions

Questions related to the assessment should be directed initially to your tutor during the practical lab session. Your tutor may address these for the benefit of the whole class.

The teaching team will not be available to answer questions outside business hours, including over the weekend before the assessment due date. It is your responsibility to ensure that you plan to avoid the need for last minute questions.

## IAB303 Assessment 3: Reflective Journal – Criteria Feedback Sheet

Name					Stud No.		
Criteria	1	2	3	4	5	6	7
[D] Learning	No submission	There is minimal or no evidence of making meaning about your experiences and/or considering the possibilities for future improvement.			There is some evidence of how you might learn from your experiences although it lacks detail and/or could be presented with a clearer narrative and/or a lack of connection to your self-critique.	You have provided insights about yourself and what you have learnt and some possibilities for future improvement, but your connection with self-critique could have been clearer and/or more convincing.	Meaningful insights are provided about yourself, what you have learnt, and possibilities for personal improvement in the future. An effective narrative clearly connects your self-critique to future growth.
[C] Personal		There is little or no evidence of personal feelings, self-critique or other indicators of connection between yourself and the experiences described.		Evidence is provided of how your experiences have impacted you, your feelings about specific challenges, and reasons why you were challenged by these experiences, but you could have engaged in a stronger self-critique.		Strong evidence of a connection between yourself and your experiences with an insightful account of your feelings about challenges and a clear self-critique on areas for improvement.	
[B] Experiences		There is little or no evidence of an account of experiences and/or a lack of indications that experiences are important to you.		Provides a satisfactory account of experiences but lacks indications of significance.	Provides a good account of experiences during the unit that are important to you. Mentions key events or ideas or changes in your thinking related to your learning.		
[A] Narrative		There is a lack of reflective style and/or missing threads in the narrative.	A reflective style is used, and 3 threads are present, but the narrative and/or format is unclear or inappropriate.		A reflective style is used, and a clear narrative draws together the learning, personal and experience threads in an appropriate format.		
TASK GRADE:	1	2	3	4	5	6	7
Additional comments:							