

REFLECTIVE WRITING: DIEP

Reflective writing can be included in a variety of different assignment tasks. It can include keeping a reflective journal or learning log with multiple entries – particularly for professional placements – or be part of an essay or report. Reflective writing aims to get you to think about and understand your learning experiences. This outline is an approach to reflective writing, using a DIEP strategy.

The DIEP strategy

The four steps in this approach (adapted from Boud, D 1985, *Reflection: Turning Experience into Learning*) are to **describe**, **interpret**, **evaluate** and **plan**.

D – Describe objectively what happened.

- Answer the question: 'What did I do, read, see, hear, etc?'

I – Interpret the events.

- Consider why events happened in the way they did. Explain:
 - what you saw and heard
 - your new insights
 - your connections with other learning
 - your feelings
 - your hypotheses and/or conclusions
- Answer the question: 'what might this mean?'

E – Evaluate the effectiveness and usefulness of the experience

- Make judgements that are clearly connected to observations you have made. Answer the questions:
 - What is my opinion about this experience?
 - What is the value of this experience?
 - Why do I think this?

P – Plan how this information will be useful to you.

- Consider: In what ways might this learning experience serve me in my:
 - course
 - program
 - future career
 - life generally
- Answer the question: 'How will I transfer or apply my new knowledge and insights in the future?'

DIEP strategy for writing a reflection

In your entries, attempt to:

- analyse your own performance as a learner
- evaluate your gains in understanding and completing tasks
- verbalise how you feel about your learning
- make connections with other experiences, ideas
- demonstrate transfer of learning
- integrate the concepts taught in courses (including the literature where relevant)

The following is a writing strategy for reflective journal entries in four paragraphs.

D – Describe objectively what happened

Give the details of what happened. Answer the question: 'What did I do, read, see, hear?'

I – Interpret the events

Explain your learning: new insights, connections with other learning, your feelings, hypotheses, conclusions. Answer the questions: 'What was the reason I did this activity?' 'What might it mean?'

E – Evaluate what you learned

Make judgments connected to observations you have made. Answer the question: 'How was this useful?'

P – Plan how this learning will be applied

Comment on its relevance to your course, program, future profession, life... Answer the question: 'How might this learning apply in my future?'