### Background
Nursing students who belong to Generation Z (born after 1990) bring challenges to the nursing classroom. Human connectivity and social media play integral roles in the daily lives of this new generation. Managing Generation Z requires a shift in educational effort on broad skills such as work habits, interpersonal communication, and critical thinking and an integral investment in technical training. Students in undergraduate nursing education courses come to the class with varying levels of educational, life, and practice experience. There are many approaches to college teaching that counter the traditional lecture and maximize student learning through experiential and engaging techniques (McKeachie & Svinicki, 2013). Students require an introduction to the material through textbook reading before they are able to engage in critical discussions, yet reading adherence varies widely among nursing students.

### Reflective Journaling
Reflective journaling is a strategy utilized in nursing education to assist students in developing effective critical thinking and engage in self-examination during critical situations.

A reflective journal is an effective tool in developing learning and deepens the learning experience.

In addition to students generating self-awareness, they also learn to foster a safe environment when reflective thinking and journaling are paired together as a teaching strategy.

A reflective journal is about reading over past entries and writing about newly acquired knowledge.

### Literature Review
- The concept of reflective thinking originated by Dewey (1997) is defined as “reflective thinking alone is educative” (p. 2). Overtime, the terminology for reflective thinking generated a variety of synonyms such as critical thinking, problem solving, and higher level thought.
- Reflection on practice and an awareness of self has been recommended as ways to enhance clinical competence and should begin during initial training (Hendrix et al, 2012).
- A competent reflective nursing student repeatedly reflects on experiences and is capable of reflecting-in-action. This process aids in continual learning from experiences that will benefit future actions (Schuessler, Wilder, & Byrd, 2012).
- The use of Flipped Classroom techniques requires students to better prepare for class, which allows instructors to spend more time modeling, watching, and correcting as students apply concepts in the classroom. This technique aids to increase reflective thinking and reading adherence in students (Sage & Sele, 2015).

### Use of One Minute Paper
- The one minute paper is a classroom assessment technique where the students respond to a faculty posed question designed to provide the instructor with feedback on student learning.
- A wide variety of One Minute Paper prompts can be used:
  1.) Questions designed to assess students interest.
  2.) Questions identifying perceived relevance of course concepts:
  3.) Questions to assess students attitudes/opinions:
  4.) Questions about student comprehension:
  5.) Questions assessing conceptual connections:
  6.) Questions assessing the most persuasive argument you heard expressed in today’s discussion?

### Conclusion
Reflective practice is a way of self-examination as a mean of professional growth.

Reflective journaling is an effective teaching tool that can help students become more fully aware in educational practices and clinical decision making.

This method offers a new lens on traditional pedagogy in nursing education, that can aid in critical thinking and application of concepts in the new generation of nurses.

### Future Directions
Reflective journaling should be used to foster deeper learning and critical thinking while guiding practice for all levels of nursing students.

Reflective journaling provides a platform for exploration of topics in a safe educational setting.

### References


