

The 5Rs Framework for Reflection on simulation

Reporting, Responding, Relating, Reasoning and Reconstructing.

(Reporting and responding are often combined to give a 4Rs Framework)

Reference: Bain, J.D., Ballantyne, R., Mills, C. & Lester, N.C. (2002) *Reflecting on practice: Student teachers' perspectives*, Post Pressed: Flaxton, Qld

Reflection is an important skill to develop as it assists you develop critical thinking and clinical reasoning skills and gives you skills for life-long learning, which is a highly sought after skill in health care professionals.

In order to 'move from' a reflective trigger to a meaningful reflection on practice it is important to have a systematic method for thinking through the situation, experience etc. A good way to do that is to use a framework that prompts deep and purposeful thinking about what happened. This will enhance not only the quality of your reflections about clinical experiences but also the personal entries, eg. experiences, that you choose to record in your E-Portfolio. The 5Rs of Reflection are **Reporting, Responding, Relating, Reasoning** and **Reconstructing**.

Reporting A brief descriptive account of a situation /issue (ie. the reflective trigger)	What happened , what the situation / issue involved...
Responding Your emotional/personal response to the situation / issue etc.	Your observations , feelings, questions about the situation / issue
Relating Personal and/or	Making connections between the situation /issue and your experience, skills, knowledge and understanding

The 5rs Framework For Reflection Out Student Eportfolio

Candyce Reynolds, Judith Patton



The 5rs Framework For Reflection Out Student Eportfolio:

ePortfolios in Australian Universities Jennifer Rowley, 2016-09-14 This book focuses on essential findings concerning emerging practices of student learning through the teaching and learning benefits of the electronic portfolio ePortfolio in a range of disciplines at Australian universities It explores the latest research on ePortfolios teaching quality future research directions for tertiary learning and teaching institutional agendas in higher education and the role that the ePortfolios can play in supporting improvements in pedagogic practice and student outcomes Included in these agendas is research into the development of higher education through the technologising of pedagogy learner identities in discrete disciplines and the praxis of individual university teachers The book covers accounts of academic learning success and challenges across current higher education subject areas By presenting case study accounts of ePortfolio use it reveals the importance of defining and documenting how we can meaningfully develop learner portfolios in research teaching and learning at Australian universities With an intentional research base the book draws on work conducted inside and outside Australia and highlights how the ePortfolio can help tertiary staff prepare for the impact of a student created portfolio on teaching learning and subsequent academic scholarship

Foundations of Nursing: Enrolled Nurses Susie Gray, Leanne Ferris, Lois Elaine White, Gena Duncan, Wendy Baumle, 2018-08-31 Designed for the Diploma of Nursing Foundations of Nursing Enrolled Nurses Australia and New Zealand edition is mapped to the HLT54115 training package competencies and aligns to the revised Standards for Practice for the Enrolled Nurse Written to equip the enrolled nurse with current knowledge and basic problem solving and critical thinking skills to successfully meet the demanding challenges of today's health care the text clearly explains concepts and definitions and scaffolds knowledge The student friendly text provides a clear and fresh approach to the study of nursing it is straightforward and heavily illustrated with colour photos of procedures

Leveraging the ePortfolio for Integrative Learning Candyce Reynolds, Judith Patton, 2023-07-03 The fruit of the authors more than 15 years of using and writing about ePortfolios in general education and disciplinary programs and courses this book is a comprehensive and practical guide to the use of the ePortfolio as a pedagogy that facilitates the integrative learning that is a central goal of higher education Faculty and administrators of programs using ePortfolios can use this guide to help their students work individually on an ePortfolio or as part of a class or program requirement Readers will discover through examples of student portfolios and targeted exercises how to assist students in making their learning visible to themselves their peers their instructors and their future employers While interest in ePortfolios has exploded because they provide an easier and more comprehensive ways to assess student learning than traditional portfolios and because they have the potential to transformatively develop students ability to connect and apply their knowledge faculty and administrators all too often are disappointed by the lackluster ePortfolios that students submit Reynolds and Patton demonstrate how systematically embedding practices in the classroom that engage students in integrative learning practices dramatically improves outcomes

The authors describe easy to use and practical strategies for faculty to incorporate integrative ePortfolios in their courses and curricula and create the scaffolding to develop students skills and metacognition The book opens by outlining the underlying learning theory and the key concepts of integrative learning and by describing the purpose structure and implementation of ePortfolios Subsequent sections cover classroom practices and assignments to help students understand themselves as learners make connections between course content their personal lives and to the curriculum bridge theory to practice and consider issues of audience and communication and presentation in developing their portfolios The book goes on to cover technological issues and assessment with a particular emphasis on the use of rubrics and concludes with explicated examples of ePortfolios created in a first year program ePortfolios created by graduating students career oriented ePortfolios and lifelong ePortfolios For both experienced faculty and administrators and readers just beginning to use ePortfolios this book provides a framework and guidance to implement them to their fullest potential

High-Impact ePortfolio Practice Bret Eynon, Laura M. Gambino, 2023-07-03 At a moment when over half of US colleges are employing ePortfolios the time is ripe to develop their full potential to advance integrative learning and broad institutional change The authors outline how to deploy the ePortfolio as a high impact practice and describe widely applicable models of effective ePortfolio pedagogy and implementation that demonstrably improve student learning across multiple settings Drawing on the campus ePortfolio projects developed by a constellation of institutions that participated in the Connect to Learning network Eynon and Gambino present a wealth of data and revealing case studies Their broad based evidence demonstrates that implemented with a purposeful framework ePortfolios correlate strongly with increased retention and graduation rates broadened student engagement in deep learning processes and advanced faculty and institutional learning The core of the book presents a comprehensive research based framework along with practical examples and strategies for implementation and identifies the key considerations that need to be addressed in the areas of Pedagogy Professional Development Outcomes Assessment Technology and Scaling Up The authors identify how the ePortfolio experience enhances other high impact practices HIPs by creating unique opportunities for connection and synthesis across courses semesters and co curricular experiences Using ePortfolio to integrate learning across multiple HIPs enables students reflect and construct a cohesive signature learning experience This is an invaluable resource for classroom faculty and educational leaders interested in transformative education for 21st century learners A Co Publication with AAC U

Catalyst in Action Bret Eynon, Laura M. Gambino, 2023-07-03 In 2017 Bret Eynon and Laura M Gambino released High Impact ePortfolio Practice which drew broad acclaim from faculty and educational leaders An instant classic wrote one reviewer The book I've been waiting for exclaimed another With compelling evidence of the impact of ePortfolio done well and a practical framework for educators to follow this research study quickly led to the formal recognition of ePortfolio as a validated High Impact Practice Now with Catalyst in Action Case Studies of High Impact ePortfolio Practice Eynon and Gambino have taken the next step The book offers 20

powerful case studies drawn from campuses ranging from Bronx Community College to Yale University from the University of South Carolina to Dublin University and Arizona State In High Impact ePortfolio Practice Eynon and Gambino outlined the Catalyst Framework spotlighting the strategies needed to launch build and sustain a high impact ePortfolio practice Linking integrative social pedagogy to technology assessment and professional development the Catalyst Framework offers guiding principles and classroom based ePortfolio practices that improve student success deepen the student learning experience and catalyze learning centered institutional change In Catalyst in Action teams of faculty and college leaders detail their experiences exploring and testing the Framework on their campuses Working with diverse groups of students in a broad range of disciplines and settings the case study authors put Eynon and Gambino s integrative strategies into practice Catalyst in Action shares their findings and their insights As higher education enters a challenging new era it must find new ways adapt and change to support and demonstrate student growth and development Catalyst in Action is a powerful combination of intensive research and practical experiencing Offering exciting new evidence and fresh new insights Catalyst in Action will be an invaluable resource for those who wish to build student success advance higher learning and meet the demands of the 21st century A Co Publication with AAC U

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