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# **A Study on Reducing Negative Emotions in Self-Reflection Process of Bullet Journal Users: The Formation of Design Principles and Insert Toolkit**

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# 1 Acknowledgement

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## 2 Abstract

As a bullet journal content maker with 8,000 subscribers, I get to observe the behavior patterns of many bullet journal users. Notably, the view count of my content about self-reflecting with bullet journal is significantly lower than my other content about bullet journal (1000 views versus 20000 views). This phenomenon evoked my curiosity about why self-reflection, such an important section in the bullet journal, which is a format that is used by more than 100,000 worldwide users (Deering, 2023), draws less attention than other sections. Therefore, I conducted this research in order to understand why they are not interested in self-reflection. Is it necessary to promote self-reflection? If so, how to promote it with designs?

For a more in-depth understanding, desk research was conducted in the first part of the study. During desk research, the essence of bullet journaling will be explored and discussed. By analyzing Ryder Carroll's approach to bullet journaling, it is understood that the use of bullet journaling itself is a form of passive reflection. However, he also advocates a gradual transition from passive reflection to proactive reflection. Frequently, it is the proactive reflection that is neglected by bullet journal users. Based on this conclusion, a study was conducted on proactive reflection. Through this study, the reason that may prevent users from reflecting was found - users may develop negative emotions during the reflection process. To verify this, user interviews were executed. The results of the interviews showed that most of the users believed that negative emotions do arise during the reflection process and prevent them from reflecting, or even prevent them from developing the habit of reflection. In order to address this issue, the research focus was put on the reduction and improvement of negative emotions.

Through a new round of desk research, four main methods that can alleviate negative emotions were found. By researching and comparing the four methods and finally discussing with users, expressive writing, that best fit the framing of the study and users' expectation, were chosen. In order to verify the validity and feasibility of expressive writing, a bullet journal prototype that combined with expressive writing was made. These prototypes were tested and evaluated with real users. The prototype testing provides positive feedback confirming that the negativity of the reflection process was alleviated through the use of expressive writing. This brings us to the final stage of this study. Based on user feedback, the prototype was iterated into a more refined product design solution. Relevant design principles were also derived by analyzing the data returned by the sample users.

**Keywords:** reflection, bullet journal, negative emotions, expressive writing

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## 4 Introduction

A bullet journal, often abbreviated as "BuJo", which is a format that is used by more than 100,000 worldwide users (Deering, 2023), is a customizable organizational system that combines aspects of a planner, diary, to-do list, and creative journaling. The concept was created by Ryder Carroll, and it's designed to help individuals manage their tasks, goals, and thoughts in a flexible and personalized way.


The core components of a bullet journal include an index, future log, monthly log, and daily/weekly log. These sections help users keep track of their long-term goals, upcoming events, and day-to-day tasks. The key is to find a format that works best for individual needs and preferences. According to the online bullet journal community, some people find bullet journaling to be a helpful way to stay organized, focused, and mindful of their goals. It encourages a more intentional approach to planning and can be a therapeutic and creative outlet as well.

The core idea behind a bullet journal is to use a simple system of symbols to represent different types of entries. For example, tasks are represented by a simple dot (•). When a task is completed, the dot is turned into an "X." Events are represented by an open circle (o). This can include appointments, meetings, and other scheduled activities. While notes are represented by a dash (-). This can be used for jotting down thoughts, ideas, or information, etc.

The beauty of the bullet journal lies in its flexibility. Users can create different sections for various aspects of their lives, such as monthly calendars, weekly planners, habit trackers, goal lists, and more. They can also include more artistic and creative elements, such as doodles, hand-lettering, and decorative elements.

However, not all bullet journal users make full use of all features of the bullet journal. To verify the situation, preliminary research with the methodology of questionnaire (Appendix I) was executed to investigate my bullet journal channel followers, just to explore and shape the problem. 385 followers, which would be referred as the sample as the following text, filled in the questionnaire. And the results of the questionnaire found that more than 86.6% of the sample are more focused merely on the daily/weekly log and decorations while overlooking self-reflecting on their logs. And the questionnaire was also set to understand why some users often ignore the seemingly more important part of the bullet journal. The results show that users seem to have resembled reasons for this tendency, such as lacking energy, forgetting, not being motivated, and laziness. Interestingly, many people who claim to be too lazy to do proactive self-reflection are not lazy to do the rest logs of the bullet journal. For example, some of them would spend hours decorating their bullet journals, and some else would make the passive reflection unnecessarily complex. Thus, there might be some more crucial reasons other than "lazy". More details will be elaborated in the section 5.2.1.2.

In addition, there are samples expressed an expectation of achieving personal growth without the need for self-reflection. This differs from Carroll's suggestion. Carroll's suggestion emphasizes the importance of proactive self-reflection for personal development in the usage of bullet journal. The discrepancy between respondents' expectations and Carroll's recommendations increases the significance of the findings, revealing different perspectives on the role of self-reflection in personal progress.



Therefore, this research will dive into this specific bullet journal user group to find out the more important reason that prevents them from doing proactive self-reflection actively and try to address this issue through design approaches.

## 5 Initial Framing

In this chapter, the background of this research and the formulation of the research question will be explained. After introducing the background to the readers, the user group, research question and the design challenge will be defined.

### 5.1 Context

The bullet journal will be introduced in order to discover and understand the dilemma that users may encounter when bullet journaling, as well as what influence they have and why they are worth solving. Meanwhile, some data will be provided to show the objectivity of the dilemma that is found.

#### 5.1.1 Bullet journal

Bullet journal is a method that was created by Ryder Carroll, who is a digital designer. It combines a daily planner, to-do list, and diary into a single notebook. It uses the bullet points and other symbols to demark tasks, events, and notes. It is simple and low-tech. To execute this method, users only need a notebook and a pen.

Bullet journal is a system that combines elements of mindfulness, productivity, and self-discovery. It empowers users to become the author of their own life, allowing users to ‘track the past, organize the present, and plan for the future’ (Carroll, 2018).

Bullet journal is a tool for changing the way we approach our day-to-day tasks and long-term goals. But it is worth mentioning that after years of development and exploration by a wide range of users, the bullet journal can now be used to record all aspects of life, such as plans, to-do lists, diaries, captured inspiration and ideas, work-life content, or study content. And all the above contents can be referred to as logs, which can be recorded in the same bullet journal notebook. As a result, a customized, relatively complex system is formed by bullet journal users.

However, the original idea of the bullet journal was to empower people to take back control of their lives, to be able to break down abstract goals into executable tasks, and to keep track of and observe their progress (Carroll, 2018, p. 20, 195, 214). And the different logs mentioned in the previous text, are all created and customized by different bullet journal users based on their own needs and the essence of the bullet journal. To make it explicit and clear, in the following content, the explanation will be referred to as the essence of the bullet journal, which would be setting targets, recording goals, and task execution.

Functionally speaking, bullet journal can be divided into the following parts: index, future log, daily log, and monthly log.

Firstly, the index (Figure 1). The index is the directory for the entire bullet journal. This part can be set aside at the very beginning of the bullet journal for the number of pages required. As subsequent content is produced, the table of contents can be continually added to the front to make it easier to find what is needed in the future. “The advantage of this is that you can quickly find the corresponding notes even after years and months have passed.” (Carroll, 2018, p. 84)



Figure 1 Index page (@kalybrookco <https://www.instagram.com/p/B3-3TdSpDjl>)

Secondly, future log (Figure 2). Generally, it comes right after the index. It is a log that requires two to four pages. In future log, it records the tasks that could not be completed in the present moment, for example, the current month. This results in a sequence of future tasks to be executed. When users finish the tasks of the current month, and start to set up for the next month, future log will be the reference to determine the tasks they want to start working on based on their needs.



Figure 2 Future log page (@lindseyscribbles [https://www.instagram.com/p/Ce\\_JcdFut3p/](https://www.instagram.com/p/Ce_JcdFut3p/))

Thirdly, daily log (Figure 3). Here, users record daily tasks, events, and notes. As well as being recorded for easy viewing and reflection, it also has the effect of reducing the burden on the mind. Then the users don't have to keep track of this progress and think about these things in their heads all the time since such things are all safely recorded in the bullet journal. Carroll suggests that instead of recording these things in full essay form, they should be recorded in bullet points, i.e., short sentences and

phrases that convey the key information about the things users want to record. This is why this method is called “bullet journal”.



Figure 3 Daily log page (@journalspiration <https://www.instagram.com/p/BNUgeOnBpjC/>)

Lastly, monthly log (Figure 4). It is the part for users to arrange and record monthly tasks and events. As a result, users can see exactly what they have to do and when they have free time for the whole month. This process of setting up monthly log helps users to reflect regularly and helps them to keep or regain the context, motivation and focus of things.



Figure 4 Monthly log page (@lines.and.lettering [https://www.instagram.com/p/Cc3t4\\_rt\\_8/](https://www.instagram.com/p/Cc3t4_rt_8/))

The bullet journal is not only a way to organize the personal schedule and record personal information. It also allows you to focus on your personal development, organize, reflect, and summarize on top of that.

In summary, the bullet journal not only helps users plan their lives and future, but it also helps them

look back and reflect on themselves - something that ordinary planners cannot do. Bullet journals present tasks, events, notes, and thoughts from the user's life on paper in the form of bullet points. This format can change the idea of completing daily tasks and conquering them. And it is concise and easy to manage and view and can help users learn to organize their time wisely, reflect on their work and life, and avoid the failures they have experienced in the next steps, which is very helpful for personal growth and career development.

#### **5.1.1.1 Self-reflection in Bullet Journal**

Based on Carroll's book (2018), bullet journaling can be seen as a process of self-reflection, it promotes mindfulness and awareness of one's thoughts, emotions, and actions. By consistently recording and reviewing daily tasks, events, and thoughts, individuals become more conscious of their daily experiences and can gain a deeper understanding of themselves. For example, when it comes to goal setting, bullet journaling encourages individuals to set specific goals and break them down into actionable steps. This process requires reflection on personal values, priorities, and aspirations. When tracking various aspects of life, such as habits, moods, and goals using a bullet journal. It requires looking back at what they have done, which not only is the equivalent of brief summary of a day or a month, but also subliminally allows individuals to objectively observe patterns, progress, and challenges.

However, the main intention of these bullet journaling processes is observing and documenting, which is not necessarily making users take immediate action or making intentional changes. Therefore, it is considered a passive self-reflection by Carroll. To make real change and personal improvements, Carroll suggests doing proactive self-reflections during daily logging, such reflection involves actively reviewing and thinking about several perspectives and consequently making changes. For instance, regularly reviewing goals and evaluating progress towards these goals promotes self-reflection and can lead to adjustments in actions and priorities. By reviewing trackers regularly, individuals can reflect on their behaviors, identify areas for improvement, and make adjustments. Carroll believes it is important to get into the habit of self-reflection. Try asking yourself small questions of the essence, background, and the reasons of the things in life, that, over time, the user can answer more comfortably. Self-empowerment will improve.

## **5.2 The Discovery of the Design Question**

The discovery of the design question was rooted from my bullet journal channel running experiences. I am a bullet-journal-related content maker with 8,000 subscribers on a Chinese video platform called Bilibili. There are two main categories of my content, namely, sharing the creative and beautiful ornaments and layout design, and sharing the bullet journal method, including making daily logs, setting goals, and making self-reflection. It is interesting that, after reviewing the data of my content, I found that my subscribers like the creative ornament the most, as it shown in Table 1, each of that kind of video earns an average of 20,000 views over the course of, mostly, two weeks. They are also not refusing to learn some methods, videos about making logs could earn around 8,000 views each. However, when it comes to self-reflection, the related videos only attract around 1,000 views (Bilibili, 2023), much less than the view counts of my other kind of videos about bullet journaling.

Table 1 Views of Different Categories

Category	Title of the Video	Release Date	Views
Creative Ornaments	Homemade Plastic Dried Flowers Tutorial   Bullet Journal Materials Tutorial	27-05-2022	18,121
	Washi Tape Sharing I	14-01-2022	21,423
	Washi Tape Sharing II	21-01-2022	17,657
	Loose-leaf Notebook Dividers Tutorial	29-10-2021	16,234
	How to Print your own Washi Tape	15-10-2021	25,328
	Logs-Making and Record Methods	Using Only 7 Paper to Record Your Whole Month	03-10-2021
Bullet Journal Daily Log Setup Ideas   Modular Bullet Journal Layout Sharing		18-03-2022	7,120
How to Use Dutch Door in Your Bullet Journal to Increase Efficiency		15-04-2022	9,231
How to Build a Reading Habit Fast   How to Organize Reading Notes in Your Bullet Journal		23-10-2021	6,100
Self-reflection	Self-reflection Log Setup Tutorial   The Essence of Bullet Journal	12-11-2021	1,853
	What Do You Think About Yourself?   Reflect More Objectively	25-02-2022	1,334
	What to Reflect?   Proactive and Passive Reflection	19-11-2021	801

As mentioned in the previous section, self-reflection is an important features of bullet journal, it helps users to gain personal improvements. Therefore, the question of why the content about such a meaningful and helpful part gets the less interest of my subscribers became valuable to research. Are they feel needless to watch such video or are they just not into it? Or are they just simply disregarding the self-reflection and not include it in their bullet journal? Before finalizing the design question, it is necessary to find the situation of subscribers do not engaging in self-reflection. This question could



help to verify whether they are indeed not doing self-reflection and help the researcher define the size of the problem if it's true. If it is, it is also necessary to collect users' opinion about why they don't self-reflect. After acquiring such knowledge, a design question probably can be found.

### 5.2.1 Data Collecting

Questionnaire is an important approach to conduct quantitative research; it helps researcher to quickly get statistical data from a massive participant group. Therefore, the research goal is to find if it is necessary for users to self-reflect in the bullet journal, and why don't they interest in the topic of self-reflection. And there are 7 survey questions, which have been divided into 3 groups, setting to fulfill the research goal (Table 2). The first set of the research question is to understand how many of the samples are actually not doing self-reflection, and how many of them value, which means that they think it is important to do the self-reflection. In addition, as mentioned before, the self-reflection section could help users to gain personal improvement. However, the extent of the other sections' contribution to the personal improvement has not been evaluated. Therefore, a check should also be done to test if bullet journal users experience significant personal improvement without doing self-reflection. If it is not the case, and the users are expecting to gain improvement through bullet journaling, promoting self-reflection section, then, is a worth-solving problem. Therefore, the second set of the survey question is whether users are experiencing personal growth and improvements and whether they expect to gain the personal growth and improvements. And the third one is to find out why don't they interest in the topic of self-reflection, a survey question, what prevents you from doing self-reflection, was also set. Thus, a questionnaire was posted (Shown in Appendix I) in the form of a link to my channel.

Table 2 Question setting of the questionnaire

Research Question	Survey Question
How many of the samples are actually not doing self-reflection? How many of them value the self-reflection?	Which of the following sections make up your bullet journal? (Multiple choice questions)  What do you value most about the sections in your bullet journal?
Are they experiencing personal growth by using bullet journal? Are the expecting personal growth by using bullet journal?	Do you think the reflections in bullet journaling has significantly helped you grow and improve as an individual?  Do you think bullet journaling has significantly helped you grow and improve as an individual?  Do you wish to grow and improve by using the bullet journal?
Why aren't they interested in self-reflection?	What prevent you from doing self-reflection?



### 5.2.1.1 Sample Description

The channel's backend data platform allows to view basic information such as age and gender distribution of the subscribers. As shown in Figure 5, 84.2% of the subscribers are female. And more than 45% of the subscriber are in the age range from 16 to 25. And due to the language barrier, all the subscribers are Chinese.



Figure 5 Age and gender distribution of the subscribers

By using the subscribers as the samples, the non-probability sampling methodology is adapted. This type of sampling is used for preliminary research where the primary objective is to derive a hypothesis about the topic in research. Here each member does not have an equal chance of being a part of the sample population, and those parameters are known only post-selection to the sample. All of the samples have subscribed my channel. Therefore, after the questionnaire link was sent out on my channel, the samples who saw this link were the ones who volunteered to participate in the completion of this questionnaire, giving the conditions of samples knowing the basic knowledges of bullet journaling.

However, it is not requested that the respondents to fill in the gender, the age among other independent variables. The reason why we exclude those has three levels. First, to exclude that, respondents may feel more comfortable providing honest and unbiased responses when they are not required to disclose personal information (Cleave, 2021). Next, during this phase of research, the demographic information like gender and age are not the essential variables. The research question would not be influenced by the demographic information. The questionnaire requests that the respondents of the questionnaire must be regular bullet journal users, which are defined in research as who bullet journaling at a frequency of at least one time a month. In Carroll's book, monthly goals are required to be counted and billed monthly. The Monthly Log, which must be done once a month, holds up the structure of the bullet journal. By setting and recording monthly goals, bullet journaling can help users make personal improvements. What's more, a lot of bullet journal setup tutorial are updated in the cycle of month based (Figure 6). This is the reason for using monthly frequency as a criterion for screening responses.

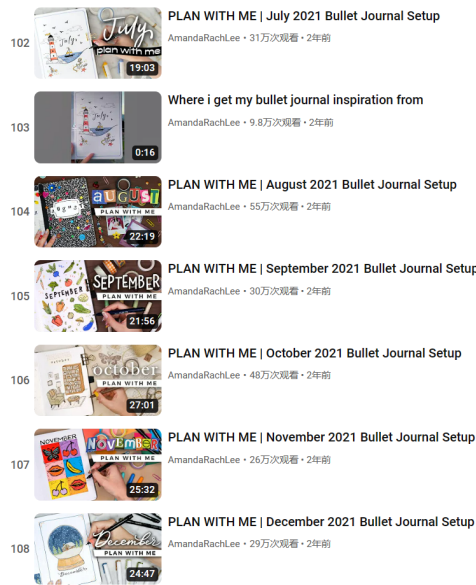


Figure 6 Update frequency of AmandaRachLee ([AmandaRachLee - YouTube](#))

This not only could help define the target group, but also confined the scale this research to the realm of regular bullet journal users. After one week waiting, 385 results were received. These respondents are meanwhile using bullet journal regularly, open to bullet journaling advice since they watched videos about bullet journaling advice, and my subscribers.

### 5.2.1.2 Results

In Figure 7, we can see that 37%, which are less than a half of respondents having self-reflection in their bullet journal. But no one values the proactive self-reflection. These data indicated that self-reflection is indeed being disregarded among the samples. And it is a significant problem since nearly two third of the samples are not doing it. This doesn't fit with Carroll's feature set for bullet journaling, which may lead to a situation where bullet journal does not work as well as it should to improve users.

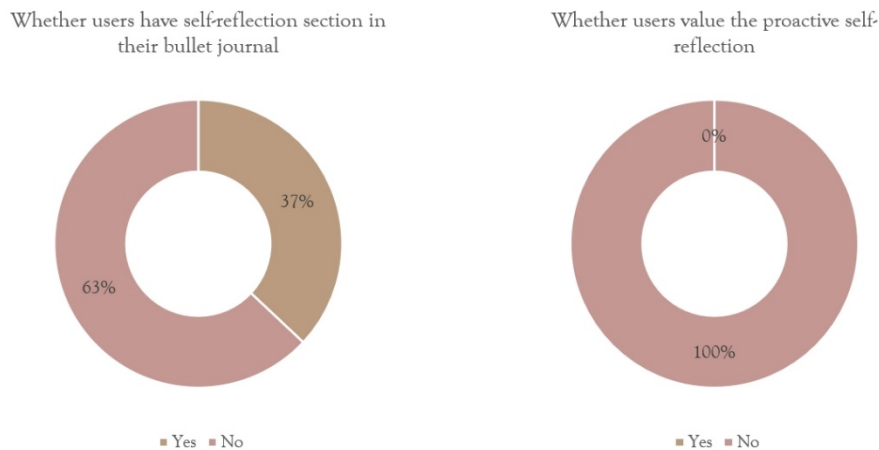


Figure 7 Results of the first set of question

The second set of question, which is shown in Figure 8, stating that bullet journaling without doing self-reflection indeed contribute less to the personal improvement since only few core subscribers

(18%) are experiencing personal improvements. On the contrary, most of the samples (85%) expecting personal improvements through bullet journaling. Since self-reflection section is dedicate to personal improvements, promoting self-reflection section when bullet journaling is a worth solving problem.

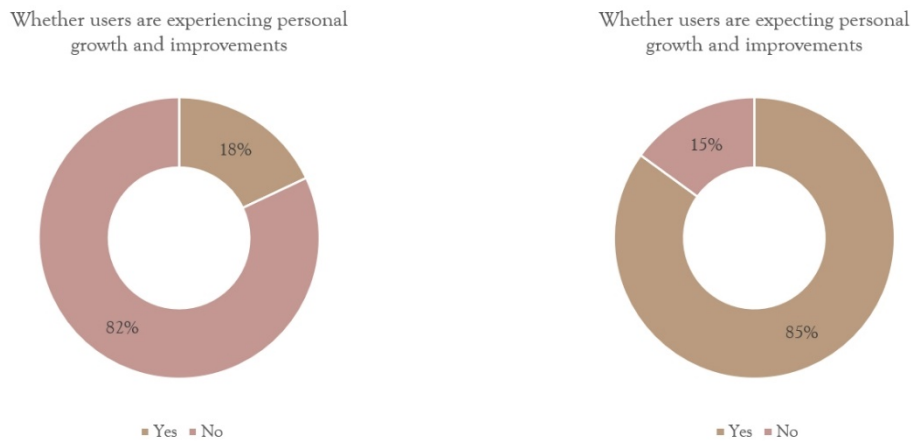


Figure 8 Results of the second set of question

The final set of the question, which is the results of an open-ended question to the samples of what factors are prevent them from doing self-reflection. It is impossible to include all the factors that may prevent core subscribers from doing self-reflection. Therefore, it makes sense to collect this information with an open-ended question. The advantages are two-leveled. One is to discover the responses that individuals give spontaneously; the other is to avoid the bias that may result from suggesting responses to individuals (Reja et al., 2003).

In the total 385 samples, 182 samples answered this question.

After analyzing and categorizing the answers (contents could be found in Appendix I) of the open-ended question, the results shows that the most popular reason of not doing so is “Lazy” (39%), followed by “Lack of energy” (14%). Then the reason of “Lack of time” and “Have no conscious of doing so” both have the percentage of 14%. “Fixed Bujo setup” and “External objective factors” are 3% and 2% respectively. In some extent, indicating most core subscribers are aware of the benefit or the importance of self-reflecting.

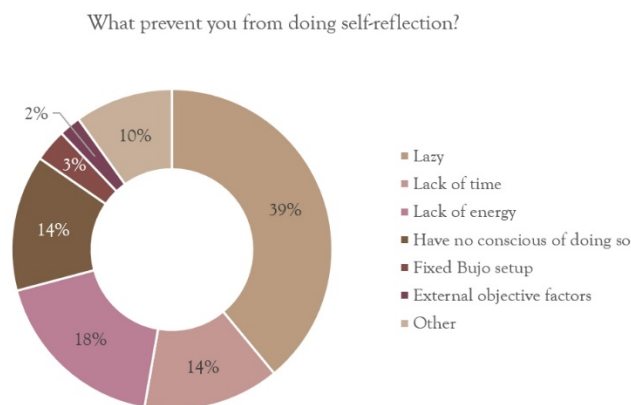


Figure 9 Results of the third set of the question

### 5.2.1.3 Conclusion & Design Question

This questionnaire received a total 385 results. And it is noticeable that the samples all subscribe my channel. Because of the channel's relative consistency in style and positioning, subscribers who follow this channel may share similarities in terms of style pursuits and setups in bullet journaling, which could cause the bias of the results. Even though the contents of my channel are covered various of the themes from creative ornaments and decorations sharing, general bullet journal method tutorials and stationeries sharing, among many other themes around the bullet journal, the bias of results is unavoidable. There might be chances that my channel attracts typically the bullet journal user who sees bullet journaling as a creative exercise, and the more reflective bullet journal user might not subscribe to the channel. These are all the downside of the non-probability sampling, where researchers have nearly no authority over selecting the sample elements, and it's purely done based on proximity and not representativeness. Nevertheless, the results of this questionnaire show clear trends, which will be elaborated as follow:

Conclusion 1. Many core subscribers do not consider active self-reflection to be an important part of their bullet journal. Conversely, they put a lot of effort into other aspects of the bullet journal such as the aesthetics of their notes. The prevalence of this neglect of reflection provoked this issue. The target user group will be finalized as my core subscribers who are not doing self-reflection regularly and intentionally in their bullet journals. This finding leads to the design question of why many core subscribers disregard the self-reflection section.

Conclusion 2. Almost one-third of target users blame not self-reflecting on laziness and another same amount of target users blame that on a lack of energy or time. Notably, they are not lazy about and have sufficient energy or time to do bullet journals regularly. But why, when it comes to self-reflection, a mere section of the bullet journaling process, they lose all the energy, time, motivation, and then, become lazy? This could be the underlying reason for the design question in Conclusion 1.

Therefore, the main design questions of this research would be, corresponding with the above two conclusions, how can we facilitate their use of bullet journaling for proactive self-reflection? And the sub design questions are, firstly, why is self-reflection important? Secondly, why, as a significant section in bullet journal, proactive self-reflection has usually been overlooked by the bullet journal users who are regularly using bullet journal? Or in another word, draws less attention than other section in bullet journal? Lastly, why do the users consider the self-reflection as an energy, time, motivation-consuming activity and therefore, become lazy?

Despite the above conclusions, it is worth stating that the samples are only representative of the subscribers who participated in this questionnaire. It can only show one of the directions of the research question.

### 5.2.2 The Significance of the Design Question

The significance of these design question and the value of solving these problems will be elaborate from the perspective of self-reflection itself and bullet journal users, which are the samples in this research. The importance of self-reflection helps us understand why design questions are notable questions, while the users show us why they are worth solving.

### 5.2.2.1 The Significance of Self-Reflection

Self-reflection is a psychological and metacognition process (Stuss, 2001). Through self-reflection, people can improve their understanding of what their personal perceptions and values are and why they think, feel, and act the way they do. Reflection gives the brain the opportunity to pause in the chaos, unpack and organize observations and experiences, consider multiple possible interpretations, and create meaning. This meaning becomes learning that can then inform future mindsets and actions (Porter, 2017).

A study (Di Stefano et al., 2014) showed that employees who spent 15 minutes reflecting on lessons learned at the end of the day performed 10% better 23 days later than those who did not. Self-reflection does bring a new perspective to the user (Paget, 2001). This perspective allows the user to take a step back and reflect. and in the process gain a perspective on what really matters. As a result, it allows users to make better decisions. Thus, setting life goals and approaches to things that are more suited to their needs and interests.

Self-reflection can help users respond more effectively. This is because we are able to make improvements more easily when, through reflection, we have a better understanding of who we are and why we perform or confront something in the way we do (Davis, n.d.). This is where we are able to respond in a more effective way to similar situations that may occur in the future.

Self-reflection can make our lives and our perceptions of ourselves more real. Because reflection, as a thought process of creating and clarifying the meaning of an experience, promotes critical thinking, which leads to a subsequent change/improvement in practice (Gross Forneris et al., 2007).

It has also been shown that self-reflection can enhance communication skills (Paget, 2001) and can also enhance personal and professional knowledge and development (Gustafsson, 2004).

Therefore, the benefit of proactive self-reflection when bullet journaling can be explained from different perspectives. Regarding goal setting, proactive reflection allows individuals to assess their progress toward goals, identify areas of improvement, and adjust their strategies accordingly. By proactively reflecting on their actions, they can align their behaviors and decisions with their desired outcomes. Actively reflecting on experiences promotes learning and growth. It helps individuals recognize patterns, understand the consequences of their actions, and gain insights that can guide future behavior and decision-making. It also enhances critical thinking skills, enabling individuals to analyze challenges, explore alternative perspectives, and develop effective solutions. By actively reflecting on previous experiences, individuals can make more informed decisions and take proactive steps toward achieving their objectives. Additionally, it allows individuals to identify and understand their emotions, triggers, and coping mechanisms. By actively reflecting on their emotional responses, individuals can develop healthier coping strategies and enhance their overall emotional well-being. In conclusion, if users don't proactively self-reflect on their logs, they may miss the opportunity to gain personal improvement. More importantly, many users actually aware of that and some tried to develop the habit of self-reflection but failed, and some not even tried. There might be some factors that hiding behind the self-reflection and impeding their success or attempt. Thus, it is worth to explore why do not some bullet journal users like to do self-reflection regularly even though they know it benefits their personal improvement, and what hampers them from developing the habit of self-reflection.

### 5.3 Design Challenge and the Criteria

The design challenge, as well as the goal of this project, according to the main research question, is to develop an artifact facilitate bullet journal users to proactively self-reflect. And with the positioning of the sub questions, the following criteria need to be met by the artifact:

1. It should be sustainable. This should not be a one-time-use artifact. Rather, through the impact of this artifact, users can learn about ways to help them engage in proactive self-reflection. The method can be used on an ongoing basis to help users achieve self-reflection in subsequent uses of the bullet journal.
2. The artifact should not demand excessive effort. Conclusions drawn from the preceding survey indicate that the respondents face constraints in terms of time and energy. An excess of workload and exertion may serve as deterrents, potentially dissuading them from actively participating in the practice of self-reflection.
3. In terms of the format, the artifact should not detach from the essence of the bullet journal and does not interrupt the flow of bullet journaling. Redundant steps and appliances may result in more implementation costs for the user. Resulting in users being more reluctant to initiate self-reflection steps. Therefore, integrating the step into the user's interaction with the bullet journal may increase the use of this artifact intervention.
4. Lastly, to motivate target users to self-reflect initially and build up self-reflection as a habit. In other words, the aim is not only to encourage individuals to engage in self-reflection initially but also to establish it as a routine or habit over time. This implies a desire to create sustained and regular patterns of introspection among the target audience, emphasizing the importance of incorporating self-reflection into their routine activities or behaviors.

### 5.4 Structure and Processes of the Thesis

This whole thesis will be divided into two parts. The first part, which is from Chapter 4 to Chapter 7, the users, self-reflection, the bullet journal method, and their relation will be investigated in order to answer the design question and discover the possible solution for the design challenge. While in the second part, which is from Chapter 8 to Chapter 13, the artifact will be developed, tested, and finalized. In this section, the structure will be elaborated.

#### 5.4.1 First Literature Review

As mentioned in the previous section, the users' attitude towards self-reflection is basically verified in the questionnaire. The reason behind their behavior was also answered by the last open-ended question in the questionnaire, which is many users blame not doing self-reflection on laziness and consider self-reflection as a time, energy, and motivation-consuming activity. However, these are rather broad. In order to encourage them to self-reflect, it is important to know the underlying reason why they feel lazy when self-reflecting and consider self-reflection as a time, energy and motivation-consuming activity. Therefore, a literature review about self-reflection is conducted first, to obtain a comprehensive understanding of what the self-reflection really is. What's more, the design challenge of this study was to help users develop the habit of self-reflection using bullet journaling. Meanwhile, self-reflection is an inner mental activity. Therefore, literature research in psychology, behavioral psychology, and neuroscience is necessary to better understand how users can be helped to develop

relevant habits. The details will be explained in Chapter 6.

#### **5.4.2 Interview**

After the first literature review, a comprehensive understanding of self-reflection would be gained. A negative influence that self-reflection might bring to users was found, which is the negative emotions evoked during self-reflecting. However, these findings were rather theoretic and did not fit in the specific context of this research. To what extent do the target users experience negative emotions during self-reflection? And whether these negative emotions discourage them from self-reflecting. And the methodology of interview was selected to find the answers to the questions above.

There were two reasons to choose the interview. Firstly, by asking questions that explore a wide range of concerns about a problem and giving interviewees the freedom to provide detailed responses, researchers can use interviews to gather data that would otherwise be very hard to capture. Given a chance to answer questions that encourage reflection and consideration, interviewees may go on at great length, generating ideas and sharing insights that would have been lost to surveys (Lazar et al., 2017, p.188). It will not be limited by the researcher's perceptions. Secondly, by using non-numerical data, interviews are exploring and describing the "quality" and "nature" of how people behave, experience, and understand (Alshenqeeti, 2014).

One article (Dörnyei, 2007) states that researchers most often collect qualitative data through interviews and questionnaires. Interviews are more convincing in eliciting narrative data. Researchers can investigate people's perspectives in greater depth (Kvale, 2003; Kvale & Brinkmann, 2009). And in doing so, obtain more realistic conclusions. The details will be explained in Chapter 7.


#### **5.4.3 Second Literature Review**

After verifying the hindrance - underlying factors - impeding user's self-reflection, found in the first literature review with users, a second literature review will be implemented. This review will focus on what are the principles and mechanisms behind laziness as an excuse. How are the 'laziness' generated, and how to eliminate them. After this process, possible solutions can be expected. The details will be explained in Chapter 8.

#### **5.4.4 Prototyping and Experiment**

A prototype is a physical or digital embodiment of critical elements of the intended design, and an iterative tool to enhance communication, enable learning, and inform decision-making at any point in the design process (Lauff et al., 2018). In this research, prototypes were made to verify if the artifact meets the design criteria. Prototyping provides users with a direct experience of what has been designed, by which to get helpful feedback of the solution. The details will be explained in Chapter 9.

Combined with the presence of prototyping, the experiment will also be adapted. The process of experimenting with the prototype will be divided into three steps: the first step, the introduce session. It is designed to introduce the prototype to the responders to help them perform the subsequent steps better and to minimize experimental errors due to misunderstandings and give the respondents a chance to ask any questions that might be unclear. This step will be conducted one-on-one through online voice. In the second step, user testing will be conducted. User testing will be conducted through unmoderated testing for a period of one month. In this process, users will test the prototype by using the prototype. In the third step, post-experimental interview. Semi-structured interviews will be



conducted to obtain usage data from the user testing to verify that the prototype fulfills the design criteria. This step will also be conducted through an online voice call. Eventually, get the final design principles and form the artifact. The details will be explained in Chapter 10.



## 6 Literature Review

Based on the results of the questionnaire in Chapter 5, it is known that the samples do have different problems and barriers in performing self-reflection. One of the most common reasons is laziness or using laziness as an excuse for avoidance of self-reflective behavior. These are negative influence that prevents users from performing self-reflection and developing the habit of self-reflection. Therefore, the literature review in this chapter will answer the question of why users think they are "lazy" when they self-reflect, thus laying the groundwork for the solutions that will be generated later on.

With the methodology of literature review, this chapter will delve into the concept of self-reflection, using the search engine of Google Scholar, and the database provided by University of Twente. Then, we also searched through the reference lists of articles of self-reflection.

References will focus on the following points: 1. It should be in the field of psychology and neuroscience; 2. Literature studies should as far as possibly generalize the operation of self-reflection to writing things down rather than just recalling the to draw relevant conclusions. This will better harmonize with the use of bullet journals for self-reflection.

It will discuss self-reflection in the following three aspects: first, which is the first section in this chapter, discusses the relationship between bullet journal and self-reflection by discussing the bullet journal method theory proposed by Ryder Carroll; second, which corresponds to the second section of this chapter, by searching the keywords of 'self-reflection', 'reflection', 'self-evaluations', 'self-awareness' and 'mental health' in the field of neuroscience and psychology, trying to find the research of the downside of the self-reflection, we are trying to find the factors that might discourage users from executing self-reflection. And those factors might be the reasons why users describe as 'laziness'; lastly, after finding the factors, which are mostly negative emotions, it fits the core subscribers more to examine how self-reflection operates or functions when viewed through the lenses of neuroscience and psychology, to find the potential issues that might cause "laziness" and how self-reflection impacts on human brain and shape their personal improvements by searching the keywords of 'negative emotions', 'negative implications', 'brain functions' and 'procrastination'. They will be elaborated in the third section of this chapter. By doing this thorough inspection on self-reflection, the negative impact, and the side effect that self-reflection beings to users are expected to be revealed, which will answer the question of why users are too 'lazy' to do self-reflection.

### 6.1 Bullet Journal - Self-Reflection Relation

This section is to discuss the relationship between bullet journal and self-reflection. By focusing on the relationship, and using the theory created by Carroll, the statues of self-reflection in the bullet journal will be established. And the type of self-reflection will be clarified.

According to Carroll (2018), the process of using a bullet journal is a self-reflection process but rather a passive one, because users mostly look into superficial factors such as progress, result, and plans. In order to help users to look at personal reasoning and motivation behind each of their decision and progress to achieve better planning or personal growth, proactive self-reflection, which is similar to many other researchers' opinions about ordinary self-reflection, is introduced into the bullet journal.

Nevertheless, based on an investigation mentioned in the initial framing, such intentional and

proactive self-reflection has usually been overlooked. That investigation also indicated that all participants who regularly self-reflect would reflect with their own methods, and they love to create their own. While the users who don't self-reflect, they give up after trying out a few methods including their own ones. This result suggests that the reflection method itself is probably not the motivation of self-reflection, which means research on methods may not bring a significant change to this issue.

Additionally, unlike bullet journaling as passive self-reflection, proactive self-reflection is more aligned with the general idea of self-reflection, in other words, Carroll's proactive can be seen as a form of general self-reflection. Therefore, it is important to look beyond the diversified methods to the essence of self-reflection in order to find fundamental factors that prevent users from doing self-reflection.

## 6.2 Factors That Might Discourage Self-reflection

When people focus on past experiences, they usually do so from a self-immersion or self-centered perspective in which self-relevant events and emotions are experienced in the first person (Nigro & Neisser, 1983). When events are occurring in real time and people are working through past experiences, a self-immersion perspective may direct people to selectively focus on specific features of their experiences (e.g., specific events and chains of emotions felt), causing them to "relive" those experiences and increasing their negative arousal (McIsaac & Eich, 2004a; Robinson & Swanson, 1993a). Therefore, even though self-reflection itself is something that makes people healthier, negative arousal could occur when users perform self-reflection (Gupta, 2023). It contains four levels. First, rumination, which means that user will be experiencing excessive and repetitive stressful or negative thoughts. Rumination is often obsessive and interferes with other types of mental activity. Second, self-judgment, users tend to constantly judge themselves and often find things that they are lacking. Third, negative self-talk. It allows the voice inside the head to discourage people from doing things they want to do. Finally, self-criticism. People would constantly criticize the actions and decisions they made during the self-reflection. These unhealthy thoughts in the reflection process may make users resist and be negative in the process. Thus, they are not able to persist in self-reflection.

What is more, users mostly experienced the following three themes when experiencing self-reflection: surprise, failure, and frustration (Bailey & Rehman, 2022).

### 1. Surprise

People are often surprised when they engage in self-reflection. This is because self-reflection often reveals aspects of themselves that they were not previously aware of. According to the theory of self-awareness (Duval & Wicklund, 1972). Self-reflection involves a person becoming aware of their internal states, attitudes, and behaviors. These aspects may be inconsistent with their conception of themselves. This can lead to users being surprised by their own mistakes, errors, and errors in judgment, and thinking that they are "better than this".

There are also studies that show that people tend to think positively about themselves (Colvin et al., 1995). The study shows that there are negative short-term and long-term consequences for individuals who self-enhance, which means think positively about themselves. This makes it difficult for people to accurately reflect on their own shortcomings and weaknesses. And accurate appraisals of self and of the social environment may be essential elements of mental health. When people self-reflect on their negative qualities and behaviors, it may likewise lead to the emergence of surprising emotions.

## 2. Failure

Self-reflection can reveal aspects of oneself that are perceived as shortcomings or failures and can highlight differences between the ideal self and the actual self, where people may feel defeated, leading to feelings of dissatisfaction or low self-esteem (Higgins, 1987).

In addition, the way people engage in self-reflection can affect the failure they are able to perceive. A study (Pyszczynski & Greenberg, 1987) found that people who engage in self-reflection with a negative mindset, such as focusing on past failures, were more likely to experience negative emotions and feelings of failure.

Reflection on failure can go some way toward preventing users from making similar mistakes, because such mistakes "provide raw evidence of what we should not do in the future," the respondent in their experiment, a project manager, said, "It's painful." This leads us to the third theme: frustration.

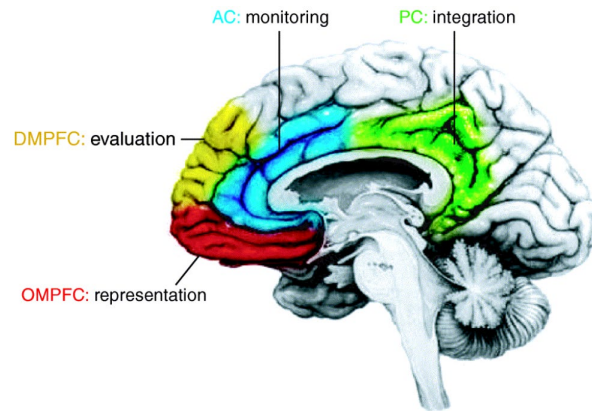
## 3. Frustration

When we encounter things in our lives that are not as good as we would like, our emotions naturally become frustrated. And self-reflection can bring back previously repressed negative emotions and experiences (Frijda, 1986). These negative emotions can lead to sadness and depression. In addition, a person may also become frustrated if they find that their self-reflection does not lead to any positive changes in their behavior patterns or in the environment they are in in a timely manner. (This is why it is necessary for users to develop a long-term habit of self-reflection in order for them to feel the improvements that it can bring about.) But by putting this frustration through a reflective process, it will become an opportunity to take stock and grow for the individual.

Many experiments of continuous improvement through self-reflection have one thing in common: a fixed high frequency. These experiments often require subjects to self-reflect weekly, or even daily (Fullana et al., 2014). Carroll also suggests that users reflect daily, even twice a day (Carroll, 2018). These studies suggest that high-frequency and regular self-reflection will be more effective and beneficial than low-frequency and irregular self-reflection. However, not all users can combat these negative emotions until they achieve visible changes through the process of reflection.

### 6.3 How Are Negative Emotions Created

Combined with results in the previous section, self-reflection will bring various uncomfortable emotions to users, such as sadness, discomfort, tension, and self-blame. A study (Northoff & Bermpohl, 2004) suggests that, from a physiological perspective, this may be due to an area of the brain that is activated during self-reflection by the user. This area is called Cortical Midline Structures (CMS).



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Figure 10 Processing of self-referential stimuli in the cortical midline structures (CMS)

CMS is also associated with consciousness and the default mode network (DMN). The DMN is a network of areas of the brain. It is involved in a number of self-referential processes, including reflection, mental time travel, and autobiographical memory retrieval. Therefore, when we do not focus on the external environment, i.e., when the user is self-reflecting and turning his attention to himself and his internal processes, the DMN will be activated as well. This activation may result in the user experiencing negative emotions such as sadness, anxiety, or even pain (Berman et al., 2011; Hamilton et al., 2015; Zhu et al., 2012).

One possible explanation is that when people engage in self-reflection, their behavior can activate cognitive dissonance, a state of mental discomfort that arises because the person holds conflicting beliefs or values. When people engage in self-reflection and think deeply about what they have done and where they are at the moment, there is a high probability that they will become aware of the discrepancy between their assumptions, expectations, and the actual situation. This can lead to cognitive dissonance and consequently to negative emotions (Festinger, 1962).

Self-reflection can also be emotionally challenging. This is because the process may require people to grapple with things they have avoided or denied, such as their weaknesses, mistakes, and failures. This process is difficult and uncomfortable. People will keep avoiding the self-reflection part. Reflection then becomes a procrastination behavior.

According to a study (Milgram et al., 1988), after thinking about something that will bring negative emotions to them, people will have irritability to some extent. The result is that the person will avoid doing the unpleasant thing. If it has to be done, the person will try to do it at the last minute. This leads to the development of procrastination.

One of the causes of procrastination is called perceived incompetence. These individuals believe they lack the skills and abilities needed to successfully complete tasks. This perception can create greater anxiety or fear of failure. They are afraid of failure, of not meeting the expectations set by themselves or by society. This can lead individuals to procrastinate to avoid the possibility of failure. Perceived incompetence tends to have a situational-specific effect on motivation. This means that it can only affect motivation and performance for a specific task or situation (Steel, 2007). In self-reflection, this is reflected in the user's perception that he or she does not have the skills to effectively conduct self-reflection, thus repeatedly delaying the process of reflection. The main reason for this perception is

that users are too quick to demand the effectiveness of self-reflection. As we know from the view of Carroll, effective reflection requires users to conduct a long-term, fixed, and high-frequency habit. The requirement for the effectiveness of reflection too quickly will result in users focusing too much on the effect after a few reflections. When users find that there is very little effect, they question their reflection skills, which leads to a perceived incompetence of the reflection session.

Another factor strongly associated with procrastination is low self-esteem. Studies show that people with low self-esteem are more likely to procrastinate. They doubt their abilities, leading to task avoidance and a tendency to postpone tasks. Several studies have found a relationship between procrastination and self-esteem. For example, a study (Ferrari et al., 1995) found that low self-esteem was positively associated with academic procrastination among college students. They tended to use procrastination as a coping strategy to protect their fragile self-esteem. This was supported by another study (Blunt & Pychyl, 2000) that found that individuals with low self-esteem were more likely to use procrastination as a way of avoiding negative emotions. One of the reasons people avoid self-reflection is because they are afraid of facing negative emotions caused by the large discrepancy between what they expect and what they actually are. Therefore, in order to avoid dealing with negative emotions, although some people have decided to engage in self-reflection, they delay the process until it becomes necessary to do so. Thus, by not engaging in reflection, users do not have to confront these issues again. In this way, users can avoid the damage that reflection can do to their fragile self-esteem.

Although both perceived incompetence and low self-esteem can lead to procrastination, they have different effects on motivation and performance. Perceived incompetence tends to have a context-specific impact on motivation that is task-specific. It can lead to a fear of failure. Low self-esteem, on the other hand, can have a more pervasive and lasting effect on motivation, as individuals may feel that they are not capable of succeeding or that their efforts are unlikely to bring about change (Sirois & Tosti, 2012). This pervasive effect may produce feelings of despair or lack of motivation.

Procrastination is divided into decision procrastination and behavioral procrastination (Klingsieck, 2013). In the matter of self-reflection, decision procrastination is reflected in whether or not a person decides to engage in a self-reflection process during their interaction with the bullet journal. Whether or not they have previously engaged in a reflective process, they always need to decide whether or not they want to engage in reflection in the future. The discomfort that comes with the decision process can cause them to continually delay completing the process. Behavior procrastination, on the other hand, occurs when a person has decided that they will engage in a self-reflection in the process of interacting with the bullet journal. However, as mentioned earlier, the negative emotions that may come with this session can cause them to postpone the session of self-reflection, thus causing procrastination.

The essence of either type of procrastination is that the person is avoiding confronting the uncomfortable negative emotions head-on. Even if they had the ability, time, and resources to complete self-reflection, they would not undertake this action in a timely manner.

#### **6.4 Conclusion**

According to Carroll, bullet journaling is "best described as a mindfulness practice disguised as a productivity system." The goal of a bullet journal is to give users a place to explore what they need to

be doing and why. As such, a bullet journal can enhance productivity, increase mindfulness, and help them achieve their goals. More importantly, the process might even help them establish new goals and values that they might not have discovered otherwise. Carroll indicates reflection is the most significant characteristic and one of the key functions of the bullet journal. However, some users are failed to develop the habit of proactive self-reflection through bullet journal. Based on the literature review, we can find that self-reflection and self-evaluation can cause their self-judgement among other negative emotions. And these kinds of emotions evoked from self-reflection might be the latent and critical factor that discourages users who are active and willing to do self-reflection but somehow give up. What users describe as "laziness" and "lack of time and energy", may be due to the varying degrees of negativity evoked in them during the reflection process. Through the study of the changes produced in the brain during self-reflection, the reasons why negative emotions prevent self-reflection were obtained. Therefore, the subsequent research direction of this project could be to try to help users develop self-reflective behavior by intervening in the negative emotions generated during self-reflection. Nevertheless, this negative emotion theory is merely an assumption, thus it will be testified and discussed with users through an interview in the next chapter.

## 6.5 Discussion

Self-reflection can be considered a metacognitive function (Stuss, 2001). During self-reflection and recall, stimuli with greater emotional salience tend to be recalled more readily (CAHILL, 1997; Maddock et al., 2001; Maddock & Buonocore, 1997). This may explain the negative emotions that are more readily experienced when users engage in self-reflection. Personal memories often have a distinct emotional tone, and it may be difficult to distinguish the retrieval of content from the accompanying emotional tone (Johnson, 2002). The inability to be sufficiently objective in self-reflection may also contribute to the negative emotions experienced by users during self-reflection.

The benefits of self-reflection were continually emphasized during the process of conducting the literature review. Much of the literature confirms the benefits and outcomes of self-reflection (Desrochers et al., 2019; Grant et al., 2002; Gun, 2011; Lew & Schmidt, 2011). However, the emergence of negative emotions during this process has also been introduced by much of the literature (McIsaac & Eich, 2004a; Robinson & Swanson, 1993a). These negative emotions contribute to people's lack of motivation to live and work, as well as having an impact on their relationships. These two findings are to some extent contradictory. If self-reflection can help people to improve their lives, productivity and well-being, are the negative emotions that arise during this process also one of the steps that can help them to progress? Can appropriate negative emotions themselves motivate and help people to achieve faster and better self-improvement? These two questions also deserve to be explored and researched. However, it has also been noted in the literature (McIsaac & Eich, 2004b; Nolen-Hoeksema, 1991; Robinson & Swanson, 1993b; Teasdale, 1988) that negative emotions generated in self-reflection are generally the result of inappropriate implantation and operationalization. Therefore, studying the behavioral patterns of users and establishing a correct and scientific implantation method for self-reflection also deserves to be studied in the future.

## 7 Interview for Negative Emotion Verifying

In this chapter, a qualitative interview was conducted, the goal of this interview is to verify the negative emotions that emerged in self-reflection. If the negative emotions as a meaningful factor discouraging self-reflection are verified to be true, it is also important to understand what they feel about these feelings, and how these feelings impact their self-reflecting. After a comprehensive understanding of how self-reflection influences the target group, ways of encouraging self-reflection can be inspired. In addition, the interview method will be introduced and the reason for choosing this method will be explained.

### 7.1 Methodology

Typically, interviews are qualitative research. This user interview is semi-structured, which means based on the pre-defined interview questions, additional questions were allowed to be added on to obtain additional useful information based on the user's responses. Through user interviews, the researcher is able to dig deeper into the information because the researcher is able to ask secondary questions in response to the interviewer's answers.

In this interview, qualitative and quantitative questions were set at the same time (Table 3). Among them, qualitative questions will be designed to explore the abstract concepts that cannot be quantified, such as users' attitudes, behaviors, experiences, and understandings. Quantitative questions (i.e., questions that require users to grade) are designed to be used for users' self-evaluation and scoring. And the same quantitative questions will be referred to again in the interviews in Chapter 9. The advantage of using quantitative questions is that in the case of repeated questioning of the same users, their subjective quantitative indicators for the same question can be obtained, thus facilitating later research and comparison.

Since the goal of this interview is to verify the negative emotions that emerged in self-reflection, the first sub research question starts with the exploration of user's habit of self-reflection (Table 3), which the behavioral habits of the sample with respect to self-reflection can be derived here, and also to help the researcher to investigate why users neglect the active personal reflection session. Then continue with their attitude towards self-reflection, finally end up with the sub research questions of negative emotions verification and whether the negative emotions do prevent them from doing self-reflection. By asking them questions about their attitudes towards personal reflection, and again whether the process is characterized by negative emotions, among other question goals, to help the researcher answer the question of why they are 'lazy' to engage in self-reflection.

The third of these interview questions was set up as a 0-10 scale question to explore users' ratings of their own reflective initiative. This question will be asked again after the user testing in Chapter 9 and analyzed by comparing the responses to the same question twice. Thus, the effect of this prototype on enhancing the willingness to reflect will be derived. Starting from 0, the user is allowed to give an answer of "totally disagree".

When Likert presented his test methodology, he stated that a high number of scale points is better ( $7 > 5$ ): giving the user more choices mean giving the user more room to think (Likert, 1932). Follow-up studies also indicated that questionnaires with a 9 or 11-point scale provided better results for



exploratory analyses compared to questionnaires with a 5 or 7-point scale (Tarka, 2016). In a study (Leung, 2011), 1217 Chinese students were surveyed using Likert scales with the same content but different response levels (4, 5, 6, and 11 points, respectively) and found that the 6-point and 11-point scales followed a normal distribution. In contrast, the 4-point and 5-point scales showed skewed distribution. This means that the finer the grade distinction of the scale, the closer it is to a normal distribution, the better the data performance. In particular, the 11-point scale data had the smallest kurtosis and was the scale closest to a normal distribution.

Table 3 The Question purpose and corresponding interview questions

Sub research question	Interview questions
What are the users' habits of self-reflection?	1. Do you usually do a reflection?
	2. Can you stick to the reflection frequency you set for yourself? If not, why is that?
	3. On the scale of 0-10, rate your reflection willingness.
What is the users' attitude towards self-reflection?	4. Do you enjoy the process of reflection? Why?
	5. What do you think is the greatest difficulty you have encountered in reflection?
Is it true that the negative emotions occur during the self-reflection? If so, would the negative emotions prevent users from self-reflecting?	6. Do you think reflection would make you feel negative? Why?
	7. How would you describe the negative emotions you experience in the process of self-reflection?
	8. If so, do you think the negative emotions affect your next reflection?
	9. Does this negativity prevent you from engaging in self-reflection?

## 7.2 Sample Description

Among the 327 target users who expect personal improvements (Figure 8), the participants who tried self-reflection but recently failed to insist, and also, those who knows self-reflection and willing to try it, were chosen. The reason for this is that they probably know the benefit of self-reflection since they showed interest in the first place. In addition, they are expecting personal improvement through bullet journal activities. It is meaningful to help them start self-reflecting (again). In the end, there were 23 target users signed up for the interview. In addition, since these 23 target users will be recalled in the following user research sessions, they will be referred to as FTUG (Final Target User Group).

## 7.3 Workflows

After determining that all 23 samples would participate in the interview, the researcher set up an interview time with each sample. The process of determining the interview time was realized through an online collaborative form. The online form provided a two-week timeframe and labeled the interviews to last around half an hour. The samples filled in their availability in the online form, and upon completion, the researcher and the samples confirmed the time of the interview at a later time with no advance preparation required. Due to geographical and distance factors, the interviews were



conducted online using voice call.

At the beginning of the interviews, the researcher asked the samples if it was possible to record the interviews. 23 of the samples allowed the recording. The researcher also expressed to the samples their right to refuse to answer any uncomfortable questions during the interview. Lastly, the 23 samples reported no such issues during the interviews.

After all the interview questions had been asked, the researcher informed the samples that there were still relevant experimental projects to follow and asked them if they would be interested in continuing to participate. All 23 samples showed their willingness to continue to participate in the experiment.

After obtaining the audio recordings of the interview data, the researcher put the recordings through transcription software to extract the textual content of the interviews. The textual content of the answers to the questions were analyzed, coded, and summarized. Details are shown in Appendix II - Contents of Interview for Negative Emotion Verifying and Appendix III - Analysis of the Interview for Negative Emotion Verifying.

#### 7.4 Conclusions

**Conclusion 1. 21 of the respondents did self-reflection before. And 11 of the respondents can stick to the self-reflection.**

All respondents gave the positive answer when they were asked if they ever did self-reflection. However, not all of them write the contents of self-reflection down. There are respondents who only self-reflect in their mind instead of writing them down, which counts as self-reflection. However, there are two respondents who 'only looking back', which does not count as self-reflection since there are not self-reflective behavior.

**Conclusion 2. The attitude among the respondents of the self-reflection are around objective facts and task oriented.**

Most of the respondents' reflections consisted of objective facts such as task completion, daily spending, goal reflections, and work completion. They rarely analyze in depth the causes of the above objective facts, good or bad. Few would analyze and reflect on their own internal states and emotions. In the cases where reflection is possible, most respondents do not reflect on their emotions. Rather, the most common situation is "reflection is done when there is a task".

**Conclusion 3. The majority of users said that they had or still have negative emotions during the reflection process. And among them, nearly half of the users think that negative emotions may affect their next reflections.**

In response to the question of whether reflection generates stress and negative emotions, respondents responded in varying degrees of affirmation. Respondents have different description of the negative emotions, such as 'anxious and beat me up' (RSP 1), 'denying myself' (RSP 3) 'remorse and guilty' (RSP 4, RSP 22), 'frustrated and defeated' (RSP 17), and 'think less of herself' (RSP 8). Responders attributed their negative emotions to the fact that they realized aspects of not being good enough, not being efficient enough, not being successful enough, etc., during their reflective process, RSP 5 and RSP 19 responded positively to the emergence of self-doubt and depression during the reflection

process.

And among them, nearly half of the users think that negative emotions may affect their next reflections. RSP 6 indicated that "I always feel like I didn't do a good job", so "it's difficult to reflect on it every time", while RSP 10 indicated that "if I didn't do something last week, I'm not very willing to reflect on it". RSP 18 stated that "negative emotions are likely to influence my next reflection" and RSP 22 stated that "before each reflection, I feel that I have to face my disadvantages again".

Most of these negative emotions are caused by users checking their trackers and realizing that they are not accomplishing the tasks they set out to do. This may lead to negative emotions such as self-blame, anxiety, and guilt, and these negative emotions may affect their ability to continue self-reflection. RSP 1 indicated that she "gradually became too lazy to do self-reflection from the beginning of regular reflection". RSP 3 said she would only do self-reflection on things that were big and important. Because of her negative emotions, she does not "reflect easily". Both RSP 2 and RSP 5 indicated that they would "avoid immediate reflection" and "hold off until they had to".

**Conclusion 4. Users are aware that they may be more open to reflection in the absence of negative emotions.**

What really prevents users from reflection is their own perception of the value of reflection and their drive to reflect. Respondents expressed reluctance in the face of self-reflection. This is most likely due to the respondents' reluctance to experience negative emotions during the reflection process. Thus, they resist and delay the interactive part of conducting reflection.

As RSP1 stated, "it makes me feel like I'm doing something good with my life and it's fulfilling.". While RSP 5 indicated that "I am more open to reflection when I am particularly well documented". RSP 3 indicates that reflection is more enjoyable "when there is a goal that interests them". This is a struggle against the negative emotions associated with reflection. A fulfilling tracker gives them a sense of accomplishment, which in turn counteracts some of the negativity and makes them happy to reflect.

The negative emotions brought by the reflection session to the users blocked their enthusiasm for it. It makes them not have the courage to face their past and reflect on their mistakes and behaviors. What's more, reflection requires a long period of persistence to see results, and short periods of reflective behavior have little effect. Therefore, on the surface, users are inert to reflect. This inertia will be called "lazy" by users.

By helping users alleviate the negative emotions caused by reflection, it helps them enhance their drive to reflect, which in turn helps them form the habit of regular reflection in order to achieve the goal of improving their personal abilities and proficiency through bullet journal.

According to the result, 18 out of 23 participants considers the negative emotions do emerge during self-reflection, verifying the hypothesis for, only, the target group. However, reflective users in this interview do not offer any effective method that could help to overcome negative emotions, most of them don't know how they did that and some of them credit this ability to their personality. As a result, instead of diving into personality and making this research more complex and non-controllable. It is wise to back to the negative emotion itself and investigate how to mitigate or avoid negative emotions in the next step.

## 7.5 Discussion

The qualitative interview brings flexibility and depth. However, it might also bring inaccuracies in the result. When interviewing, respondents were asked if they have negative emotions when they self-reflect. This is a rather abstract question. They have to reminisce about their feeling during self-reflection in their mind, which might be different from the real mental condition when self-reflecting. Additionally, respondents might consider other factors as negative emotions, or even worse, blame other factors for the “imagined negative emotions” subliminally. In other words, in this case, the researcher couldn't tell if their alleged negative emotions were indeed negative emotions.

Fortuitously, a proportion of the study's respondents, specifically 11 out of the total 23, demonstrated a commendable level of empathy and recognition in response to the elucidation of negative emotions potentially arising during the process of self-reflection. This noteworthy observation lends substantial credibility to the hypothesis of the emergence of negativity in the reflection process, under consideration, rendering the chosen design and inquiry worthwhile for further exploration. The evident resonance of respondents with the concept of negative emotions in the context of self-reflection not only validates the relevance of the research question but also encourages a more comprehensive investigation, affirming the merit of the chosen research design.

In this process, some respondents also expressed the view that "I am happy to self-reflect as long as the task is completed well." Therefore, helping users to deal with negative emotions by helping them to better accomplish their set goals could be one of the directions for future research. Interestingly, self-reflection itself, as a tool to better assist users in accomplishing their set goals, may need to be implemented on the basis of users accomplishing their set goals. Thus, breaking this cycle will also require relevant future research.

## 8 The Second Literature Review & Direction Selecting

In the previous paper, the literature review and interview research led to the conclusion that negative emotions are generated during the process of self-reflection by users using bullet journal. Therefore, in order to fulfill the design challenge, which is to develop an artifact facilitate bullet journal users to proactively self-reflect, a new round of literature review was executed with a view to getting information, directions and methods to eliminate or mitigate negative emotions. It will focus on the intervention and the reduction of the negative emotions arouse during the self-reflection section in the usage of bullet journal, using the search engine of Google Scholar, and the database provided by University of Twente. Then, we also searched through the reference lists of articles and journals of the related topics. The literature search used the following keywords, 'self-reflection', 'negative emotion', 'negative emotion adjustment', 'negative emotion regulating', 'mindfulness practice'. Then, the research also was executed through the reference lists. References will focus on the following aspects: 1. This is because this study aims to help users alleviate the negative emotions associated with self-reflection so that they can develop the habit of self-reflection. Therefore, literature in the fields of psychology, neuroscience and behavior change remain the main source of reference. 2. Studies in the literature need to be able to ensure that the effects of interventions can indeed be observed for a certain period of time, with a certain number of samples, during a certain period of the study.

Once negative emotions are generated, users need to find healthy outlets to eliminate and deal with these negative emotions (Scott, 2022). The article suggests that regular exercise can provide an emotional lift and an outlet for negative emotions (Hu et al., 2020). And meditation also can help users find some inner space to work with, so the negative emotions don't feel overwhelming (Hirano & Yukawa, 2013). One study (LEE & BEATTIE, 2000) suggests that talking about negative emotional experiences can be beneficial for your health in several ways. One of the main theories presented is the inhibition model, which suggests that suppressing emotions can lead to physical and mental health problems. By talking about negative emotional experiences, individuals can release pent-up emotions and reduce the negative impact of inhibition on their health. This study (LEE & BEATTIE, 2000) has shown that individuals who engage in emotional disclosure through writing or speaking have reported feeling better about themselves and their topic, suggesting a therapeutic effect. Furthermore, beneficial health effects have been observed among individuals who wrote about particularly traumatic experiences, with those who disclosed more severe traumas reporting fewer physical symptoms at the two-month follow-up. Whether it is through verbal output or the use of written records, it is categorized as "talking". Verbal output can be executed with the method of talking to a friend or a therapist. And by written records, the form of diary and journals are listed. In the first study on expressive writing (Pennebaker & Beall, 1986), college students wrote for 15 minutes on 4 consecutive days about 'the most traumatic or upsetting experiences' of their entire lives, while controls wrote about superficial topics (such as their room or their shoes). Participants who wrote about their deepest thoughts and feelings reported significant benefits in both objectively assessed and self-reported physical health 4 months later, with less frequent visits to the health center and a trend towards fewer days out of role owing to illness (Baikie & Wilhelm, 2005a).

As a result, four common effective directions: physical activities, talking to a friend or a therapist, expressive writing and mindfulness meditation, of mitigating negative emotions were found. These

four directions will be elaborated down below. Since the final artifact must be aligned with the design challenge in the initial framing, these possible directions will be compared regarding the design criteria. At the end of this section, the most suitable direction will be selected.

### **8.1 Physical Activities**

The article (Salmon, 2001) shows that physical activities have influences on mental health (anxiety, depression, and sensitivity to stress). Studies have shown that physical activities increase the body's production of endorphins. Endorphins are chemicals that promote feelings of inner pleasure and reduce pain. It is a natural tranquilizer that can reduce feelings of anxiety and stress. Physical activity also increases the body's production of serotonin. Serotonin is a neurotransmitter that regulates mood, appetite, and sleep. Low levels of it are associated with the production of depression and anxiety.

The article (Salmon, 2001) argues that different types of physical activities have different levels of impact on mental health. Aerobic exercise, such as running, cycling, and swimming, was found to have a greater positive impact on mental state than resistance training, such as weightlifting. Aerobic exercise is very effective in reducing negative emotions such as anxiety and depression. And the duration and intensity of exercise are critical. Salmon recommends at least 30 minutes of moderate-intensity exercise per day, five days a week, as an effective frequency for optimal mental health benefits.

### **8.2 Talking to a Trusted Friend or a Therapist**

Talking to a trusted friend or a therapist can help reduce stress by providing individuals with the opportunity to express and process their emotions. Talking therapies (such as cognitive behavioral therapy and interpersonal therapy) are effective in reducing stress and improving mental health outcomes. For example, a meta-analysis (Cuijpers et al., 2016) found that cognitive behavioral therapy (CBT) was effective in reducing depression and anxiety symptoms, with effect sizes ranging from moderate to large. Similarly, a study (Werner-Seidler et al., 2017) also found that providing emotional support to others was associated with reduced stress and improved mental health outcomes in a sample of adults (younger adults (16–34 years), middle-aged adults (35–54 years), and older adults (55+ years)).

### **8.3 Expressive Writing**

Expressive writing is a technique that involves writing about a person's deepest thoughts and feelings related to a specific event or experience. It is believed to have a positive impact on emotional and physical health (Baikie & Wilhelm, 2005). It requires people who do expressive writing process continuously write down the thoughts that they are thinking in a specified period of time. The writing cannot be stopped until the timer goes off. Its content can be poorly organized and illogical. Nor does the layout need to be regular and beautiful. This is because the purpose of expressive writing is not to produce a beautiful piece. But it does require that the content written by the user must be honest and open.

Research shows that expressive writing can improve mood and physical health, strengthen the body's immune system, and boost immunity (Petrie et al., 2004). It can also improve sleep quality and reduce psychological stress (Harvey & Farrell, 2010). Expressive writing can be an effective stress relief and healing tool for people experiencing a range of mental health issues such as negative emotions, or depressive moods. Because the very act of translating one's thoughts and feelings into words can be

therapeutic. It can increase insight into life and self-awareness, improve cognitive processing, and reduce the regurgitation aspect of self-awareness (Baikie & Wilhelm, 2005).

Not everyone needs to do this, but sharing the content of one's expressive writing with others can increase feelings of connection and social support. Expressive writing can be a valuable tool for increasing resilience and coping skills in the face of stress and adversity.

#### **8.4 Mindfulness Meditation**

Mindfulness meditation, also known as immersion meditation or open monitoring meditation, is a form of meditation that is 'focused on the present moment'. It requires the user to be conscious of his or her own awareness in the present moment. It is also often referred to as "Vipassana meditation".

The core purpose of meditation is to bring the mind and body back to the "here and now". Whether it is the user's negative emotions caused by the reflection itself, or the remorse and anguish of finding out that they have not performed as well as they should have in the past. All of these situations are annoying because of their 'past selves'. Meditation does the opposite, emphasizing 'perceiving the self in the present moment'. And it has been found to have a range of mental and physical health benefits. According to a review (Goyal et al., 2014), meditation can help reduce symptoms of anxiety, depression, and stress, improve mood, and increase feelings of well-being. Other research has shown that meditation was associated with a small, but statistically significant decrease in blood pressure in a normotensive population (Steinhubl et al., 2015). Meditation also enhances the ability to regulate concentration. The practice of meditation leads to changes in the function and structure of the brain. Regular meditation will make this change last (Lutz et al., 2008).

Several studies have examined the neural and physiological mechanisms underlying mindfulness meditation. Research using functional neuroimaging techniques such as functional magnetic resonance imaging (fMRI) has found that mindfulness meditation is associated with increased activity in brain regions involved in attentional control and emotional regulation, including the prefrontal cortex and anterior cingulate cortex (Tang et al., 2015; Zeidan et al., 2011). Mindfulness meditation has also been shown to reduce activity in the amygdala, a brain region associated with fear and anxiety (Hölzel et al., 2011). Therefore, performing positive thinking meditation can be effective in reducing negative emotions.

#### **8.5 Direction Selecting**

The above four directions have a common feature, which is they are all executed after the user finish the session of self-reflecting to reduce the negative emotions. Here, we define the session that follows personal reflection a 'detoxication session'.

The first direction, physical activity. Although physical activity has been proven to be effective in dealing with negative emotions, placing it as a detoxication session after the user has used the bullet journal interrupts the user's experience of using the bullet journal and disrupts the flow of using the bullet journal. This does not meet the criterion of "not detoxifying from the nature of the bullet journal" mentioned in 5.3. In addition, physical activity may involve a change of clothing (from work or home clothes to sportswear), a change of location (from indoor to outdoor), the purchase of sports equipment and other factors. This increases the user's execution cost to a certain extent. It also does

not meet the criterion of "The artifact should not demand excessive effort".

Second, the direction of talking to a trusted friend or a therapist is similar with physical activities. When it comes to talking to a trusted friend, Users get stuck in a relatively passive way of communicating because there is no guarantee that every time a negative emotion arises due to self-reflection, the user will be able to find a friend who has the time and energy to talk. We cannot assume that there is always at least one friend who is always available for the user. And when it comes to talking to a therapist, it will cost more money and energy on finding a therapist that is compatible with the user. Even so, it will take more time to start to trust a therapist, let alone to talk freely. What's more, talking to either a trusted friend or a therapist could be an interruption of the bullet journal working flow. It's not practical to find a friend or a therapist every time when experience negative emotions during bullet journalling.

The direction of expressive writing, on the other hand, does not ask too much time and financial effort when bullet journalling. It does not involve a change of location. Nor does it require more stationery items. This small additional section can be spontaneously conducted after daily logging, meaning that the flow and habit of bullet journalling will not be changed significantly. And just like bullet journalling, expressive writing requires only a notebook and a pen. Additionally, expressive writing itself is also a self-reflection process, which aligned with the bullet journal perfectly. Plus, using it provides users with a sustainable way to reduce negative emotions. Once users are familiar with this method, they can use it in their bullet journal at a small cost.

Similarly, meditation could also be done after daily logging without the location shifting, minimizing the interruption to the journal flow and habit and will not bring any changes to the bullet journal workflow, which meet the design criteria. The effects of meditation can be achieved by recording relevant data in the bullet journal (Figure 11), such as the meditation duration, meditation state, breathing state, etc., to gradually develop your meditation skills and achieve better results. Therefore, the format of bullet journal and meditation also fit very well.

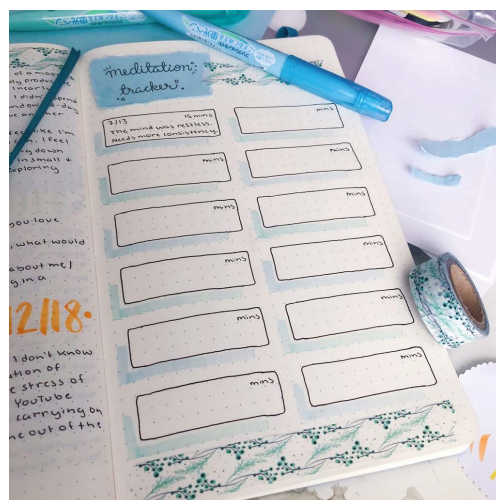


Figure 11 Meditation tracker in bullet journal ([https://aminoapps.com/c/bullet-journal/page/blog/meditation-tracker/N4Q0\\_6BKuMuWGVxvZL7L40a6xMm6YM6Lzgn](https://aminoapps.com/c/bullet-journal/page/blog/meditation-tracker/N4Q0_6BKuMuWGVxvZL7L40a6xMm6YM6Lzgn))

As a result of the research and comparisons above, expressive writing and meditation were more in line with the design criteria for this program's rubric. They do not involve a change of location, or a

more monetary commitment. They can blend well with the bullet journal format and do not interrupt the normal flow of bullet journal use. However, they are quite different in the perspective of implementation, energy consumption, and users' preferences. Thus, it is unreasonable to choose the final solution just based on this academic information. In order to address this and find the most suitable direction, another questionnaire section was implemented. In this session, users' preferences for intervention methods were collected.

### **8.5.1 Preferences Collecting**

#### **8.5.1.1 Research Question and Methodology**

The research question of this session is to understand whether the FTUG, the group actively attending the research, prefers expressive writing or meditation so that a further artifact could be designed based on the result. In order to get the data efficiently at the same time, the methodology of online questionnaire was used. The link of the questionnaire was published in the chat group, which all 23 respondents were in. They were asked to send a message in the chat group after filling out the questionnaire to show that they have finished the questionnaire. And they were also welcomed to ask questions about and discuss these two methods, which misunderstandings and unclarity can be minimized to some extent. This step took 2 days to finish.

#### **8.5.1.2 Sample Description**

As mentioned in 7.3, 23 samples who had previously participated in the interviews showed a positive attitude towards the follow-up of this program. Therefore, the samples are the same group who participated the interview in Chapter 7. Because all of them showed interests in participating for the follow-up research and they differ in their habits and attitudes toward self-reflection. In understanding this information, more relevant information can be uncovered.

#### **8.5.1.3 Question Setting**

The online questionnaire contained two questions: the first one is, whether you prefer expressive writing or meditation as a detoxication session for your self-reflection. The second would be why did you choose that? The introduction of each method is added as the description of the option. They are set as shown in Figure 12.



### Options for Detoxifying Negative Emotions Brought on by Self-reflection

The study illustrates that users develop negative emotions during self-reflection. And this experiment will determine the subsequent direction of this study through your choice between the following two methods of reducing negative emotions, which would be described as detoxication method. They are called expressive writing and mindfulness meditation. You will find specific descriptions of both methods in the following questions, please select your preference as described.

#### 1. Which one do you prefer, expressive writing or meditation as a detoxication session for your self-reflection?

Expressive Writing

Expressive writing is a method of mindfulness. It requires you to instantly write in a bullet journal after each personal reflection, in a timed ten-minute period, any thoughts that are floating around in your mind about the personal reflection you just had. During this time, do not overthink. The content itself doesn't need to be grammatical or follow normal writing conventions, and you can even scribble. Don't worry about whether the ideas make sense. Write as quickly as possible. The only rule of expressive writing is that as soon as you start writing, it lasts until the end of time.

Mindfulness Meditation

Meditation is a mental exercise. It usually involves focusing your attention on a specific object, such as your breath. At the same time, gently redirect any distracting thoughts or feelings and relax in the process. The meditation process is likewise scheduled after each self-reflection, utilizing a 10-to-15-minute period to close the eyes and mindfully focus on the breath without distraction, thereby achieving relaxation from negative emotions that arose during the previous personal reflection.

#### 2. Why did you choose that?

---

Figure 12 Questionnaire Setting


## 8.6 Analysis and Conclusion

After introducing the two methods of detoxication and asking them which method they would like to choose for the experiment, 7 respondents chose mindfulness meditation, while the remaining 16 respondents all chose expressive writing. The result did show the preference on expressive writing from the sample. However, the uncertainty associated with estimating correlations for this small sample sizes leads to another problem: the effects are likely to be unrepeatable.

An analyzing was executed to get the reasons from the answers of the second question from the samples (shown in Appendix IV). Among the 16 respondents who chose the method of expressive writing, 10 of them showed the opinion that expressive writing is more in line with people's daily habits, and it can be better combined with the bullet journal format. The consistency of this response in such a small body sample is beyond the researcher's imagination. What's more, 4 respondents said they "like the process of writing and drawing". The remaining 2 respondents chose expressive writing because their current state and the environment they were in made it difficult for them to meet the requirements of mindfulness meditation, which shows the higher environmental requirements of executing mindfulness meditation.

Comparatively, there was no higher consistency in the reasons given by respondents who chose mindfulness meditation. In total 7 respondents who chose mindfulness meditation, 2 of them chose mindfulness meditation out of curiosity; 2 of them chose mindfulness meditation simply because they do not like expressive writing; one of them chose mindfulness meditation because she once meditated before, and wanted to re-cultivate the meditation habit by using this as an opportunity; the remaining 2 just think that the mindfulness meditation is simpler since it sounds like they can do nothing or it just like a nap.

In their choice of these two different interventions for detoxication, 16 out of 23 respondents expressed a preference for expressive writing. More notably, of the 16 respondents who chose



expressive writing, 10 gave a high degree of consistency in the reasons they chose it, i.e., it was consistent with their current use of bulleted journals and the form of expressive writing was more compatible with bulleted journals, which also fulfilled the design challenge of not add implementation costs to the users. Despite the small sample size, the reason for such consistency justifies the researcher's choice of expressive writing as the next direction for the study, the final artifact and the prototyping will follow.

## **8.7 Discussion**

There are three limitations to this section. Firstly, due to the limited resources and time, it is impossible to find all potential solutions to mitigate negative emotions. Hence, the methods chosen in the above study are not exhaustive. There will be other methods in other areas that may also be able to achieve the purpose of the study.

Secondly, despite the surprising consistency of the results given by this sample group, it has to be recognized that the sample size itself is still relatively small. We have no way of finding out whether this consistency is coincidental. But it still points to a direction for the next research.

Finally, we did not specify the state in which respondents were to fill out the questionnaire. As shown in the figure, even though the questionnaire has only two questions, and the group chat is the place where they can ask questions about the two methods, it still requires the respondent to read both methods carefully - something we cannot guarantee. Failure to read the method descriptions may result in biased perceptions of the two methods. For example, the reason given by some respondents for choosing mindfulness meditation, "I feel that mindfulness meditation is dozing off," may be due to the respondent's failure to read the method description carefully, which leads to the knowledge-lacking of mindfulness meditation.

## 9 Prototyping

The prototype will be designed to verify the method - expressive writing - may have an effective function in addressing the negative emotions that arise in the user after the reflection. Planning to do that, users' common habit of bullet journaling or reflecting will first be reviewed based on previous interviews. Since we do not want to change the habit of bullet journal users, it is important to find out their self-reflection habit, so that a corresponded frequency can be set. Followed by the laying down of the prime design principle according to the design criteria in 5.3. Afterward, the process of expressive writing will be examined. At the end of this section, this process will be embodied into bullet journaling within the boundaries of the prime design principle.

### 9.1 User Habits Reviewing

Based on the conclusion drawn in the last chapter, negative emotion relieving, which will, later on, be referred to as detoxication. Given the previous research, most bullet journal users do not see the need to make improvements to their reflection approach for now. Therefore, for the prototype, the focus will be the design of the detoxication process, not the reflection itself.

Based on the user interviews (Appendix II), we can learn that users mostly have their own reflection frequency (Figure 13), which 6 out of 23 are doing weekly and 5 out of 23 are doing monthly. There are also irregularities of the reflection frequency that occur to 8 respondents. However, according to the view of Carroll, a fixed high frequency is needed to obtain the effect of reflection. Therefore, without affecting the existing reflection habits of users, the frequency of reflection in the prototype will be mainly weekly reflection, supplemented by monthly reflection.

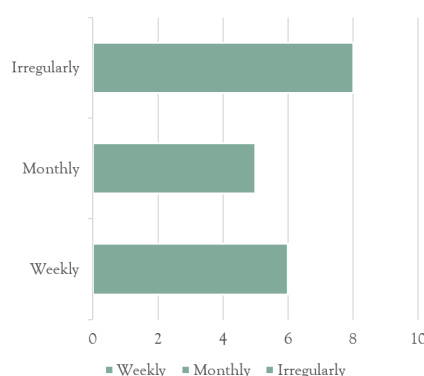


Figure 13 Frequency of FTUG doing self-reflection

### 9.2 Process of Detoxication

Detoxication maybe a direction to solve the above-mentioned problem of users having negative emotions due to the reflection. This solution aims to allow users to perform a detoxication process in their bullet journal to reduce or eliminate negative emotions after the reflection (a time when users' emotions such as criticism, comments, and self-loathing about themselves reach their peak). It allows users to improve their self-confidence so that they can better perform the next reflection process and develop the habit of regular reflection.

In order to understand the how exactly are these approaches functioning and providing reference for

the design activity, the main process of expressive writing will be examined.

### 9.2.1 Expressive Writing

As an emotional and physical health promotion tool, expressive writing is inexpensive and easy to use, and also, has positive implications for releasing or reducing the negative emotions that arise during the reflection process for users. More importantly, it is in written and pictorial form. Using this, it can be well integrated with the reflection process in the user's bullet journal. It gives the user a complete reflection-detoxication interaction experience.

The following are the key elements of expressive writing.

1. Choose a theme: This theme can be specific or experienced. This could be something positive and enjoyable. It may also make something negative or neutral. However, in this study, expressive writing needs to have some connections to the reflection that the user has just performed. That is, users need to think about their thoughts of the reflection process during expressive writing on some level.
2. Save a fixed time slot: Allow users to schedule a specific time and place for themselves to write. Try to find a quiet, comfortable space where the user will not be disturbed. If the user is willing to develop the habit of regular reflection, then this time should be after each reflection session. This also means that the user will do the same regular expressive writing.
3. Duration: Set a timer for 10-20 minutes. During this process, the user is required to keep writing. There is no need to worry about spelling, grammar, and punctuation during this process.
4. Be honest and open: Write down your deepest feelings and thoughts about the reflection session you just did. This process requires the user to be as honest and open as possible. There is no need to worry about the outcome of the writing. This is simply the process of putting the user's thoughts and feelings into words.
5. Consider sharing with others: As mentioned earlier, sharing with someone you trust can make you feel supported. However, if the user feels uncomfortable with this, they can also skip this step. It is not mandatory.

In the next research process, the detoxication method will be designed using the methods of expressive writing. Then, integrate it into the bullet journal as the prototype of the toolkit, verifying the function of the artifact.

### 9.3 Prototyping

On each of these pages, there is a description of the method introductions and guidelines. This helps the user to theoretically perform the correct steps of detoxication.

The prototype uses A4 as the layout size. The design is divided into half to form the size of A5. This size makes it easier for users to carry around and at the same time has enough space for users to write personal information. It is neither too big nor too small. Many well-known notebook brands have adopted A5-sized notebooks as their main product line (Figure 14).

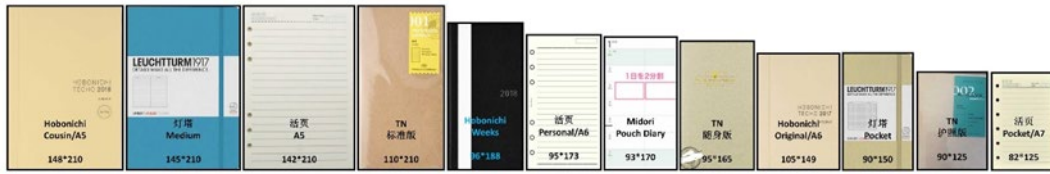


Figure 14 A5-sized notebook as the main product line of some famous stationery brands

## 9.4 Expressive Writing

This layout consists mainly of an introduction page to expressive writing, a schedule page, a reflection page, and an expressive writing page. Its details will be described below.

### 9.4.1 Introduction of Expressive Writing

Users will read this page to get a basic understanding of the methods and steps of expressive writing, and then perform the appropriate interventions after the reflection. The page content will be as shown in Figure 15.

## You Chose Expressive Writing

**What is expressive writing?**  
Expressive writing is a means of mindfulness that involves writing down one's thoughts, feelings and experiences. It focuses on the process of writing itself, rather than the content of the writing.

**Why expressive writing?**  
Expressive writing has a range of positive effects on mental health, including reducing symptoms of depression and anxiety and enhancing overall well-being. The process of writing about one's experiences is thought to facilitate emotional processing and cognitive restructuring, allowing individuals to gain new insights and perspectives on their thoughts and feelings.

**An expressive writing page is set next to the reflection page. Please conduct an expressive writing session after the reflection, which lasts for 10 minutes.**

## Steps

1. Please find a quiet place where you will not be disturbed.
2. (Use a cell phone, clock, timer, etc.) Count down for 10 minutes.
3. Write down your thoughts about this reflection but don't over-think it. The content itself does not need to be grammatically correct. Nor does it need to follow normal writing conventions. You can even scribble. Don't worry about whether the ideas make sense. Write as quickly as possible and don't stop to think too much.
4. Keep writing until the timer stops. If you have nothing to say, write "I don't know what to write" until you think of something else to write.

**The only rule of expressive writing is that once you start writing, continue writing until the end of countdown.**

Figure 15 Page of introduction of expressive writing

### 9.4.2 Page of Schedule

This page will cover the user's schedule history for a week. The recording will be done in the form of a timeline. Users can record what they have carried out each day to help them recall at the reflection process. But there is more than one use for the timeline. Users can ignore the time ruler on the timeline and use it as a normal grid line insert. It can be used to record text content or to-do lists. The focus of this experiment is not on how to record information about the user. Therefore, the use of the schedule page is not mandatory. The page content will be as shown in Figure 16.

Week 14	04.03 Mon	04.04 Tue	04.05 Wed	04.06 Thu	04.07 Fri	04.08 Sat	04.09 Sun
<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/> 22 <input type="checkbox"/> 23 <input type="checkbox"/> 00 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 00 1 2 3	4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 00 1 2 3	4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 00 1 2 3	4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 00 1 2 3	4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 00 1 2 3	4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 00 1 2 3	4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 00 1 2 3

Figure 16 Page of schedule


### 9.4.3 Page of Reflection

The habitual patterns of users' reflections display a certain level of stability. As a result, rather than attempting to alter users' habits through a fixed layout, a 5mm dot grid layout is adopted, which allows users to engage in the reflection process autonomously. Nonetheless, to cater to the needs of new users who may be unfamiliar with the process of reflection, a helpful guideline at the bottom of each reflection page as prompts is set. The content of the page will be presented in a format resembling the left portion of Figure 17.

### 9.4.4 Page of Expressive Writing

Likewise, the pages of expressive writing cannot have an overly fixed layout. Therefore, the pages of expressive writing also use a 5mm dot grid layout to allow the user to write without rules and regardless of right or wrong. The page content will be as shown in the right part of Figure 17.

**Weekly Reflection** (Follow your usual routine or the way you like)

 **KISS Reflection Method**  
 K (Keep) What needs to be kept; I (Improve) What needs to be improved;  
 S (Stop) What needs to be stopped; S (Start) What needs to be started.

**Finish weekly reflection?** 🕒 10 mins

**Let's start expressive writing and relax!**

(If you forget the steps, you can look back to the introduction page)

**Now, read carefully what you have written. Do not judge or criticize yourself. Just pay attention to questions that come up as you read.**

*Figure 17 Page of reflection and expressive writing*

Each of the above schedule page, reflection page and expressive writing page are grouped together. They are cycled on a weekly basis. Users will follow the design of the inner pages and have a reflection and relaxation session based on expressive writing every week.

## 10 Prototype Experiment

Prototype testing is the most important part of the product design process. Its objectives are refinement, communication, exploration, and active learning (Camburn et al., n.d.). It is intertwined with almost all product, service, and system development processes. The process in general is the materialization of design proposals derived through design methods, delivered to the target users. And through prototype testing, conclusions related to the design topics are drawn. The main purpose of the prototype experiment is to verify whether the prototype is able to reduce the negative emotions generated by the users after the reflection as expected. Nevertheless, the following goals are also expected after the test:

1. Verify after the implementation of the detoxication method, whether the self-reflective initiative of user is increased. And whether can form the habit of regular self-reflection.
2. Explore whether the introduced intervention session has brought new pressure on users to execute.
3. To derive the appropriate design principles by analyzing the feedback from the respondents.

This prototype experiment will contain three steps: an introduce session, user testing, and post-experimental interview. At the end of this chapter, the data acquired from the experiment will be analyzed.

### 10.1 Sample Descriptions

During the interview in the Chapter 7 and the session 8.5.1, 23 of the sample consistently participated in interviews and follow-up research. Of those 23, 16 chose expressive writing. And it was these 16 respondents who were the sample for this prototype test. These 16 samples were all Chinese and it was known from previous conversations with them that two of them were male and the remaining 14 were female. According to the findings in Chapter 7, they have different frequency of execution, proactivity, and attitudes towards this aspect of personal reflection. Therefore, the same user group will continue participate the prototype experiment since these data can be used for comparison with the post-experimental interview at the end of the experiment. The changes observed can be used to illustrate the effect of the interventions.

### 10.2 Introduce Session

The introduce session is designed to give a description to the FTUG of the whole experiment and the considerations. It is executed by means of the voice call over the Internet. Because respondents had different availability, people were not brought together at the same time for the introductory session, but rather it was done through one-on-one online voice call. Each call lasts about 10 minutes or more. After they were briefed on the specifics of the experiment, a Q&A session was set up to answer the respondents' questions. Finally, while thanking them, they were informed that whatever problems they encountered during the experiment, they could contact the researcher online.

### 10.3 User Testing

After the introduce session, the respondents would receive the prototype insert designed in Chapter 9 as a pdf. The format of the inserts was not specified. If they preferred paper, they could print them



in A4 size for use. If respondents have relevant devices (e.g., iPad, Microsoft Surface, etc.), they can also use the inserts in digital form. This is to make it easier for them to prototype in a medium and state they are familiar with. The testing will be executed in the methodology of unmoderated testing.

### 10.3.1 Unmoderated Testing

Unmoderated testing is a type of prototype testing. It has become increasingly popular (Liu et al., 2012). During unmoderated testing, the users themselves interact with the prototype and run the test sessions themselves. The period does not include any direct interaction between the researcher and the study respondents, which is both their greatest benefit and their greatest drawback. The benefit is that unmoderated testing is usually much faster than moderated testing. It also allows feedback to be collected from dozens or hundreds of users at the same time. For international studies, there is also no need to focus too much on matching respondents' time zones (Whitenton, 2019).

In the general design process, unmoderated testing is used to derive the design proposal and then have the target users, as respondents, perform prototype testing. This was combined with user interviews to provide feedback on the design proposal from the respondents. This is used as a reference for the next step.

In this research, expressive writing is time-consuming for the reduction of negative emotions. Therefore, this experiment also has a relatively long period, which will last one month. This is because the experiment needs to include at least one monthly reflection. For most of the one-month time span, respondents will need to complete the experiment content on their own. Unmoderated testing is a method in which respondents complete a given test task without a moderator. It ensures that unbiased respondent feedback is obtained. Because sometimes the presence of a moderator can influence the response or behavior of the contributor, the contributor may tend to please the person conducting the test. Also, because the moderator does not need to be physically present, unmoderated testing allows multiple experimental data to be obtained simultaneously (Diallo, 2023). Respondents can also perform experiments in an environment that they are relatively familiar with. This may allow more realistic experimental data to be obtained.

In general, unmoderated testing requires respondents to record what happens during the experiment. Given that the bullet journal is already one of the recording methods. No other recording method will be set up during this experiment. Instead, the results of the post-experimental interview were compared with the results of the pre-experimental interview to verify the effectiveness of prototype in reducing the negative emotions generated by users' reflection, and then analyzed to draw conclusions and design principles.

In addition to the inserts of the prototype shown in Chapter 9, another page was added on the first page of the pdf as the introduction of the experiment. The contents of this page are shown in Figure 18.

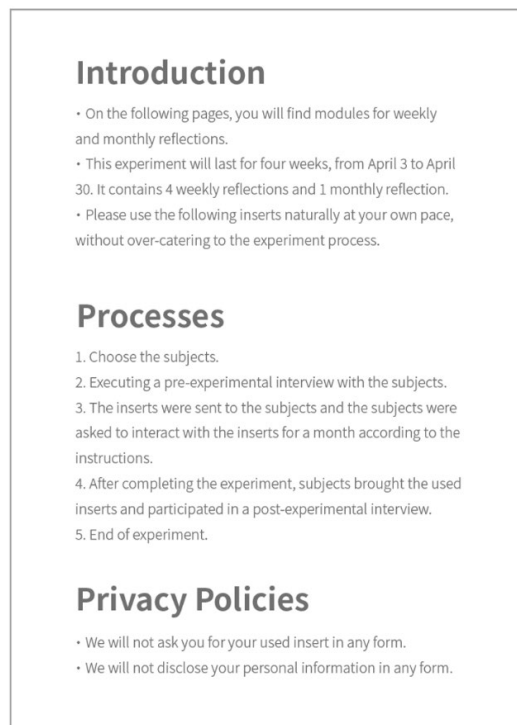


Figure 18 Introduction page

The introduction page includes an introduction to the experiment, the experimental processes, and privacy policies. In the introduction section, it is emphasized to the participants that they were asked to use the inserts naturally at their own habits and pace. Do not force themselves to carry out the use of the experiment inserts just because they participated in the experiment. By emphasizing the need for this experiment, users can obtain more accurate results without being influenced by the experiment itself (Bevans, 2019).

This experiment will begin on April 3, 2023. and end on April 30, 2023. It was conducted for four weeks. It contained four weekly reflections and one monthly reflection, for a total of five reflection sessions. A corresponding intervention session was set up after each reflection, for a total of five intervention sessions. After the user testing, a post-experimental interview would be executed, to gain the results of the prototype.

## 10.4 Post-experimental Interview

### 10.4.1 The Purpose of the Interview and the Questions Setting

The purpose of this interview was threefold. The first one was to verify whether the users' initiative for self-reflection increased after the implementation of the detoxication method. As well as whether they could perceive this intervention method to develop the habit of regular self-reflection. The second was to explore whether the introduced intervention session put them under new pressure to perform. The third is to verify whether their experience of conducting self-reflection sessions has improved.

To facilitate comparison with the results of the pre-experimental interview, the 0-10 scale questions were again used in the current interview. The use of the same scales ensures the stability and comparability of the results.

Table 4 Research questions and corresponded interview questions

Research questions	Interview questions
Does the intervention session enhance the user's willingness to reflect?	1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection? The higher the score, the stronger the willingness is. 2. How has the willingness changed from before? Why?
Does the intervention session reduce the pressure on users to reflect?	3. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is. 4. How has the stress changed from before? Why?
Is the user's reflective experience enhanced?	5. On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience. 6. How has the experience changed from before? Why?
Are users willing to perform a post-reflection intervention session?	7. On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is. 8. When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience? Why? 9. What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?
Did the intervention session achieve the desired relaxation effect?	10. Overall, subjectively how well do you think you relaxed after you finish detoxication session? 11. How was the experience during detoxication session? 12. How was the experience after detoxication session?
Does the intervention session enhance the user's willingness to reflect next time?	13. Do you think the detoxication session has any effect on the next reflection session? 14. Will you continue with model in the future?
As the detoxication method, is the expressive writing useful?	-

#### 10.4.2 Methodology and Workflow

This interview was executed in the methodology of semi-structured interview. It offers some room to ask for clarification, add questions, or follow interviewee comments wherever they may take the researchers. The researchers can feel free to let the conversation go where it may, or perhaps ask a question from further down on the question list (Lazar et al., 2017, p. 197).

It is worth mentioning that during the post-experimental interview, one subject (RSP 23) did not complete any of the reflection processes or detoxication processes because of personal reasons. After a short communication with this respondent, she decided to drop this experiment. This resulted in a reduction in the number of subjects who participated in the experiment in its entirety to 15.

After determining that all 15 samples would be participating in the interviews, the researcher established an interview time for each sample. The process of determining interview times was accomplished through an online collaborative form. The online form provided a one-week timeframe with approximately half an hour of interview time labeled. The samples filled in their availability on the online form, and once completed, the researcher confirmed the interview time at a later time with the samples and informed the samples were asked to bring the prototype they were using. If the prototype was printed out by the respondent, they were asked to bring the printed inserts. And if the respondent used the prototype in electronic form (electronic device such as an iPad), they were asked to bring the relevant electronic device. The researcher emphasized that bringing the used prototype was only to help the respondent recall the situation when using the prototype. The researcher will not ask questions or evaluate what they wrote within the prototype. Due to geographic location and distance factors, the interviews were conducted using the method of online voice call.

At the beginning of the interviews, the researcher asked the samples if they could audio record the interviews. 15 samples allowed audio recording. The researcher also indicated to the samples that they had the right to refuse to answer any uncomfortable questions during the interview. Fortunately, none of the 15 samples had any such problems during the interview.

After obtaining audio recordings of the interview data, the researchers extracted the textual content of the interviews through transcription software. The researchers also used thematic analysis to analyze, code, and summarize the textual content.

The data gathered will be further analyzed through thematic analysis. Thematic analysis contributes to the advancement of qualitative research by offering a systematic and rigorous approach to analyzing and interpreting qualitative data. It can be used to uncover explicit as well as latent or underlying themes, providing a comprehensive understanding of the data. The process of thematic analysis involves several key steps, including familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing the final report (Caulfield, 2019).

Thematic analysis is a widely used qualitative analytic method (Boyatzis, 1998). It is one of the methods for qualitative analysis of the obtained data. It can identify, analyze, and report patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail (Braun & Clarke, 2006). To be more specific, thematic analysis refers to the summarization of the collected textual content (e.g., interviews) in order to distill some themes. The purpose of this method is to gain a deeper understanding of the data and to identify commonalities or differences that exist between different groups or individuals. Thematic analysis is often used in qualitative user research to analyze interview or survey data.

There are six stages of thematic analysis, familiarizing yourself with your data, generating initial codes, generating themes/theme development, reviewing potential themes, defining and naming themes,

and finally, producing the report (Braun & Clarke, 2006). In performing the thematic analysis, respondents would be categorized based on whether they have engaged in reflective behavior in the bullet journal. The reason for this categorization is that the two groups have different levels of knowledge about using bullet journals for reflection, which in turn may lead to different conclusions. Of these, a total of 13 respondents had reflected through the bullet journal format. A total of 2 respondents did not reflect through the bullet journal. Thematic analysis could help analyze this specific user group, but it should be done exclusively. Therefore, two categories will in turn be classified according to the difference in the method of detoxification process. Based on the content of statements made to respondents in post-experimental interviews (see Appendix V - Contents of Post-experiment Interview for details of content), subthemes were first obtained, and then relevant themes were summarized. The table of the subthemes and relevant themes could be found in Appendix VII - Table of Thematic Analysis of Post-experimental Interview.

### 10.5 Data Organization and Thematic Analysis

In this experiment, qualitative data were collected from a total of 15 subjects. The prime changes of the willingness of self-reflection can be found by comparing the data from the prototype experiment and that from the 3<sup>rd</sup> interview question from the previous interview in Chapter 7. The result can be seen directly from Table 5, indicating that expressive writing can help users improve their initiative to reflect, and some stated that the intervention not only helps them to do self-reflection but also helps them get deeper when self-reflect. The specified analysis will be done in the thematic analysis section afterward. Despite the diverse range of users within this specific group, a notable revelation emerges—expressive writing proves to be effective. The inherent efficacy of this approach becomes even more apparent when considering the unique needs and preferences of individual users within the group. Each user within this category experiences distinct benefits tailored to their specific requirements, highlighting the versatility and adaptability of expressive writing as a valuable tool.

*Table 5 Comparison of respondents' willingness ratings for reflection before and after the experiment*

	Rating of willingness to reflect before the experiment	Rating of willingness to reflect after the experiment	Trends of willingness
RSP 1	7	7-8	Better
RSP 3	4	5	Better
RSP 4	8	8	Same
RSP 6	6	8	Better
RSP 7	4	7	Better
RSP 8	7	8	Better
RSP 9	4	7	Better
RSP 10	5	7.5	Better
RSP 11	8	8	Same

RSP 13	6	8	Better
RSP 15	9	9	Same
RSP 16	4	7	Better
RSP 18	6	5	Worse
RSP 20	3	6	Better
RSP 22	3	3	Same

And all of these 15 had completed at least one reflection process and one detoxication process. One of the subjects (RSP 3) added three additional sessions to the scheduled five. This was because she found the method "very effective".

From Table 5, we can visualize that 11 out of the 15 respondents showed varying degrees of initiative in self-reflection. To some extent, this can reflect the good and positive effect of expressive writing as a detoxication component of self-reflection. The fact that there was no change in the scores of the three respondents actually has a positive confirmation of that detoxication session as well. For these three respondents, the inclusion of the new session did not make them less proactive in self-reflection, which shows the fact that the design of the detoxication session did not increase their pressure to perform. However, there is one respondent stated that his/her initiative for self-reflection is reduced because 'I think expressive writing lengthens the amount of time to reflect. Therefore, I would postpone it until I have a whole-time block'. Only one of the 15 respondents claimed it was less proactive in self-reflection. This is a very positive result of the experiment.

### 10.5.1 Thematic Analysis of Respondents Who Reflected Before

1. It is easy to execute.

Many respondents reported that the expressive writing process was very simple and did not introduce additional pressure to perform. Respondents stated, 'I can write only with a pen.' (RSP 3) without the need for additional embellishments to make the layout look better. It was not a self-imposed process, 'I have no obituary to make the layout nice and clear.' (RSP 22) and 'It's not hard to just spend 10 minutes a week.' (RSP 7)

They don't need to necessarily draw useful conclusions after expressing a paragraph, as is the case with the reflection process. This likewise makes expressive writing easy to execute. The stress of the writing process dropped dramatically when respondents did not need to obtain a conclusion. 'I'm more comfortable with thinking without results.' said RSP 22.

And in performing expressive writing, many respondents felt positive emotions. They described it as 'cheerful,' (RSP 7) 'happy,' (RSP 3, 16) 'pleasant,' (RSP 7) etc. After feeling positive emotions during the process, it becomes easier to perform expressive writing.

The respondents enjoyed the process of writing with expressive writing. They described the process as 'interesting,' (RSP 7) 'fulfilling,' (RSP 3) and 'fun' (RSP 7, 16).

2. It encourages respondents to reflect.

The expressive writing made respondents look forward to the reflection sessions more. One respondent said, 'It motivates me to keep going.' (RSP 7) And many respondents said they were 'looking forward to reflection' (RSP 3, 8, 18, 22).

The expressive writing also allowed the respondents to judge themselves less. Although sometimes, during the reflection process, they realized that they might not have completed the task they had set for themselves. But after the expressive writing session, 'I have a sense of relief for the part I didn't finish.' (RSP 15) And this same process allowed them to think more deeply in the reflective session. Because expressive writing 'alleviates my negative feelings of self-loathing.' (RSP 22)

And it is interesting to note that although expressive writing encouraged respondents to reflect, this encouragement was not enough for a certain number of respondents to develop reflective habits. One respondent stated, 'I will reflect but may not stick with it.' And one reason was that 'After all, there is an extra step that takes a little more time.' (RSP 9)

### 3. Writing makes respondents feel organized and good.

Writing down their inner thoughts made respondents feel good. They said, 'Writing is easier for me to get into a state of mind.' (RSP 15), 'I feel alive when I write down all the thoughts.' (RSP 22)

And similarly, writing down their inner thoughts can make them feel more organized. 'I would feel more organized after the process.' (RSP 15), 'I feel like I have accomplished something.' (RSP 22) By expressive writing, they can clear their minds of some of the thoughts they have, whether it's for a reflection session or something else in their lives. Once the thoughts are on the paper, 'It feels like there is a closure after the process.' (RSP 1, 22)

### 4. Feeling positive through the process.

Numerous respondents expressed positive comments about expressive writing. One of the keywords repeatedly mentioned was 'free'. Respondents stated that 'Content doesn't have to be logical.' (RSP 7), 'I can express myself without worries.' (RSP 3), 'It helps me to express my thoughts more freely.' (RSP 9) and 'It is liberating.' (RSP 7) And some felt that 'It's quite appropriate for me to write and draw after reflection.' (RSP 1)

Another repeatedly expressed imagery was 'cool'. Respondents expressed 'It is cool to write for 10 minutes.' (RSP 7), 'It is cool to be free and write my thoughts.' (RSP 9) and that the process of expressive writing is very 'energizing' (RSP 6).

Expressive writing is, to some extent, a process of venting. This is confirmed by the respondents' expressions, 'I can get my emotions and feelings out.' (RSP 4, 7, 15), 'It provides a window for emotional catharsis.' (RSP 8), 'I can get everything out of my system.' (RSP 22) This can also reflect why expressive writing is an effective method of detoxication.

One of the most important reasons for including expressive writing after the reflection process was to make the users feel relaxed. This point was also repeatedly mentioned by the respondents. Respondents said that the expressive writing process made them relaxed and refreshed. They said, 'I won't feel like I'm living in the past.' (RSP 4), 'I feel the burden is not heavy anymore.' (RSP 6) 'It helps me to relax and relieve stress.', (RSP 6, 15, 18) 'It calms me down.' (RSP 16) And this relaxation also significantly influenced respondents' attitudes toward the reflection session, 'It makes the

reflection more peaceful.' (RSP 18). This ultimately leads to a good, relaxed state of mind for everyone after the whole process. This can be summarized by expressions such as 'I feel alive after the process.' (RSP 22), 'My mind would be empty and ready to do what's next.' (RSP 22), 'I feel relaxed and relieved after the process.' (RSP 6) and so on.

5. Respondents would think more through the process.

Because the respondents were less negative during this process, they were able to think more deeply throughout the process. They think more about themselves. Respondents stated, 'It allows me to talk to myself.' (RSP 7), 'It allows me to understand more about my current situation.' (RSP 16), 'It makes me think about what I haven't thought about before.' (RSP 8). This deeper reflection had a positive impact on the content of the reflection process, as some respondents stated, 'I can analyze the causes more objectively in the next reflection.' (RSP 15) It also allowed the respondents to learn new knowledge of a 'more systematic understanding of bullet journal.' (RSP 4).

Emotions and feelings were repeatedly mentioned in the content of the deeper reflections brought about by expressive writing. Respondents indicated that 'It allows me to analyze my own emotions.' (RSP 16), 'During the process, I would feel emotional.' (RSP 4, 18) 'It allows me to release myself emotionally.' (RSP 3, 15) Thus, it seems that expressive writing has a relaxing effect on emotions, both good and bad.

6. They like the way with scattered, blank, and spacious page.

One of the reasons that enabled the respondents to write more freely during expressive writing sessions was that they could write the content on a sheet of paper rather than in a bullet journal. They felt that 'There is no binding and I feel free and less constrained.' (RSP 8), 'A4 paper is less stressful for me in experience.' (RSP 22), 'I feel less pressure when I write on scattered sheets of paper.' (RSP 22)

In addition, the blank pages that they can write freely are one of the reasons they like inserts. Respondents stated, 'I found blank pages are very convenient.' (RSP 3), 'The page is big and empty and free.' (RSP 7), 'I like the spacious grid page.' (RSP 22) They also expressed their preference for pages without guidance, 'I like the no-frame-or-guidance design.' (RSP 22).

7. Need more guidance through the process.

In contrast to the previous point, many respondents said, 'It's hard at the beginning.' because the guidance was not clear enough. The main need for guidance is at the very beginning of the introduction. Some respondents said, 'It is something that may not be up to scratch at first.' (RSP 6), 'The stress was higher at the beginning.' (RSP 1), 'It is difficult to do it at the beginning.' (RSP 16) Detoxication through expressive writing is a time-consuming process. And if the guidance is not done correctly at the beginning, it will greatly reduce the user's willingness to use it. But these conditions will slowly diminish or even disappear once the respondents becomes familiar and comfortable with the process. 'The pressure is not as great after I get used to the process.' (RSP 1, 7, 16).

Not only did they need clear guidance at the beginning, but also during the process, some respondents wanted to have guidance. 'I like to have clear guidance on the writing page.' (RSP 4), 'A complete blank space is not instructive.' (RSP 18), 'It's good to follow the little tips on the page.' (RSP 1).

When the respondents correctly understood what the guidance was trying to say, they used the experiment inserts correctly. When the experimental inserts were used correctly, they would get the



result of 'I express more about my feelings during expressive writing, which led to a result of less feeling in the reflection.' (RSP 6).

8. It effects the plan for next week.

When they were asked if expressive writing affects the next reflection process, several respondents gave consistent answers about it affects the plan for next week. Respondents stated, 'My schedule for next week is improved.' (RSP 7), 'It makes me think about what I really want to do next week.' (RSP 18) This shows that reflection has an effect. But the intuitive result was that respondents were able to organize their future logs more rationally.

### 10.5.2 Thematic Analysis of Respondents Who Didn't Reflect Before

Among the current respondents, there were two respondents who have never engaged in reflective behaviors before.

1. Need more guidance through the process.

Since this group had not previously conducted a reflection session. The method misuse demonstrated in this experiment was more pronounced than in the group that had conducted a reflection session. One of the respondents stated, 'don't understand why reflections and detoxication are separated.' (RSP 13). Two respondents were unable to distinguish between the reflection and detoxication sections, which led to method misuse. They state, 'I combine reflections and expressive writings together.' (RSP 13) and 'I use both parts for reflection. I put them together because they have similarities.' (RSP 11) Users who had not previously reflected in the bullet journal would need a clearer guidance, and when respondents did not understand the guidance correctly, they would use the experiment inserts incorrectly. In this way, respondents did not feel the effects of the experiment inserts to some extent. This suggests that the role of clear guidance is more important for users who have no experience with reflection.

One respondent stated, 'If I have completed the tasks I set for myself, I'll find the reflection is satisfying.' (RSP 13) This is one of the most common problems for users who are just beginning the reflection process. They will attach their emotions to the completion of the tasks. When the tasks are all completed, they will be very happy to reflect on them - because it will not stress them out. This kind of reflection is just the user reviewing their accomplishments, rather than looking deeper for reasons. Obviously, the role of guidance is very important to enable users who are just starting to reflect to develop the habit of deeper reflection without scratching the surface.

2. Feeling positive after the process.

Expressive writing gave the respondents a positive experience. They said, 'Makes me feel like my brain is running.' (RSP 11) and 'I would feel great about myself.' (RSP 13) One of them said that completing the session using the experimental insert was like 'playing a game'. They also felt relaxed at the end of the expressive writing session. They said, 'I am relaxed after expressive writing session.' (RSP 11) and 'Expressive writing is more calming for me.' (RSP 13).

3. Could form the habit of reflection.

For respondents who had never reflected before, getting them into the habit of reflection through this process was direct evidence of being able to verify the effectiveness of expressive writing. They expressed positive thoughts about reflection. 'I am excited to do the reflection.' (RSP 11) said one of

the respondents. Another stated 'It makes the process acceptable for me.' (RSP 13). From their expressions, we can learn that this intervention method can develop the habit of reflection among users.

## 10.6 Experiment Conclusions

According to the experimental purpose and the thematic analysis above, the following conclusions were obtained.

1. Expressive writing can, to some extent, reduce users' negative emotions during the reflection process and increase their reflective initiative. This is because most of the users responded positively when they were asked after the experiment whether their reflective initiative had improved. And through thematic analysis, users will feel more positive during the reflection-and-detoxication session. They will be more open to the reflective process.
2. Expressive writing can both help users to think more deeply in the process of reflection to some extent.
3. The pressure to perform from the introduction of expressive writing sessions after the reflection sessions varied from person to person. However, most of the cases were improved. According to the results of the thematic analysis, expressive writing was less stressful to execute. Moreover, its learning cost was also small.
4. The corresponding design principles derived from the study and analysis of user feedback are as follows:
  - a. At the beginning of the user's detoxication session, the pressure will be high, and the effect will be less visible. The positive impact will generally show gradually after two to three sessions. This indicates that the effectiveness from this process is gradual. Therefore, it is important to have detailed guidelines. However, too much guidance may reduce the user's freedom of execution. Therefore, it is important to design the guidance in such a way as to provide maximum freedom for the user while ensuring a complete introduction of the insert's functionality. And emphasize that this is a gradual process.
  - b. There was significant variability in the length of the process during the respondents' execution of detoxication. Although the length of the detoxication session required during the experiment was 10 minutes, respondents reported that they finished writing in 6-7 minutes (RSP 10) and also, there was people who wrote for 7-8 minutes (RSP 16). And there were also respondents who did not stop with the end of the countdown, but with the end of writing a full page (RSP 1, 18). Therefore, in conjunction with the user need for more guidance in the thematic analysis, the length of time most suitable for each individual's expressive writing can be obtained by guiding the user through a customized test on the initial few occasions when expressive writing is performed.
  - c. During the expressive writing process, the scattered paper allows respondents to write their thoughts more freely. Therefore, when designing, please ensure that users do not feel constrained. And provide an area for the user to write freely.

## 10.7 Discussion


The temporal scope of this experiment was relatively brief, spanning only four weeks, during which participants engaged in a mere five reflection processes. While this concise timeframe yielded promising and positive results, it introduces a challenge for researchers attempting to ascertain the genuine efficacy of the detoxication sessions. The limited duration raises the possibility that respondents may have responded positively to the interventions driven by curiosity and the novelty of the short-term experiment. Acknowledging the potential influence of curiosity and the novelty factor becomes paramount in interpreting the observed positive outcomes. It prompts researchers to consider whether the respondents' enthusiasm and commitment to the detoxication sessions were influenced by the inherent novelty of the experience rather than a sustained and intrinsic motivation to embrace the reflective processes.

As researchers grapple with the intricacies of interpreting these findings, careful consideration must be given to the potential impact of the experiment's brevity on respondent behavior. Further exploration and perhaps an extended study duration could provide valuable insights into whether the positive outcomes are sustainable over time or if they are a transient response driven by the initial intrigue of the detoxication sessions. This nuanced perspective underscores the importance of contextualizing the positive results within the constraints of the experiment's short duration and the potential influence of external factors on respondent engagement.

The respondents involved in this experiment exclusively represented the diverse national identity of China. While this homogeneous sampling approach facilitates a focused examination within a specific cultural context, it also raises concerns about potential biases in the generalizability of the results. The inherent limitation of a single nationality in the respondent pool may introduce a level of cultural specificity that limits the broader applicability of the findings. The risk of bias stems from the possibility that the observed outcomes are intricately tied to the cultural nuances, societal norms, and unique experiences of individuals from China. Consequently, caution is warranted when extrapolating these results to a more globally diverse population. The exclusive focus on a single nationality may inadvertently overlook variations in responses and behaviors that could be influenced by cultural, socioeconomic, or regional factors. To enhance the external validity of the study, future research endeavors might consider incorporating a more heterogeneous respondent sample, encompassing individuals from diverse national backgrounds. This broader inclusion would permit a more comprehensive exploration of the phenomenon under investigation and facilitate a nuanced understanding of how cultural differences may impact the observed outcomes.

Plus, unmoderated testing also has its limitations. It is difficult for respondents to recover from errors or limitations of the prototype because there is no facilitator involvement or explanation. In the absence of a facilitator, respondents tend not to get too involved. They complete the task at their own pace, on their own time, and at the time and place of their choice. This is the limitation, but the flexibility also comes with the nature of unmoderated testing.

At the same time, all data were provided through respondent dictation, which they are self-reported data. And these kinds of data can cause response shift bias. It is the type of bias that occurs when a respondent's frame of reference changes across measurement points, especially if the changed frame of reference is a function of treatment or intervention, thus confounding the treatment effect with



bias recalibration (Rosenman et al., 2011). Thus, there may be bias in the elaboration of expressive writing as effective as reported by respondents. Additionally, owing to constraints related to time and financial resources, a parallel blank control group experiment was not carried out. Consequently, certain external variables could not be definitively ruled out, including the prospect that participants in the experiment may have exhibited an identification mentality attributed to the researcher's role as a video creator. It is plausible that these factors could have contributed to the observed effectiveness of the intervention session, as subscribers may have been inclined to avoid disappointing the researcher. To enhance the robustness of future investigations, the efficacy of the method, subsequent to self-reflection, could be systematically substantiated by implementing a meticulously designed blank control group.

## 11 Final Design

Combined with the findings in the previous section, the final design will be a detoxification session with expressive writing as the method in the form of inserts toolkit, followed by reflection and complemented by a relatively detailed but at the same time flexible guidance. Based on an A5-size loose-leaf notebook, the detoxification session provides users with the freedom of expressive writing that can be picked up at any time.

Meantime, final design also includes a duration test of expressive writing during the initial use by users, as a way to get the most suitable duration of their detoxification session. Testing is allowed at any time, and the user is reminded that the duration of the detoxification session can be changed as needed during the expressive writing process. However, it is worth to be noticed that there are maximum and minimum values of execution time. The minimum is not less than 7 minutes (This comes from the minimum duration of execution from RSP 10). The longest should be less than 20 minutes (Pennock, 2017).

Inserts will include a welcome page, a table of contents page, a kit introduction and step-by-step page, an expressive writing introduction and step-by-step page, an initial test page, reflection method bookmarks, weekly reflection inserts, expressive writing inserts, monthly reflection inserts, and a yearly reflection insert.

### 11.1 Welcome Page



Figure 19 Welcome page

## 11.2 Content Page and Kit Introduction Page



Figure 20 Content page (left) and kit introduction page (right)

## 11.3 Kit Steps Page and Expressive Writing Introduction Page

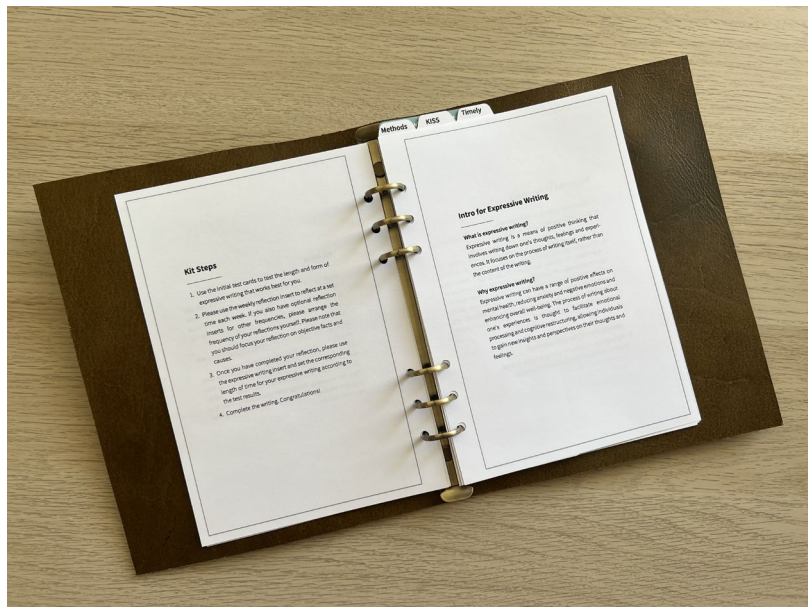


Figure 21 Kit steps page (left) and expressive writing introduction page (right)



## 11.4 Expressive Writing Introduction Page and Reflection Method Bookmarks



Figure 22 Expressive writing introduction page (left) and reflection method bookmarks (right)



Figure 23 Detachable bookmarks

To facilitate user customization of the prompts during the reflection process. The reflection methods have been made into detachable bookmarks; they allow the user to take them for easy reference during the reflection process.

## 11.5 Initial Test Page



Figure 24 Initial test page (right)

## 11.6 Weekly, Monthly, Yearly Reflection Pages



Figure 25 Weekly reflection page





Figure 26 Monthly reflection page



Figure 27 Yearly reflection page

## 12 Discussion

Firstly, as a result of the research, this project categorizes the act of using a bullet journal for self-reflection as proactive reflection. And it defines that this behavior needs to be performed through a display medium (e.g., paper bullet journal, electronic bullet journal, etc.) or has a certain level of reflective behavior. Carroll does not go into detail about proactive reflection in his book. Rather, it simply states that "users need to transform passive self-reflection into proactive self-reflection" (Carroll, 2018, p. 112). From this quote we learn that using a bullet journal for documentation is in itself a form of passive reflection. And there are no specific examples or tutorials in the book on how to execute proactive reflection. As the project progresses, we defined that whether or not there is a written vehicle, the act of active reflection can be claimed to have taken place, which means, besides actually writing down in bullet journal, if a user consumes time and effort to engage in proactive reflection, but its content is not recorded (which can be interpreted as proactive reflection only in their mind), it can actually still be interpreted as them engaging in a process of proactive reflection. But then, with no written record, users will be far less impressed with proactive reflection than they would be with the use of various logs. We cannot guarantee that the positive effect of bullet journaling on the improvement of users' lives is derived from proactive reflection, while it is possible that it is brought about by the use of logs to organize and record one's life. Therefore, how to define proactive reflection and passive reflection more clearly can be a suggestion and direction for future related research.

Secondly, using detoxication to ameliorate user negativity due to proactive reflection sessions is not the only way to think about it. The expressive writing is executed after the self-reflection session, so that the user's negative emotions will improve slowly with the expressive writing. But its solution ideas could go far beyond that. Habit building usually involves a change in user behavior. Transtheoretical model (Velicer et al., 1998) shows that behavior change occurs in stages: precontemplation, contemplation, preparation, action, maintenance, and termination. Different interventions are considered effective at different stages. Instead, the intervention involved in this study examined only one piece of the behavior of using bullet journals for self-reflection. Therefore, it may be possible to achieve the same research goal in future studies by designing interventions for the other different stages indicated in the transtheoretical model.

Thirdly, in the phase of initial framing, we pointed out the target user group would be FUTG. And all the respondents and the participants are gathered with the information that we posted on the author's video platform. Since it is a Chinese platform, and all the all the respondents and the participants are Chinese. Therefore, it comes naturally that the research and the results are Chinese-oriented. The results and the solutions could be a cultural element. Specifically, China ranks 64th, according to the Global Happiness Report 2022. And the nationality and context in which bullet journaling is presented, the United States (the bullet journaling methodology was proposed by Rydar Carroll in New York), ranks 15th on this list for the same period (Helliwell et al., 2023). Individuals with heightened subjective well-being are more likely to engage in constructive self-development pursuits (Katsantonis et al., 2023). This may explain why bullet journaling, as a tool for personal development, originated in countries with higher well-being. Responders who participated in this experiment also reported on the reasons for the lack of energy and time. This may be related to longer working hours. According to data from the International Labor Organization, in China, the average

number of working hours per employed person per week is 46.1 hours. This compares to 36.4 hours in the United States (ILOSTAT, 2023). The longer working hours may have encroached on the time and energy of the responders and may be one of the reasons for the feedback that caused the responders to be so. In the future, it would be wise for researchers to take into account the ethnic diversity of participants when selecting them for experiments. This will help address a possible drawback of using samples from just one nationality. When a study only involves participants from a single ethnic or national group, there is a chance of introducing bias that may not accurately represent the wider population. By including individuals from different ethnic backgrounds, the research becomes more encompassing and reflective of the diverse range of people in society. By incorporating individuals from various ethnic backgrounds, researchers are able to improve the overall validity and applicability of their findings. This is achieved by recognizing and accommodating for the diversity within experimental samples, resulting in more reliable and credible data being generated in their studies.

Finally, the effect of expressive writing as a method of detoxication in our research process has been tested out. And it does mitigate the negativity due to self-reflection. In the section on choosing a method, it is easy to learn that there is far more than one way to achieve the detoxication effect. And in the stage where the user is given a choice, there are users who have chosen mindfulness meditation. This indicates that different users have different tendencies towards different methods. Therefore, under the direction of detoxication, the methods described in the text, and even those not described in the text, can be researched, and experimented in the direction of a related study, with a view to obtaining equal, if not better, interventions than the present study.

The questionnaire surveys, interviews, and experimental procedures employed in this investigation were implemented with a comparatively limited sample size. Despite the modest scale of the surveys, discernible conclusions and relatively prominent user preferences were derived, and could serve as informative indicators for subsequent inquiries. The findings may be regarded as preliminary benchmarks, providing a foundation for prospective investigations. In the event that future scholars seek to replicate this study, a recommended course of action involves augmenting the sample size. By expanding the cohort of participants, researchers can procure a more comprehensive dataset, thereby enhancing the robustness and generalizability of subsequent analyses and results. This approach is pivotal for ensuring the reliability and validity of the findings in a broader context and contributes to the methodological rigor of subsequent studies seeking to build upon or validate the present research.

## 13 Conclusion

This study focuses on the intervention of a proactive reflection model with users in the context of the bullet journaling approach proposed by Carroll to make them more willing to undertake proactive reflection. Firstly, this project confirms the fact that users are reluctant to engage in proactive reflection during the use of bullet journaling. Secondly, the project found that the user's use of the bullet journal did not transform the log into proactive reflection, as Carroll had suggested. The reason for this is that in the proactive reflection process, the user needs to recall certain bad things leading to negative emotions. These emotions are either obvious or imperceptible. As a result, users will be reluctant to engage in proactive reflection in order to avoid negative emotions. Third, the program makes innovative use of the idea of detoxication to help users sort out their emotions after proactive reflection. This helps them to detoxify the negative emotions caused by reflection, which in turn helps them to make better use of the bullet journal. Fourth, this project used expressive writing as a method for the detoxication session, making the session simple, easy to use and accessible, reducing the cost of use and learning. The final objective is achieved with minimal effort. The innovation of this project lies in the systematic organization of expressive writing into a system of bullet journaling, while retaining the user's power to use it at will through the design of loose-leaf pages. This reduces the user's execution pressure to a certain extent.

In conclusion, this research developed a detoxication session using expressive writing as a method. It can provide bullet journal users with the opportunity to eliminate or reduce the negative emotions generated by the reflection session. This helps users to be more open to reflection and thus develop deeper and more frequent reflective habits. This study hopes to help make the reflection process easier and more enjoyable for users, without worrying about the negative emotions that come with the process.

The goals of the project in terms of functionality and experience have been largely achieved in the completed program. However, as mentioned in Chapter 12, helping users develop the habit of self-reflection is a long-term process of behavior change. The toolkit produced in this study still needs to be integrated with appropriate behavioral change models in order to be better embedded in users' behavioral change. The reason is that during users' interactions with the bullet journal, even if the session is set up, they may not be interested in it, they may forget to use it, or they may not use it at all. Therefore, for a successful implementation, further research needs to consider various factors in the process of implanting this toolkit into the bullet journal. For instance, behavioral models of interactions with bullet journals using this toolkit can be modeled and studied to build relevant theoretical models for this toolkit. This should include the process of training users to use the toolkit correctly. After obtaining the behavioral model, the behavioral theoretical basis of the toolkit can be established. In conjunction with the positive effects of the toolkit verified in this study, bullet journals with the toolkit can be marketed as related commodities. Therefore, the product marketing model can also be studied and established with a view to bringing a theoretical basis for the proper implementation of this toolkit.

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## 15 Appendix I - Questionnaire

### 15.1 Contents

Question 1. Are you a regular bullet journal user, which are defined in research as who bullet journaling at a frequency of at least one time a month?

- A. Yes. (Continue to next question)
- B. No. (End the questionnaire)

Question 2. Which of the following sections make up your bullet journal? (Multiple choice questions)

- A. Daily Log
- B. Weekly Log
- C. Monthly Log
- D. Yearly Log
- E. Reflection Sections
- F. Decorations and collage
- G. Other, \_\_\_\_\_

Question 3. What do you value most about the sections in your bullet journal?

- A. Daily Log (To Question 5)
- B. Weekly Log (To Question 5)
- C. Monthly Log (To Question 5)
- D. Yearly Log (To Question 5)
- E. Reflection Sections (To Question 4)
- F. Decorations and collage (To Question 5)
- G. Other, \_\_\_\_\_ (To Question 5)

Question 4. Do you think the reflections in bullet journaling has significantly helped you grow and improve as an individual?

- A. Yes
- B. No

Question 5. Do you think bullet journaling has significantly helped you grow and improve as an individual?

- A. Yes
- B. No

Question 6. Do you wish to grow and improve by using the bullet journal?

A. Yes

B. No

Question 7. What factor do you think prevents you from reflecting?

15.2 Answers to Question 7

Lazy	Lazy	Laziness.
		I am really lazy to do that.
		I am lazy.
		Indolent.
		Laziness.
		It is a task I am too lazy to work for.
		I'm sloth-like.
		I'm too apathetic to attempt it.
		In a cycle of indolence.
		I am at my peak of laziness.
		I want to. But lazy.
		I am lazy.
		Call me lazy bones.
		Lazy
		I am inert.
		Lazy.
		I am lazy.
		I am too lazy to move.
		I'm too sluggish.
		I have my inner sloth.
		I'm deep in the idleness.
		I've achieved maximum lethargy.
		I am idle.
It is in my plan. I'm just lazy.		

		I'm too torpid for that.
		Lazy for that task.
		I can't be bothered to do that.
		It is a job. I am lazy for the job.
	Procrastination	I have the procrastination.
		I think procrastination.
		I'm in a procrastination.
		Procrastination.
		Procrastination.
		Procrastination.
		I have procrastination.
		Procrastination.
	Put off the task	I just keep postpone it.
		Postpone that.
		I tend to delay things.
		I will do it eventually.
		I think I will do it eventually.
		Slow-moving.
		It's not in my comfort zone so I just postpone it.
	Laziness caused by lack of motivation	I don't have motivation.
		Unwilling to do that.
I don't want to do that.		
No willpower.		
I wish but I don't want to.		
I lack motivation.		
Don't have the urge.		
No motivation.		
Workload leads to laziness	Seems a lot of effort.	
	I am lazy to set another log.	

		It is complex. I just postpone it.
		Seems a lot of work.
		It's too much effort for me.
		It's too daunting.
		Seems a mental game.
	Challenging brainpower	I am too lazy to use my brain.
		Not mentally ready.
		I am lazy to get ready for that.
	Rather relax	I'd play with my phone.
		I am lazy I want to relax.
		I could use that time relaxing.
		When I have my time, I would do something else.
	Tendency of doing nothing	I like doing nothing.
		I don't want to do anything now.
		I just don't want to move when I get home.
		I'd rather do nothing.
		My willingness of doing nothing.
	Emotionally challenged	Not in the mood and it makes me lazy.

Lack of time	Don't have time	I have no time.
		I don't have time.
		I don't have time.
		I don't have time.
		No time.
		I couldn't find time.
		I got home at 10 pm every day.
		I don't have time.
		No time doing that.
		I don't have time.

		It is hard for me to make time.
		I want to but I don't have time.
		It is hard to find time.
	Want to have 'me' time	I only have 2 hours every day myself.
	Busy	I am busy.
		I have been tied up.
		I am occupied for a while.
		I am busy.
		I have been busy.
		I am so busy.
		Busy.
		I am busy.
		I am really busy.
		I am busy.
Time-consuming task	It is a time-consuming thing to do.	

Lack of energy	Stressful	Overwhelmed.
		I am under a lot of pressure.
	Have to work	I have to work.
		My work takes up most of my time.
		Engaged with the work.
		Work seems impossible to finish.
	Task-full	A lot things to do.
		Swamped.
		I have a lot of things to do.
		There are a lot things going on.
		There are always things for me to do.
		There is a lot on my plate.
		Swamped.



		I am fully booked.
		I have multiple tasks.
	Have to study	I have tests to prepare.
	Tired	I am always tired.
		I'm tired.
		Tired.
		Constant tiredness.
		Tired to deal with it.
		I am exhausted every day.
	Energy challenged	I am burning out.
		I don't energy to do that.
		I lack energy.
		I am sleepy.
		I don't want to deal with it.
		I will die if there is another thing for me to do.
	Pressure of living	I try to survive in the city.
		Buried in life.
		I am struggling.
	Not a relaxing setup	It is not relaxed.
		I need to relax with my Bujo.

Have no conscious of doing so	Do not realize	Didn't realize that.
		Didn't realize that.
		No awareness.
		No awareness.
		Beyond me.
	Do not think about it	Haven't thought about doing it.
		Haven't thought about it.
		I have no conscious of doing that.

		Didn't occur to me.
		Hadn't consider it.
		Didn't think it through.
	Do not know they exist	Never cross my mind.
		Don't know it is a choice.
		Constantly ignorance.
		Don't know it is doable.
		I was clueless about it.
		I am clueless of doing it.
		It is an option of doing so!.
		Didn't realize it was possible.
		Couldn't imagine it.
	Ignore such setup	Oblivious.
		Didn't see it.
	No tendency	No tendency of doing that.
	Meaningless	Don't see the point.
Low ROI.		

Fixed Bujo setup	Satisfied with existing setup	I love my settings now.
		I like the state now.
	Functional conflict	It should be a creative place for me and reflection log is nothing like it.
		I want stickers and decos on it.
		It is not a part of my Bujo.
		It's not my priority.

External objective factors	Financially challenged	No money.
	Equipment challenged	No supplies.
		I need a new notebook for it.

		I am in between notebooks.
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Others	Difficulties in execution	I don't know how to do it.
		I need tutorials.
		I want to but don't know how.
	No reason	I just don't want to do it.
	Planning to do so	It is my next-year plan.
		In conceptualizing.
		I will do it next week.
	Need preparation	I want to be prepared for it.
	Unknown	I don't know.
		I don't know.
		I don't know.
		Don't know.
		Dunno.
		Nothing.
		Unclear
	Invalid answer	Good question.
		:)
		Really?

## 16 Appendix II – Contents of Interview for Negative Emotion Verifying

### 16.1 Respondent 1

1. **How should we call you?**

Patrick.

1. **Do you usually do reflections?**

I actually do reflections quite rarely. I usually do it for the work part. But I don't do much in my own life.

2. **What would motivate you to reflect?**

For example, we have a meeting every month, which is a formal meeting, and the whole company will attend. Each department is responsible for its own content. I will also speak about my own part. So, I will sort out my work this month according to my to do list this month. And do the reflection of my work, set a work goal for the next month.

3. **On the scale of 0-10, rate your reflection initiative.**

5.

4. **What do you think is the greatest difficulty you have encountered in reflection?**

Maybe it's the impetus for execution.

5. **Do you have a life goal, something that you want to do outside of the company?**

Yes, I do. But this is something I just started to do this year. But I'm not sure I'm going to reflect it. Because what I write are long-term events. Not necessarily that it must be completed this year.

6. **Then the reflection of your work, sounds like it is mandatory. If one day the company suddenly stopped asking for it, would you keep doing it?**

I wouldn't.

7. **What is your approach to reflection at work?**

I'm just sorting out what I've done this month. Each person will be responsible for different projects, I will look at my corresponding related projects. I need to do two things, the first is that I really need to summarize what I need to adjust and improve in this month's work. Then the second is our plan for the next month. Because this plan is usually based on my work this month.

8. **After listening to your analysis, I feel that your reflection has more of an element of speak out loud to others.**

Right. But when I watch videos online, there are a lot of bloggers who help you improve, whether it's productivity or efficiency in your life. They will share how they do it themselves. I'm still interested in the reflection of my personal life. But I have not done this. I just feel a little bit of pressure.

9. **You're saying that you're going to have these negative emotions when you're reflecting. And then it can affect your next reflection, right?**

I think it will.

10. **How would you describe the negative emotions you experience in the process of self-reflection?**

I want to say frustrating. And self-scouting for the most of time.

## 16.2 Respondent 2

### 1. How should we call you?

Jumping tiger.

### 2. Do you usually do reflections?

Yes. But not very regularly. I would choose a weekly reflection at the end of the term week. But if it's a regular week, I will choose monthly reflection, and then I will definitely have a reflection at the end of the year.

### 3. Do you enjoy the process of reflection? Why?

Yes. It allows me to see more of my life. I can see the trace of my life. I get to know what I did for the past period. Because there are things that, if I don't record it, soon I will forget. Then when I reflect, I may remember the mood of the day or that year. Even it might be quite a journey to me if I reflected but still, it is nice to see that I had a fulfilled time.

### 4. On the scale of 0-10, rate your reflection initiative.

8.

### 5. What do you think is the greatest difficulty you have encountered in reflection?

I don't know how to be more subjective.

### 6. Is there any method for doing these reflections?

It depends on the situation. If it is usual, the main thing is to reflect the mood aspect. If there is a study task or exam, I would focus on the results of that exam. I will use time app to see if the length of time of me concentrating and then to analyze whether I have completed the task and so on.

### 7. The main thing is to see completion?

Yes.

### 8. In the reflection process, in addition to the indicators of completion, do you have some other indicators?

The mood, whether is good or bad. But this seems to be more subjective.

### 9. Do you think this method has helped you a lot?

Yes, I think so. Because I am not long in contact with bullet journal, only for a year. But I think my life has changed quite a lot in this year. I have achieved a lot of goals that I wanted to achieve through it.

### 10. Do you do regularly reflections?

It depends on the frequency of the exams, or whether I'm busy.

### 11. When you think you need to do a reflection, you just do it?

Yes.

### 12. You don't have the emotion of procrastinating and not wanting to reflect?

Yes, but less often. If I don't want to reflect, it's probably when I'm really depressed. I don't really

want to think about what happened to make me feel bad. I would avoid this aspect.

**13. Do you think reflection can make you feel negative?**

A little bit but I think it's more positive for me. It's a kind of detoxication of my emotions. Maybe I have a hard time, I will write down how to eliminate this difficulty, or what difficulties I encountered, and I will list them in the reflection, and how I should solve this problem. Then I will feel more relaxed after writing.

**16.3 Respondent 3**

**1. How should we call you?**

VV.

**2. Do you normally do reflections?**

I usually do less. That is, not normally. But when my work is a relatively fast process, then I will reflect. And during the weight loss period, also will do this kind of reflection each half a month.

**3. What would motivate you to reflect?**

When I have a goal.

**4. Do you enjoy the process of reflection? Why?**

Yes. I can see my progress, sometimes, ha-ha.

**5. On the scale of 0-10, rate your reflection initiative.**

6.

**6. Is this reflection done by yourself, or is there a requirement for you to do it?**

Both are done by themselves. If I reflect, I tend to reflect only the project of my work. Or often reflect the things I did for the past 15 days of weight loss. I reflect only on a single thing.

**7. So, what method do you use when you reflection?**

See if I accomplish my goal at the beginning of the month. I will do a reflection in combination with the goal I set before.

**8. The main thing is to check your completion, right?**

Yes.

**9. Do you do regular reflections?**

Because I don't actually lose weight the whole year. In fact, I only lose weight once a month. During the period of weight loss, I will do this reflection very seriously.

**10. It's actually possible to stick to it, right?**

Yes. I can stick to it. If I set a goal for myself, then I can stick to it. But if I don't have a specific project in my life, I can't do it. If I don't have something specific to accomplish this week, I can't do a reflection.

**11. What do you think is the reason why you don't want to reflection these small things in your life?**

I think one of the reasons why I don't want to reflect is procrastination. If someday I get so tired, I maybe just do the reflection tomorrow. Then I would find that I was not very serious in

reflection this month, that is, I have the intention to reflection, but will procrastinate. However, I think doing reflection means that you're responsible for your own life. In fact, I think we write a bullet journal because we want to gain a more positive attitude. I feel that every day of my life I want things to be done. In fact, it is always tired to make progress.

- 12. I think you're right, which leads to the next question. The next question is that the reflection is actually a means for a person to gain progress. Do you feel that the process of making progress will make you have some negative emotions?**

Actually, I don't think so. I do not think there will be negative emotions. I'm going to look at the reflection and I'm going to be happy. It proves that I was positive during that period of time. I think the only negative thing was that I didn't reflect it. Maybe I really just wasn't as motivated this cycle as I was at the beginning of the month. No matter whether I reflect the process seriously or not, as long as there is a reflection, I think it is a more upward state for me. But still what you've said is also true. I think it's true that we are all like this when we first get in touch with bullet journal. I used to be the kind of person who was in denial when I was doing my bullet journal. Because I actually just started doing bullet journal, the frequency of persistence is really lower than now.

#### **16.4 Respondent 4**

- 1. How should we call you?**

Wen.

- 2. Do you usually do a reflection in the process of making a bullet journal?**

I do a monthly flip through. I don't really do a lot of reflection.

- 3. What would motivate you to reflect?**

The flip-through for me is a way to be creative. I like crafts. I really enjoy doing so. So I guess that is my motivation.

- 4. On the scale of 0-10, rate your reflection initiative.**

7.

- 5. You just go through the content of the previous records every month?**

Yes.

- 6. Have you tried the reflection before?**

I have tried, but not often. I wasn't very good at reflections.

- 7. What do you think is the reason for your reluctance to reflection?**

It's because I'm not very good at executing, and I don't plan too much. The contents of the work are fixed. There will not be too many changes. Therefore, I have less content to reflect.

- 8. What is the current form of your bullet journal? Is it a collage, a plan or a bullet journal?**

I use the collage and writing. But I'm less likely to do pure collage now.

- 9. What makes you think that you don't want to go through the process of reflection?**

It's not that I don't want to do it, it's that I'm less likely to do it. So I take your experiment and see if I can make some changes in my life. For example, the habit I'm sticking to now is that I will



have a reading card every day, and we will have a group dedicated to daily reading sharing.

**10. Do you think you would have some of the negative emotions if you were to do a reflection?**

I think there might be. Maybe mostly in the financial aspect, because sometimes I may spend impulsively. If I do a reflection, I might feel a little bit of remorse.

**11. Do you think this kind of negative emotion will affect your next reflection?**

I can't say that it will not.

**12. Does this negativity prevent you from engaging in self-reflection?**

I think it does. I tried to do weekly reflections, but then it slowly became irregular. Feel lazy to do it. If I was busy before, or I had collected a lot of stuff like bills, receipts, or something that are memorable to me, I would take them out once in a while to do an organization and reflect on them. But the main idea would transfer from reflection to collage.

**16.5 Respondent 5**

**1. How should we call you?**

Streamy.

**2. Do you usually do reflections?**

I'm trying to do a weekly reflection.

**3. On the scale of 0-10, rate your reflection initiative.**

7.

**4. What would motivate you to reflect?**

To keep track of my progress of the studying, and my grades.

**5. Do you enjoy the process of reflection? Why?**

Sometimes yes. When I am happy about my behavior, then yes.

**6. What is the method you use in reflection?**

I write about what happened this week, what I was happy about and what I was not so happy about. Then set a new goal for the new week. Maybe write down some small regrets this week.

**7. Can you keep doing it every week?**

Actually, I just started to stick to it this year. So far, I've stuck to it. I tried to write a reflection every day before, but I couldn't stick to it, so I changed it to weekly.

**8. What do you think is the greatest difficulty you have encountered in reflection?**

I think one of the main reasons is that I may not have enough time. Because I am still a student. After I come home, I do my homework, and then do some of my extracurricular tasks. Before I notice, it's time to go to bed. Then the next day, I have to get up early. I don't have enough time to think about my day.

**9. Are you in school now?**

Yes, a high school student.

**10. Do you think this process of reflection will make you recall or experience some negative emotions?**

I do.

**11. How would you describe those?**

Just sorrow, maybe a little bit regret.

**12. Will these emotions affect your next reflection?**

I don't think so at the moment. I mainly just want to record things, but I don't take it very seriously.

**16.6 Respondent 6**

**1. How should we call you?**

Roby.

**2. Do you usually do a reflection?**

Rarely, maybe one week if I remembered to do a reflection. Frequency depends on what way. For example, sometimes I do it in my head, and sometimes I suddenly think about typing it down on the computer.

**3. On the scale of 0-10, rate your reflection initiative.**

4.

**4. What would motivate you to reflect?**

The determination to make progress.

**5. Do you enjoy the process of reflection? Why?**

Not really. Because I am not sure if I did it right.

**6. What method do you use to do a reflection?**

Generally, I go through it in my head, but sometimes I choose to use the computer to type it down.

**7. OK, what is the frequency of your computer reflection?**

Well, I think it's more of a weekly reflection.

**8. How do you think when you type it on the computer for weekly reflection?**

Start with the things that made me feel very nervous this week. What I did, what I didn't do well, and then I'll start planning from the tasks that my teacher assigned. But I couldn't finish reflecting for most of the time because there are a lot.

**9. What do you think is the greatest difficulty you have encountered in reflection?**

Maybe it's because it's difficult to do each time. And I feel like I'm not doing it right. I think it's because I don't know how to do it.

**10. Do you think the process of reflection will make you feel negative?**

Yes, but I would channel myself on the day it happened, and then I would just record it. When I record it, I record it with no expression. I'll be able to channel myself on that day. If I cannot channel myself well, I will remember the negative feeling for so long.

**11. The way you do this channel process, can you expand on it?**

The first thing to do is to talk to my parents and friends, and then take a deep breath by myself. I would do it if it's something embarrassing that just makes me feel like I've done something stupid.

This is really a way to improve the reflection of my life.

**12. How would you describe the negative emotions you experience in the process of self-reflection?**

I would feel that my usual entries in my bullet journal were too verbose and fragmented. Then when reflecting on it, I would feel that my entries were worthless. This means that I have nothing of value in my life lately. I will be a little anxious and self-critical.

**13. Does this negativity prevent you from engaging in self-reflection?**

It really depends on how well I channel myself that day.

**16.7 Respondent 7**

**1. How should we call you?**

Shell.

**2. Do you usually do reflections?**

Relatively rarely.

**3. What would motivate you to reflect?**

To find my shortcomings.

**4. Do you enjoy the process of reflection? Why?**

Haha maybe not. It is harsh for me to really look into myself.

**5. On the scale of 0-10, rate your reflection initiative.**

4.

**6. If you do, what method or what ideas would you use?**

At the end of the month or half a year, there may be a reflection. It's in the form of a bullet journal.

**7. Will you do a reflection at the end of each month?**

Not at the moment.

**8. What do you think is the greatest difficulty you have encountered in reflection?**

I don't have too much of experience of making the summary of life. I don't have this habit. I usually do the bullet journal every day. It's not necessary for me to summarize at the end of every month.

**9. When you do a reflection, what content will you take under consideration?**

Financial log, and then part of whether I have achieved my goal of my work and study.

**10. It's mainly about the completion, right?**

Yes.

**11. And when you do the reflection, do you feel that it brought you any negative emotions?**

Yes. but it's just a process of pushing myself, I guess. I just wanted to take stock of whether there were any shortcomings. But since my time is rather sporadic, my time cycle is not quite the same as others because of my work. My time cycle is a 3-day cycle. Sometimes the month is over as it passes. I just don't think about summarizing anything.

**12. Does this negativity prevent you from engaging in self-reflection?**

A little bit. But I can live with it. So it cannot be considered to prevent, only to say that will go to avoid immediately to reflect. After all, it is a work project. A lot of things are transparent. So before the real reflection, I can actually foresee that the progress of this reflection is not very satisfactory, and the reflection process will be more annoying to me. But I still have to reflect on it. Just will try to put it off until the end to do.

**13. Do you have a reflection of your personal growth, the general direction of your life goals, including your personal character modification?**

No, I don't.

**16.8 Respondent 8**

**1. How should we call you?**

Ann.

**2. Do you usually do reflections?**

Yes, I do. But I'm not really a bullet journal person. I'm a student. So I do a weekly homework-driven reflection of what I've done in the past week. I do it once a month and once a week.

**3. What would motivate you to reflect?**

To know what I have done for the past week better, and to learn from it.

**4. Do you enjoy the process of reflection? Why?**

I think so. It is always nice to see I have done a lot of things.

**5. On the scale of 0-10, rate your reflection initiative.**

8.

**6. You don't do this daily bullet journal, but there will be this weekly and monthly reflection?**

Yes. I have tried to do a bullet journal. It seems to be a failure. So I'm not in the habit of doing a daily bullet journal. Because I am a student, I have to study. I will do some planning and summarizing in my study. Because I'm also doing my thesis now, I'm summarizing this kind of thing every week.

**7. The study-driven weekly and monthly reflection, can you continue doing that every week?**

I've been doing monthly reflections for a long time now. Except for the summer and winter vacation. But not that regularly for my weekly reflection. If this week is a repeat of the previous week's work, then I won't do it.

**8. Is there any other reason?**

There are. For example, this week is too busy. I might just forget about it.

**9. What do you think is the greatest difficulty you have encountered in reflection?**

Maybe execution. I am a little bit lazy to do it when I am down or just simply have a lot of homework to do.

**10. Your reflection is more about what you're doing in school and what you've accomplished, right?**

Yes, but it's not very regular in terms of life reflection, it's probably driven by holidays and things like that.

**11. Do you think this reflection has helped you?**

The summary of some courses or some learning can be used as an index currently. I can find what I want to find in a more efficient way. I think this is one of the biggest helps to me. Another help may not be so practical, is to look back on some of the things that have been reflected, will enhance my future planning, or the current state of mind.

**12. Do you think these reflections have brought you negative emotions?**

Yes. For example, when I haven't done a reflection in a while. Maybe it's because there's no actual progress in the past week. This may not be something I want to record; it is not worth recording. That may be the case, which would bring me negative emotions.

**13. Do you think the negative emotions affect your next reflection?**

Yes but little. It would affect my next week's behaviors and productivity more.

**16.9 Respondent 9**

**1. How should we call you?**

King.

**2. Do you usually do a reflection when you do your bullet journal?**

Yes. But I've only been doing it for a very short time. I just started last year. I didn't have the awareness of reflection before that. This year, I use the PAL bullet journal and watched the video of it. She would talk about writing a plan in the beginning of each month and then reflect it.

**3. What would motivate you to reflect?**

My plan is to check whether my tasks are completed or not, and another is the financial reflection.

**4. On the scale of 0-10, rate your reflection initiative.**

9.

**5. What do you think is the greatest difficulty you have encountered in reflection?**

I would like to learn skills of how to reflect more organized. I think now I just track things instead of reflecting things.

**6. What is the method you use in this reflection process, or what is the idea?**

Financial reflection, I have an App on my phone to keep track of the accounts. Then I will write it down in my bullet journal when I reflect it at the end of this month. I will only give it a record of the important chunks of my money. For example, I had too much take-out this month, so my Engel coefficient is high. Then I'll reflect on how I might want to control my take-out next month. Another part of the reflection is at the beginning of the month. Some of the important days will be marked out. I am now in the pain of learning English in this year. There will be some small tests. Therefore, I will mark the date of the tests. And I also set a plan for me to start learning brush lettering in the process of making a bullet journal. For example, my plan for March is to start practicing the calligraphy when my textbook arrives. This will be marked in my goal of the month. Then when I reflect it, I will go back and see if this goal has been accomplished.

**7. Can I take that the frequency of your reflection is monthly?**

Yes.

**8. Do you do it strictly every month?**

If I have a goal, I will reflection, but if the goal is not particularly clear, I may not do the reflection.

**9. Do you think you will have negative emotions in the process of reflection?**

Yes, especially when the goal is not accomplished. Then I would be in the memory of my own goal may not be completed very well. These are the parts that can be improved by myself. But still there would be negative emotions when I am in the memory of reflections.

**10. How would you describe the negative emotions you experience in the process of self-reflection?**

Because my reflections are almost always on the content of my work. About once a week, and then once a month, I will reflect on the progress of the whole month. Sometimes I don't want to reflect when the progress is bad, or when the project goes wrong. I don't want to face a bad schedule.

**11. Do you think the negative emotions generated during your reflection will affect your next reflection?**

There won't be effect because I am old enough to make peace of most of the things.

**16.10 Respondent 10**

**1. How should we call you?**

Lulu.

**2. Do you usually do a reflection when you do your bullet journal?**

Rather rarely, I guess. I usually use it to keep track of what I've done at the moment. I don't do much reflection. But for example, at the end of the week, I go back and look at what I did this week, what did not finish. That's all.

**3. On the scale of 0-10, rate your reflection initiative.**

5.

**4. What do you think is the greatest difficulty you have encountered in reflection?**

I'm not sure if I want to reflect, I think one of the most important points for me is to see what I did last week. There is a little bit less about how I can improve my study efficiency or how I can improve my study methods. I seem to remember doing this for a small period of time before, for two or three weeks, and then not sticking with it.

**5. At the time you tried it, you were doing a weekly reflection, right?**

Yes.

**6. And when you were reflecting during those times, what method did you use?**

I was trying to change my routine, and I was trying to improve the efficiency of my work. The way I did it before was to track last week after I finished it, about how many hours I studied a day, about when I got up every day, and just to summarize what I could change now. But then I found that the effect of this summary does not seem to be particularly good.

**7. Did you stop doing it because you felt that the effect of the reflection was not good? Is there any other reason?**

I did not feel any feedback. But maybe it is because I do my own reflection incorrectly. I just listed

what I did last week, and a few things I did not do last week, and that's all.

**8. In the process of reflection, will it make you have any negative emotions?**

Yes. If I didn't do a lot of things last week, I'm not too willing to go back to see what I did last week. There is nothing to see.

**9. How do you describe those negative emotions?**

Mainly they are hollow and emptiness.

**10. This kind of emotion, will it affect you to make a reflection habit?**

I think so. Because once I start getting lazy, I will keep being lazy. If I don't reflect for a week, it's actually hard for me to go back and do this again.

**16.11 Respondent 11**

**1. How should we call you?**

Gezo.

**2. Do you usually do a reflection?**

I think about it in my head, but I rarely put it down on paper.

**3. What would motivate you to reflect?**

When I have time.

**4. Do you enjoy the process of reflection? Why?**

I want to say yes but I am not sure. I like recording things, but I am not sure I reflect the things that really matters.

**5. On the scale of 0-10, rate your reflection initiative.**

4.

**6. What is the frequency of your reflection?**

Usually after something is done, the time is quite random. There is no fixed frequency.

**7. And what ideas or methods do you generally use in the process of reflection?**

Emotional changes, which will involve irritable emotions. And difficulties to focus. But I don't pursue the degree of completion, because when I do it, I will subconsciously do my best. It usually goes well.

**8. Will you break down a task into several indicators that you care more about and then reflect them?**

Not particularly rigorous data, but there will be considered indicators. Because these years, I am more concerned about the emotional side of things.

**9. Do you reflect everything this way? What would make you choose to reflect it this way?**

I would always reflect the interpersonal aspect. I can't control it. Other things will be listed by my level of concern.

**10. Would you do the regular reflections?**

No but I would do it when I am free.



**11. What do you think is the greatest difficulty you have encountered in reflection?**

It's not very easy to recall things in my process. I don't think I have a particularly good memory. Even if I keep a bullet journal of my life every day, the time lapse between reflections can make me forget things. So I'll be lazy and just put off reflecting on it.

**12. How would you describe the negative emotions you experience in the process of self-reflection?**

In terms of personal improvement, I tend to write about what I do briefly. And long time after I would not remember what's that supposed to mean. If I do not write everything down, I wouldn't have enough content for me to do the reflection. However, the most important thing is still because of laziness.

**13. Do you think the reflection will make you have negative emotions?**

In the past, it would be. Now it's more like, it is what it is, just to think about how to do better next time.

**14. How did this mindset shift for you?**

Probably I tangled with emotions in the first place, and then I had emotional outbursts, then I just get over it and don't have the energy to make things difficult to myself since everything already is. My negative emotions are not directly linked to the reflection, rather than affecting the reflection. It is better to say that everything affects. I am probably divided into two states, one calm and immobile, the other one is more of a rich emotional change. I tend to have negative emotions when I am in the latter state.

**16.12 Respondent 12**

**1. How should we call you?**

Sean.

**2. Did you ever do reflections of yourself?**

No, but I write journal and do to do list.

**3. Have you ever tried to reflect yourself in your journal?**

I think so. I constantly write down things that I give serious thoughts on, also something that makes me down. I want to write everything down as a method for me to calm. But when I look back, I feel that I may have the same or similar emotions sometimes. It's like I've thought about this thing on paper before.

**4. On the scale of 0-10, rate your reflection initiative.**

7.

**5. And what about your to do list?**

I would mark my undone tasks red. And cross it out if it's done. But mainly task-oriented, not my states and emotions.

**6. You don't think about the reason why didn't you finish certain tasks?**

No. If I go and think about why I didn't finish the thing itself, this feeling of remorse and guilt on my part has rather more impact on my state than if I didn't finish the thing itself. So I'll just mark it there as a reminder.

7. **In fact, this emotion of self-blame that you are talking about is where I am going to step in for this one. Maybe the next time, it will require you to deeply thinking about these reasons.**

You are good.

#### 16.13 Respondent 13

1. **How should we call you?**

Jiusi.

2. **Do you usually do a reflection when you make a bullet journal?**

I'm very casual when it comes to bullet journal, but if I do it, I'll definitely reflect on it.

3. **On the scale of 0-10, rate your reflection initiative.**

8.

4. **What would motivate you to reflect?**

I would like to use this way to visualize my life.

5. **Do you enjoy the process of reflection?**

Yes! Even though it doesn't make me feel good at times, the reflection process can bring me some feelings of joy if I execute well or when I am overachieving. I will feel that I have accomplished what I set out to do, and the reflection process will give me a sense of accomplishment. So reflection is a love/hate thing, I guess.

6. **What kind of reflection method do you use here?**

I may look at the previous bullet journal. I could do this again next time if I thought it is good. This piece is not good, then I will change. The main thing is to look. There may not be something on paper.

7. **By looking back to do a little reflection?**

Yes.

8. **How often do you look back and reflect?**

If I'm doing a weekly journal, I'll look at the previous week. Therefore, weekly.

9. **You've been keeping this weekly?**

Not all the time.

10. **What do you think is the greatest difficulty you have encountered in reflection?**

I always sleep late. I play with my phone all the time. It might take a lot of time for me if I do to do list in the morning, and then reflection it at night. Once I write, I can't stop, I can write for an hour or two. But in the evening, I want to play with the phone, instead of reflection.

11. **In the process of doing this reflection, do you feel that you have negative emotions?**

The reason I want to keep doing the bullet journal is because I think it is a very good way to visualize my life. I think it will be much better than muddle through life. I rarely have negative emotions, I guess.

#### 16.14 Respondent 14

1. **How should we call you?**

Penguin.

**2. What would motivate you to reflect?**

If I get into an argument, I'll think about what I did wrong later that day. Sometimes I think about what I did today and what I didn't do so well. I'll think about those things anyway. But I don't write it down.

**3. Do you enjoy the process of reflection? Why?**

No. This feels like a compulsion to me. I can't stop thinking about things that made me feel bad.

**4. On the scale of 0-10, rate your reflection initiative.**

9.

**5. Have you ever kept a journal or a to do list or anything like that?**

No. I don't like to keep a journal.

**6. How do you usually keep track of what you need to do and when you need to do it?**

I usually keep them in my head, and then after I went to college, I would use the calendar on my phone. But lately I've been doing a lot of things. And I'm a bit of a procrastinator. I just use the sticky notes and stick them under my monitor.

**7. Do you reflect every day?**

I'll think about it when I'm free. But I usually do my homework at home alone, so I don't do any special reflection because my life isn't that tense. But when I first came here, I was very nervous and tired from the intense lectures I had every day. When I arrived home, my whole mind was empty, and I didn't want to talk. That is when I would think about what I have done today. Also travel, travel after a day is also very tired, I need to go to organize a little after high-intensity events. Otherwise, I will not be able to figure out what I did. Usually, if the intensity is not high, I will not think too much.

**8. So the frequency of this reflection in your head is actually related to what you did this day, with the intensity?**

Yes.

**9. After you focus on what you didn't do well, do you feel a sense of remorse, or a little embarrassment, or any negative emotions?**

Definitely. Two days ago, in Friday's class, I got a little bit excited during the group discussion, and I interrupted someone, and I was still thinking about that scene at night.

**10. Even if you think about it, you can't stop yourself from reflecting it next time, right?**

It won't stop. There will definitely be negative emotions, but I will not. Things still need to be done.

**16.15 Respondent 15**

**1. How should we call you?**

Ying.

**2. Do you usually do reflections?**

Definitely will do if I complete a more formal project. But I don't do it every day.

3. **You don't have a routine?**  
No. It depends on whether there is a more formal work-related project.
4. **What would motivate you to reflect?**  
To see the progress of the project.
5. **Do you enjoy the process of reflection? Why?**  
It is more of a task instead of a voluntary thing. So I am going to say no.
6. **On the scale of 0-10, rate your reflection initiative.**  
3.
7. **Is this reflection required by your company?**  
I'm doing my PhD and my boss didn't ask for it. It's just that I feel like I need to organize the progress of the project, or what stage we're at.
8. **What do you think is the greatest difficulty you have encountered in reflection?**  
Maybe to be subjective of the exact progress. It hard to analyze the current situation sometimes.
9. **Is there a method you follow?**  
There's no specific method, just maybe looking at it against the specific requirements of that project, what was completed and then what percentage was completed. I would think about what the reasons were for finishing fast or slow or not doing it at all.
10. **What kind of information do you focus on more in your reflection?**  
I would like to try to analyze the reason why I didn't do this thing. It is because I didn't understand this part of the task clearly when I started the project planning, or I didn't like the task itself, or I rejected the task itself, or the task itself was arranged unreasonably, that is, there was not enough time, or this thing should not have been done by me, it was someone else's turn.
11. **Do you have a notebook for this reflection, or do you keep it together with your bullet journal?**  
I haven't been doing bullet journal for a long time, but I have to reflection it because I have a project. And I only started bullet journaling at the beginning of this year.
12. **Are your bullet journal and reflection two separate parts?**  
Yes.
13. **I see, how do you do your bullet journal?**  
It's probably more of an urgent/important matrix. Maybe some to do lists.
14. **Your bullet journal is more like a planner, right?**  
Yes, I check off the boxes when I am done. But there's no penalty for not doing it.
15. **You don't reflect this bullet journal, do you?**  
Not on purpose. The most important thing is that the thing I care the most are finished. I don't feel very guilty when I don't finish other things.
16. **Why did you want to participate in this experiment?**  
There is no external force to push me to reflect. But if I participate in your experiment, it may be an external force that drives me. So, I want to give it a try.

**17. Do you want to add some reflection part to this bullet journal?**

Yes.

**18. Do you think the reflection process brings up negative emotions for you?**

I think it depends. For example, if I really don't feel well or if I don't do something due to reasons that I cannot change, I think I can live with that. I don't feel like a failure or unhappy either. But I would definitely feel sad if I couldn't finish the thing that need to be done today. There might be self-loathing.

**19. This emotion doesn't seem to affect your motivation for the next reflection, right?**

There are times when it will. Especially when I've been saving up for a while and haven't done any reflections.

#### **16.16 Respondent 16**

**1. How should we call you?**

Zoey.

**2. Do you usually do a reflection when you do bullet journaling?**

Yes, I do. I usually make a to-do list, and then I reflect what I did that night. I also do a reflection of the week on Sunday every week. Finally, I will do a reflection of the month on the last day of the month.

**3. Wow, so you do a daily reflection, monthly reflection, and weekly reflection?**

Yes.

**4. What would motivate you to reflect?**

I am trying to be more organized and more disciplined. I think reflect would help me.

**5. Do you enjoy the process of reflection? Why?**

Yes. It is always nice to see that your life is right on track.

**6. On the scale of 0-10, rate your reflection initiative.**

10.

**7. What do you think is the greatest difficulty you have encountered in reflection?**

I don't have many difficulties... Or maybe it is just I haven't meet one. Haha.

**8. Can you do reflection regularly?**

Yes. Because I wrote the Hobo diary for 3 years. And I actually started to do the schedule bullet journal this year. I'm trying to be more disciplined.

**9. How long have you been doing this kind of reflection?**

I started in January this year.

**10. Do you have any negative emotions in the process of doing reflection?**

I think there will be a little bit. For example, I will record it if the result of today is not that good. I will have a little bit of unhappiness. Because I didn't meet my expectations. But I will think about what I can adjust. Then I will pay attention to it. Knowing that you are adjusting, there will not be that very negative emotions. And I also did a test, that is, I spent a week, I deliberately give

myself more things to do, to test how many things I have get them done based on my time and energy. I will give myself a schedule according to the result next week.

**11. Do you think that this kind of small stress or small unhappiness, will affect you to continue the next reflection?**

Well, no.

**16.17 Respondent 17**

**1. How should we call you?**

Stephenson.

**2. Do you usually do reflection?**

Yes. I think my life is still relatively casual. Reflections are more focused on work. For instance, during my job interview, I will reflect on what I did not do well. I would also find an experienced person to reflect with me so there would be some guidance. As for what you said, reflection of my life, I wouldn't do much. I love photography. But every time I take a photo, I will find that my photo has some problems. Or some light and shadow angle actually can be improved. So in fact, it might be a way to reflect.

**3. Only when you encounter something, then you will choose to do reflection?**

Yes.

**4. What way?**

Like I said earlier. I would list out some important questions. Reflect on whether I said all or not, whether my thinking was right, and whether there were any problems with the way I elaborate. After that I will find some other people with work experience to reflect with me. I will organize this stuff in a notebook. It is equivalent to a review process.

**5. In fact, there is no fixed frequency, right?**

Yes, basically I just write it down in a notebook as soon as possible after the interview.

**6. On the scale of 0-10, rate your reflection initiative.**

8.

**7. Have you ever had a similar reflection experience for other parts?**

My other hobby is playing the guitar. I might record it, and after I record it, I might play the two versions for comparison. I'll mark some parts that I didn't play well. Write out the reasons why it wasn't good.

**8. Do you enjoy the process of reflection? Why?**

Mixed feelings. I do see progress or changes after reflection. But the process is harsh sometimes.

**9. What do you think is the greatest difficulty you have encountered in reflection?**

I am not motivated to reflect everything I care. For example, like playing the guitar, which is just my personal hobby. But finding a job is an urgent need, so in general, when these needs are strong, I will do 100% of the time. If I have a weak interest, such as learning to sing or learning something else, my notes may not be complete which will lead to a not very careful reflection, or even no reflection at all.

**10. In the process of doing this reflection, will you have negative emotions? And how would you describe them?**

There will definitely be. It's the kind of frustration and failure. And I have seriously thought about this kind of problem before.

**11. Will you write these kinds of things down?**

No.

**12. These negative emotions, they will not affect your next reflection?**

Not in the case of the interview. I think the whole point of taking notes on my interview is to make my next interview better. It is a results-oriented issue. And this process can make me have a better result.

#### **16.18 Respondent 18**

**1. How should we call you?**

Pineapple bread.

**2. Do you usually do reflections?**

Yes. But it may be a bit more subjective. Something like next week I should study better and eat less fried food.

**3. Do you reflect in your mind, or do you write it down?**

I write it down.

**4. What is the frequency of your reflection?**

I do it once a week, but I only started this semester.

**5. Are you keeping up with this weekly reflection? Is there a week or two in between that you don't want to do reflection?**

No. Because I don't require myself doing that. After all, it's a hobby for me. I usually keep a bullet journal less decorative. And mainly I just record what I should do every day. It's like an agenda book.

**6. On the scale of 0-10, rate your reflection initiative.**

4.

**7. Do you enjoy the process of reflection? Why?**

Now yes. But in the past, I was a little bit afraid to do it.

**8. What do you think is the greatest difficulty you have encountered in reflection?**

I would way the adjustment of the mind state when I find things are not on schedule.

**9. In the process of doing weekly reflections, when you recall something you may have done that was not quite right, or not very good, does it make you feel negative?**

It will.

**10. To what extent? How does it feel?**

I think I was sensitive to it. But I'm becoming insensitive this semester. I can face it directly. But in the past, I would not have dared to do a reflection. I was afraid that I wouldn't be able to do

anything right. I used to be afraid to have this kind of emotion.

**11. How would you describe the negative emotions you experience in the process of self-reflection?**

I would find it to be a blow to my confidence. I usually think about reflection only when I have a major study plan. But in fact, my own execution is not particularly high. I often fail to achieve the goals I set for myself. When I reflect on it, I feel like I can't even do these tasks myself. It makes me wonder if I am really fit for this field of study.

**12. Does this negativity prevent you from engaging in self-reflection?**

Yes. So I don't usually reflect easily. I will only reflect on something that is particularly important or big. Because the matter is big enough, I can't stop reflecting even if I have such negative feelings.

**16.19 Respondent 19**

**1. How should we call you?**

Saori.

**2. Do you usually do reflection in your bullet journal?**

No. But I have this plan to start doing, and I'm planning how often I'm going to reflect, and what I'm going to reflect approximately.

**3. What about going through that reflection in your head, do you usually do that?**

Oh, I do. Every day before I go to bed.

**4. And what method do you use when you go over this in your head?**

Every day when I wake up, I recall what problems I encounter with my work and my life. I think about how I am going to improve or avoid afterwards. I will reflect it only when problems arise. So, this reflection is not every day.

**5. Now let's return to the direction of the bullet journal reflection. What kind of frequency do you plan to reflection?**

I am still thinking about it. I may plan to once a quarter or once a month.

**6. On the scale of 0-10, rate your reflection initiative.**

3.

**7. Do you enjoy the process of reflection? Why?**

Yes, because I think is a good way for me to vent.

**8. The reflection itself is a way for you to let off steam?**

Yes.

**9. What do you think is the greatest difficulty you have encountered in reflection?**

Maybe to think everything when I reflect. I would neglect things during the process.

**10. In the process of reflection, do you think this process will make you produce some negative emotions?**

It might. It may depend on how the matter is.

**11. Will the negative emotions that arise affect your next reflection?**

I don't think so. Because I want to improve. After I improve, I will have a sense of accomplishment.



It will push me to do other things more actively.

#### 16.20 Respondent 20

**1. How should we call you?**

Potato.

**2. Do you usually do a reflection?**

Yes. Once a week.

**3. What method do you use in the weekly reflection process?**

I don't have a complete system. But I focus on my mindset. I am an anxious person. The reflection will help me focus on my own views this week.

**4. Can you manage to do weekly reflection every week?**

Sometimes not. Sometimes there may be too many things to do this week, which makes me do not have the time to do it.

**5. Is it laziness caused by time and energy?**

Yes. If I have a lot of things to do this week, for example, if I don't have the time or the energy on Sunday, I may not do reflection this week. I would postpone it next week.

**6. On the scale of 0-10, rate your reflection initiative.**

3.

**7. Do you enjoy the process of reflection? Why?**

Yes. It is a great way for me to look into myself.

**8. What do you think is the greatest difficulty you have encountered in reflection?**

Still the lack of time and energy. Sometimes I am just too lazy to do it.

**9. Do you think the process of doing reflection every week will make you feel negative?**

I don't think so. No matter how the week may be, positive or negative, it is still a process of organizing myself.

**10. Do you feel any remorse or guilt when you reflect on things you may have done that were not so good?**

Personally, I don't. Maybe it has something to do with my own mentality, I will feel that this thing has already happened. The process of reflection is already a learning process for me. I wouldn't feel bad about it.

#### 16.21 Respondent 21

**1. How should we call you?**

Lee.

**2. Do you usually do reflections?**

No. I don't.

**3. Do you ever go over what you did good or bad in your mind?**

Sometimes I did.

**4. How about recently?**

Not so much.

**5. What is the reason?**

I think maybe because I may not know exactly how to do a proper reflection. Originally, my work process and study process were organized in the form of a to do list. So I can tell at a glance whether I have done well or badly. Therefore, I have no urge to do the reflection.

**6. Is there a fixed frequency for you to think about your to do list?**

I usually reflect on it before I want to go to bed that night, or I find that the to do list is not completed. But on Saturday and Sunday, I don't reflect. I just think about how I'm going to plan for the next week. I focus more on the future and less on the past.

**7. On the scale of 0-10, rate your reflection initiative.**

1.

**8. Do you enjoy the process of reflection? Why?**

Yes. I can sort the recent things out during the process.

**9. What do you think is the greatest difficulty you have encountered in reflection?**

Just like I mentioned before, I do not know a proper way to execute self-reflection. They are not systematic.

**10. Do you think this kind of reflection will bring you negative emotions?**

No.

**11. Why?**

Because these reflections are a momentary process. It may not have had time to bring me negative emotions. Maybe I don't have a more systematic and in-depth method of reflection. I finished the reflection in less than 20 seconds.

**12. Then the next time you reflect on it, you won't think about what the negative emotion will do to you?**

No, I won't.

**16.22 Respondent 22**

**1. How should we call you?**

Kurt.

**2. Do you usually do a reflection?**

Yes, but there is no fixed period of time, usually according to the end of point of a project end point and then I do the reflection.

**3. What method do you use when you reflection?**

There is no fixed method. But there are mainly two elements, one is the timeline and the other is the event. I will follow the timeline of the project and reflection it first, to see if the task has been completed within time. And then I will see how well I completed the situation, in which to see if there were parts that can be improved, and parts that are good enough to maintain for the next project.

4. **Can you keep doing this kind of reflection?**  
If there is a project, yes. Because after all, when a project is over, it is necessary to do the reflection.
5. **Is there a situation where a project is finished but there is no reflection?**  
Yes.
6. **What do you think is the reason for that?**  
Just laziness. Sometimes the project is too simple, I will feel no need to reflect. There are times when the project is too complex, and it takes a long time to reflect it. I sometimes don't have that kind of time. Therefore, I won't do the reflection. It is still important to find just the right volume of projects that will allow me to do the reflection.
7. **On the scale of 0-10, rate your reflection initiative.**  
4.
8. **Do you enjoy the process of reflection? Why?**  
Fairly. It makes me feel like I have the ability to control things. But I'm reflecting because I think this is a very effective means of making me aware of the state and situation of my life in recent times. So I will go for it. But I can't say I enjoy it.
9. **What do you think is the greatest difficulty you have encountered in reflection?**  
When I find that things didn't go well, I would lack of motivation to reflect. However, for most of the time, things didn't go well. Haha
10. **Do you think that reflection makes you feel negative?**  
It will. Because I want to improve myself through the reflection process. In the process, I will focus on the things I did not do well. So when I do it, I will fall into a deep sense of remorse and guilt. I would criticize myself and say: If only I had done this at that time, if I had done it in that way, maybe the project would have progressed faster.
11. **Did this emotion affect your next reflection?**  
Yes. After I have reflected myself for a while, every time before I reflect, I would think that this is another process to look at myself, to look at my own shortcomings and disadvantages again. It's always a little unpleasant to face my bad aspects.
12. **Does this negativity prevent you from engaging in self-reflection?**  
Hate to admit it, to some extents, yes.

#### 16.23 Respondent 23

1. **Do you usually do reflections?**  
I don't really do it too much. But there are times when I go and sort out what has happened to me recently.
2. **What's the frequency?**  
Once a month.
3. **Can you stick to the reflection frequency you set for yourself? If not, why is that?**  
Not really. I just reflect when there are important things.

**4. How do you do it?**

It's just a record, not to reflect. I write down things happened recently.

**5. Do you enjoy doing it?**

Kind of. I definitely know more about the situation through the process.

**6. When this experiment was given to you, what was your understanding of the reflection?**

From all aspects to analyze some of the things you have done before, such as what did not do enough, what did a good place. That's about it.

**7. Can I ask you why you want to participate in this experiment?**

Because I want to start to reflect. Haha.

**8. Do you think reflection would make you feel negative? Why?**

I can imagine there would be. I surely cannot do everything perfect. And that is why I want to reflect, to make myself better. The process must be difficult though.

**9. How would you describe the negative emotions you experience in the process of self-reflection?**

Self-conscious, maybe a little bit mad at myself.

**10. Do you think the negative emotions affect your next reflection?**

I don't know.

17 Appendix III - Analysis of the Interview for Negative Emotion Verifying

Users' habits of self-reflection	Do reflection	Just started.	Yes. But I've only been doing it for a very short time.
		Regular reflection.	I do it once a month and once a week.
			Mostly monthly reflection, definitely yearly reflection.
			Yes. Once a week.
			I usually do it for the work part weekly.
			I am trying to do weekly ones.
		Task-oriented.	Definitely will do if I complete a more formal project.
			Because after all, when a project is over, it is necessary to do the reflection.
			I have to reflection it because I have a project.
			If there is a study task or exam, I would focus on the results of that exam.
		Goal-oriented.	Yes, I do.
			Goals motivate me to reflect.
			Then when I reflect it, I will go back and see if this goal has been accomplished.
		Subjective.	Whether I have achieved my goal of my work and study.
			I do not reflect on my life and emotions.
			Yes. Reflections are more focused on work.
	No fixed time.	Yes. But it may be a bit more subjective.	
		I'm very casual when it comes to bullet journal, but if I do it, I'll definitely reflect on it.	
		I'll think about it when I'm free.	
		I would do it when I am free.	
		Yes, but there is no fixed period of time.	
	Do it in the mind instead of writing.	I do, but less. Generally think of it and do it.	
		I frequently do it in my head.	
		I think about it in my head, but I rarely put it down on paper.	
Rarely do reflection.	I'll think about things anyway. But I don't write it down.		
	Relatively rarely.		
	I don't really do it much. But there are times when I sort out what has happened to me recently.		
Do not do reflection.	Rather rarely. I mostly go back and look what happened for the past week.		
	I do monthly flip through, do not really do reflection.		
	No, but I write journal and do to do list.		
	No. But I have this plan to start doing.		
		No. I don't.	

Attitude towards reflection	Implementation not optimistic	Execution-challenged	The impetus for execution.
		Lack of time	I do not have enough time to reflect.

			Once I write, I can't stop, I can write for an hour or two.	
			If I don't have the time or the energy on Sunday, I may not do reflection this week.	
			Still the lack of time and energy.	
	Lazy to do it		Sometimes I am a little bit lazy to reflect.	
			I'll be lazy and just put off reflecting on it.	
			I want to play with the phone, instead of reflection.	
			Sometimes I am just too lazy to do it.	
Need guidance	Hard to be subjective		I don't know how to be more subjective.	
	Difficult to do		It is difficult to do it because I do not know how to do it.	
	Lack of experience		I do not know how because I do not have too much of experience of making summary of my life.	
	Meticulous record keeping is required		I would forget things during the process.	
	Unclear of right execution			I am not sure if I enjoy it since I do not know if I do it correctly.
				I may not know exactly how to do a proper reflection.
				I did not feel any feedback. But maybe it is because I do my own reflection incorrectly.
	Hard to analyze		It hard to analyze the current situation sometimes.	
Need motivation to proceed		I am not motivated to reflect everything I care.		
A useful tool	Forward-looking		Positive because I can see my progress.	
	Nice way to document		It is nice to see that I had a fulfilled time.	
			It shows the determination to make progress.	
			It can help me to know what I have done for the past week, and to learn from it.	
			It is always nice to see I have done a lot of things.	
	A place to be creative		I can be creative.	
	A way to learn		I would like to learn skills of how to reflect more organized.	
	An efficient tool			I can find what I want to find in a more efficient way.
				I think reflect would help me to be more organized and more disciplined.
				I'm trying to be more disciplined reflecting.
			I think this is a very effective means of making me aware of the state and situation of my life in recent times.	
Makes users think deeper	Fulfilling		The reflection process will give me a sense of accomplishment.	
	Enjoyable		Now I do enjoy reflection.	
			I kind of like it.	
	A venting way		I like the process of reflection because I think is a good way for me to vent.	
	Makes users feel powerful of life		It makes me feel like I have the ability to control things.	
	A motivation		It motivates me to find my shortcomings.	
	Sort things out		I like the progress because I can sort the recent things out during the process.	
	Makes users know more about them		I definitely know more about the situation through the process.	
	A way to look into oneself		It is a great way for me to look into myself.	
Positive of now and future		Look back on some of the things that have been reflected, will enhance my future planning, or the current state of mind.		

			The reflection will help me focus on my own views this week.
		Life-oriented	I'm still interested in the reflection of my personal life.
Negative attitude		Stressful	I have not done this. I just feel a little bit of pressure.
		Unnecessary	The contents of the work are fixed. There will not be too many changes, so I am lazy to write the same thing every week.
			I'm less likely to do it.
		Harsh	It is harsh for me to really look into myself.
			I do see progress or changes after reflection. But the process is harsh sometimes.
		A compulsive tool	This feels like a compulsion to me.
			I do not enjoy that because it is more of a task instead of a voluntary thing.
		Afraid	In the past, I was a little bit afraid to do it.
		Less likely to do it	I focus more on the future and less on the past.
Not enjoyable	I can't say I enjoy it.		
Relevance to specific situations		Not an effective tool	But then I found that the effect of this summary does not seem to be particularly good.
		Task-oriented	When I am happy about my behavior, I would enjoy reflection.
			It is still important to find just the right volume of projects that will allow me to do the reflection.
	When I find that things didn't go well, I would lack of motivation to reflect.		
Unclear attitudes		Results-oriented	Even though it doesn't make me feel good at times, the reflection process can bring me some feelings of joy if I execute well or when I am overachieving.
		Mixed feelings	Reflection is a love/hate thing.
		Uncertain	I'm not sure if I want to reflect.
Need for supervision		Involuntary	There is no external force to push me to reflect.

Emotions during self-reflection	Negative emotions	Impacted by task completion	This feeling of remorse and guilt on my part has rather more impact on my state than if I didn't finish the thing itself.
			When there's no actual progress in the past week, reflection would bring me negative emotions.
			I would definitely feel sad if I couldn't finish the thing that need to be done today. There might be self-loathing.
			I would feel negative when the goal is not accomplished.
			Sometimes I don't want to reflect when the progress is bad, or when the project goes wrong. I don't want to face a bad schedule.
			I will record it if the result of today is not that good. I will have a little bit of unhappiness.
		Undermine self-confidence	I would find it to be a blow to my confidence.
		Self-criticize	I will be a little anxious and self-critical.
			Self-conscious, maybe a little bit mad at myself.
			I would feel that my entries were worthless.
			Self-scouting for the most of time.
			I would criticize myself and say: If only I had done this at that time, if I had done it in that way, maybe the project would have progressed faster.
		Remorse	If I do a reflection, I might feel a little bit of remorse.
			Just sorrow, maybe a little bit regret.
			I will fall into a deep sense of remorse and guilt.
		Frustration	Frustrating.

			It's the kind of frustration and failure. And I have seriously thought about this kind of problem before.
	Negativity		Definitely I would be negative when I reflect.
			If I cannot channel myself well, I will remember the negative feeling for so long.
			I tend to have negative emotions when I am in the rich emotional state.
	Emotional times		I don't feel very guilty when I don't finish other things.
			In the past, it would be negative emotions. Now it's more like, it is what it is, just to think about how to do better next time
			I can imagine there would be. I surely cannot do everything perfect.
	Not impacted by task completion		I don't feel very guilty when I don't finish other things.
			In the past, it would be negative emotions. Now it's more like, it is what it is, just to think about how to do better next time
			I can imagine there would be. I surely cannot do everything perfect.
	Positive Emotions	Channel for venting	It's a kind of detoxication of my emotions.
			I will feel more relaxed after.
			I'm going to be happy. It proves that I was positive during that period of time.
	No negative emotions	Results-oriented reflection	The process of reflection is already a learning process for me. I wouldn't feel bad about it.
			I don't suffer from negative emotions. Because I want to improve.
		Reflection is not performed correctly	It may not have had time to bring me negative emotions. Maybe I don't have a more systematic and in-depth method of reflection. I finished the reflection in less than 20 seconds.
		Rarely have negative emotions	I rarely have negative emotions.

Impact on the next reflection	Negative impact	There is negative effect	There will be negative effect.
			If I do not channel myself well, there will be negative impact.
		Affect the life next week	It would affect my next week's behaviors and productivity more.
		Do not want to face the bad aspects	There will be effect since it's always a little unpleasant to face my bad aspects.
		Behavioral inertia leads to less frequent reflection	I tried to do weekly reflections, but then it slowly became irregular.
			If I don't reflect for a week, it's actually hard for me to go back and do this again.
		Prevent them from reflecting	There will be effects, so I don't usually reflect easily.
	Impact of the absence of information	There are times when it will affect me. Especially when I've been saving up for a while and haven't done any reflections.	
	Positive about the impact	There will be affect a little bit, but I can live with it.	
	No impact	Make peace with it	There won't be effect because I am old enough to make peace of most of the things.
		No impact	There will be no effect for my next reflection.
			Negative emotions won't do anything to me.
	Positive impact	Motivated to improve	It is a results-oriented issue. And this process can make me have a better result so no.
			I want to improve. After I improve, I will have a sense of accomplishment. It will push me to do other things more actively.
Unclear		I don't know.	



## 18 Appendix IV – The Reasons of Why RSP Chose the Related Detoxification Methods and Corresponding Analyze

### 18.1 Respondents Who Choose Expressive Writing

Summarize	RSP	The reasons they choose it
It is more in line with people's daily habits, and it can be better combined with the bullet journal format.	1	I'm already writing in bullet journal, just go with it.
	4	It is more in line with my habit of using bullet journal.
	6	It could be the part of bullet journal. It makes more sense.
	8	Bullet journaling is writing, and so is expressive writing. They are consistent. I don't need to change anything in the process.
	9	Expressive writing doesn't require changing anything, and there's no new learning costs. It's more in line with what I'm used to.
	13	The carriers are continuous. This method is more convenient.
	18	I just need to start another log after the self-reflection. It's a pretty smooth process.
	20	It is spontaneous to continue writing in bullet journal.
	22	I always write script in daily life. It is easier for me.
	23	I think it is more in line with bullet journal usage.
They like the process of writing and drawing.	3	I like writing and drawing instead of meditating.
	7	I like it when I draw and write and doodle.
	10	I like writing. The casual writing format appeals to me.
	15	I love the feeling of being able to write at will without pressure.
Their current state and the environment they were in made it difficult for them to meet the requirements of mindfulness meditation.	11	I live in a dormitory. It's hard to find environments that allow me to meditate.
	16	It is hard for me to find a place to meditate.

## 18.2 Respondents Who Choose Mindfulness Meditation

Summarize	RSP	The reasons they choose it
They are curious about the mindfulness meditation.	2	I'm curious about this method. Would like to try it.
	19	I would like to try something new like this.
They do not like expressive writing.	5	I thought about it for a while and wondered what to write about in expressive writing. I don't have that many ideas.
	21	I don't like writing. I found writing is tired.
They want to re-cultivate the habit of meditation.	12	I used to meditation. I'd like to take this opportunity to continue to develop the habit of meditation.
Compared to expressive writing, they find meditation simpler.	14	Seems like a nap to me, and I like nap.
	17	I can do nothing with this method.

## 19 Appendix V - Contents of Post-experiment Interview

### 19.1 Respondent 1

1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection?  
The higher the score, the stronger the willingness is.  
5.
2. How has the willingness changed from before?  
I am less willing to do so.
3. Why?  
This experiment makes me realized that reflection might not be suitable for me. It's not that useful to me.
4. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.  
4.
5. How has the stress changed from before?  
A little bit more.
6. Why?  
The stress was higher at the beginning. The pressure is not as great after I get used to the process later on.
7. On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.  
6.
8. How has the experience changed from before?  
Stays the same.
9. Why?  
But it's good to follow the little tips you gave on the reflection page.
10. On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.  
8.
11. Why?  
I am still more willing to do this. Although I think it may not achieve the purpose of relaxation. But I think it's quite appropriate for me to write and draw.
12. When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience? Why?  
Yes. But not a particularly direct impact. This impact is more subtle. Originally, I feel the day is over when I done reflected. But after adding expressive writing, I felt pretty good. It feels like there is a closure. My emotions are a little better.

**13. What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**

I did 4 weekly reflections. And I did 4 expressive writing session afterwards. But I didn't set the timer. I just tried to fill the page.

**14. Overall, subjectively how well do you think you relaxed after you finish detoxication session?**

I don't think it's very relaxing. But it does have some positive effects. I have to think more seriously about the reflection. But with the addition of expressive writing, which is not particularly brain-deadly, it may feel a little better than finish by reflection.

**15. How was the experience during detoxication session?**

Pretty good. I just scribble and be casual. There is no limit.

**16. How was the experience after detoxication session?**

Not that it had a very relaxing effect. But I think it helped me to sort out my emotions.

**17. Do you think the detoxication session has any effect on the next reflection session?**

I don't think so.

**18. Will you continue with model in the future?**

I don't think weekly reflections are a good fit for me. So, I probably won't do it in the future. But expressive writing, I may still do afterward.

### **19.2 Respondent 3**

**1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection? The higher the score, the stronger the willingness is.**

8.

**2. How has the willingness changed from before?**

I am more willing to do the reflection.

**3. Why?**

I used to be willing to reflect projects only. It was quite perfunctory. But now, I quite like this weekly reflection. I just love this reflection and expressive writing so much. I did go and follow the little light bulb under your weekly reflection that tells us how we can do it. I found my own special way of reflection that I like. I think that was a very surprising part of it. I am fond of the unrestricted nature of expressive writing, writing about whatever you want.

**4. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**

0.

**5. How has the stress changed from before?**

Smaller.

**6. Why?**

Because it doesn't require me to write so many fixed things. And then there's no need to think about how I'm going to decorate. It gives me a lot of freedom. I find that I can fill the whole page just by writing. It's very fulfilling.

7. **On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**

8. I'm pretty happy in this reflection process.

8. **How has the experience changed from before?**

Better. Every week I just have two blank pages and I just go ahead and write, which I find very convenient.

9. **Why?**

The first point is that it allowed me to experiment with different ways of reflection and to find the right one for me. The second point is that it's not as decorative as it should be. And with only one page, I can fill the whole page with just a pen. It takes less time, I can also record the process, and the page looks good. It will make me feel very good to use.

10. **On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.**

10. The simplest point of the reason why I like it is that I no longer limit myself to typographic decoration. The second is that I think this makes me appreciate these 10 minutes. I went from not giving myself a time limit at the beginning, which led to writing a full page, to the second time there was a little stuck in the middle, and to the third time. I unlocked the use of it. When I discard those concerns, and then also without having to say how well I'm going to write my expression, I'll find that it lets me know where I'm really focusing myself. It will also let me know where the parts of a thing that I value are. And I will know myself better if I can express myself without worries.

11. **When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience?**

There are impacts. Makes me eager to do this weekly reflection. The reflection followed by an expressive writing will make me look forward to my reflection of the week even more. Not only does it let me know what I did this week rationally, but it also lets me release it emotionally. I think this is a part that many people need.

12. **What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**

6. I added once myself.

13. **Overall, subjectively how well do you think you relaxed after you finish detoxication session?**

I think I actually finished fairly well. Although I did have some problems with the first couple of times, I wasn't able to do a good job with expressive writing. But in the later ones, I think I did pretty well.

14. **How was the experience during detoxication session?**

Because I feel that writing speed is very limiting to my writing. There's so much I want to say. In this process, I feel that I could write down my feelings at the moment. It's different from the reflection before, because before I think I have to rationally reflect what I did and what I didn't do. But the later expressive writing, I think it is focused on a reflection of my own state of mind.

15. **How was the experience after detoxication session?**

I'm glad I wrote it down. I cherish that emotion of my heart thumping in the moment. So I think writing is very precious to me.

**16. Do you think the detoxication session has any effect on the next reflection session?**

I don't think it has any impact on the reflection, but it has an impact on my planning. Because I can know what my weaknesses are in this process of writing, and then when I set my to do list for the next week, I won't go back to the things that are not right. I think it's because I probably really enjoy this part of it.

**17. Will you continue with model in the future?**

That's for sure. I really feel that these two parts have opened the door to a new world for me.

**19.3 Respondent 4**

**1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection? The higher the score, the stronger the willingness is.**

7.

**2. How has the willingness changed from before?**

Stays the same.

**3. Why?**

Because there are two parts to the weekly reflection. In the left part, I wrote less. So I think the change is not very big.

**4. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**

2.

**5. How has the stress changed from before?**

It's even smaller. Because now I'll just concentrate on writing the right part.

**6. Looks like you didn't write to much on the left part.**

Yes.

**7. How do you do your reflection?**

I just look back and try to recall of what I did this week. And try to teach myself some lesson by writing the contents on the right part.

**8. Why don't you use the left part?**

During the first week, I treat the left part as the place to record the things that I need to make decisions to. And I don't have too many decisions to make for now. During the second week, I decided to record my good/bad habits on the left part, which still not so much of contents. And I just simply wrote down nothing during the 3<sup>rd</sup> and 4<sup>th</sup> weeks. I feel like both the left and right are reflections. It's just that the object of the reflection is different. For me, the function is repeated. So I didn't tend to write the left side.

**9. Do you have any idea of why did you do it this way? I designed it for the purpose of reflect on the left side and relax on the other.**

It might because I tend to reflect and record my emotions at the same time. I just treat them as

the same.

10. **On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**

8.

11. **How has the experience changed from before?**

Better. I'll be a little more emotional, I guess.

12. **Why?**

Because when I write down facts, I don't experience emotions, I'm like a robot. But I would think it's good to write about emotions. Personally, I would have felt better if I could have had a clearer guidance on that page.

13. **What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**

I did 4 weekly reflections.

14. **Overall, subjectively how well do you think you relaxed after you finish detoxication session?**

Pretty well.

15. **How was the experience during detoxication session?**

I can get my feelings and emotions out. Because emotional expression is a very important process.

16. **How was the experience after detoxication session?**

Relaxed. I won't feel like I'm living in the past.

17. **Will you continue with model in the future?**

Yes. I think it has encouraged me to reflect. It has given me a more systematic understanding of journaling. I will move this method to my bullet journal.

#### 19.4 Respondent 6

1. **On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection? The higher the score, the stronger the willingness is.**

7.

2. **How has the willingness changed from before?**

Better.

3. **Why?**

Because expressive writing has to be written all the time within the time limit. Don't have too much time to think for myself, but I feel much more relaxed after writing. And I did write down all the things that impressed me. I can ignore the little things that I don't need to think about but bother me. I feel that the burden is not so heavy anymore. The reflection will not be so stressful for me.

4. **On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**

5.

5. **How has the stress changed from before?**  
Didn't change too much.
6. **Why?**  
I am always a little afraid of reflection. Because most of the time I reflect, I have to confirm some plans and make decisions, which would be stressful.
7. **On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**  
7.
8. **How has the experience changed from before?**  
Slightly better.
9. **Why?**  
Because the inserts are dot-matrix, which makes me feel like there are no limits set. I really like this. Other than that, not much else has changed.
10. **On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.**  
9. It is a great way that makes me relaxed.
11. **When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience? Why?**  
It's very energizing. Because my expressive writing is more of an overview of the previous reflection. Then I express more about my feelings. This led to a result of less feeling in the previous weekly reflection.
12. **What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**  
It was done every time. Expressive writing is something that may not be up to scratch at first, may forget to time it, or may write too much. But I feel like I did pretty well the next two times. It gradually becomes better and better.
13. **Overall, subjectively how well do you think you relaxed after you finish detoxication session?**  
Average.
14. **How was the experience during detoxication session?**  
Because it takes a brain to write it all off in those few minutes. It feels like the stressful things that were reflected before actually seem to be okay. Because no matter how I think about it, I still have to do it. Then I will write a word of encouragement at the end. So it helps me to relax and relieve stress.
15. **How was the experience after detoxication session?**  
I feel like I'm a little too relaxed.
16. **Do you think the detoxication session has any effect on the next reflection session?**  
I should be more willing to reflect. Because I feel like I'm doing better and better.
17. **Will you continue with model in the future?**



Should do. Expressive writing is something I would keep up with.

#### 19.5 Respondent 7

1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection? The higher the score, the stronger the willingness is.

5.

2. How has the willingness changed from before?

It has been better. I am more willing to reflect.

3. Why?

I thought that expressive writing was pretty interesting. It was pretty cool for me to write for 10 minutes after the reflection. It felt like venting out.

4. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.

3.

5. How has the stress changed from before?

Slightly better. I had something that needed to be summarized and just happened to reflect it. It's still a fairly natural process.

6. On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.

7.

7. How has the experience changed from before?

It will be a little better than before.

8. Why?

Because I have done very few reflections before. This is the equivalent of giving myself a node a week to think about some of my own things.

9. On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.

10.

10. When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience? Why?

It feels slightly easier when I reflect it. But the first time I wrote it, I didn't feel much, and after I wrote it once, I became more willing to write it.

11. What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?

I did all five of them.

12. Overall, subjectively how well do you think you relaxed after you finish detoxication session?

It was good.

13. How was the experience during detoxication session?

It's pretty good. Expressive writing allows you to write out your thoughts. It's actually quite fun and relaxing. I am one of those people who talk a lot. Expressive writing does not have to be very logical, and you can write anything that comes to mind that is happy or unhappy.

**14. How was the experience after detoxication session?**

It's good. Because the reflection is a summary of this period of time of myself. There are some things I can communicate with others, and some things I can't. Then expressive writing just allows me to talk to myself. It's quite liberating.

**15. Do you think the detoxication session has any effect on the next reflection session?**

There is a willingness to enhance my next reflection.

**16. Will you continue with model in the future?**

I will. But maybe not do it weekly.

**19.6 Respondent 8**

**1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection?**

The higher the score, the stronger the willingness is.

9.

**2. How has the willingness changed from before?**

Higher. From 8.5 to 9.

**3. Why?**

I feel freer and more relaxed.

**4. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**

2.

**5. How has the stress changed from before?**

It didn't reduce the pressure a lot, but it did reduce it a little.

**6. Why?**

For me, the insert is quite nice.

**7. On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**

9.

**8. How has the experience changed from before?**

Better than before.

**9. Why?**

I used to think about typography and aesthetics when I reflected. But this experiment is printed on A4 paper and there is no binding. So, I feel free and less constrained when I reflect. The second reason is that expressive writing really helps me. It distinguishes itself from the content of the reflection. I can clearly reflect on what I have done this week. In addition to focusing on what I've done, it also provides a window for emotional catharsis.

**10. On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.**

9.5. I'm quite looking forward to doing this session during the weekly reflection.

**11. When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience? Why?**

Yes, there are. For me, the positive aspects are mostly. Because it gave me a window to focus on my own mental feelings, it boosted my current reflection and made me think more deeply.

**12. What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**

I did 3 weekly reflections and 1 monthly reflection. And I didn't set the countdown. But roughly 10 minutes each for each expressive writing session.

**13. Overall, subjectively how well do you think you relaxed after you finish detoxication session?**

I think it's pretty high. It does make me feel relaxed and free. And there is less pressure for me to reflect.

**14. How was the experience during detoxication session?**

It was nice. It makes me think about what I haven't thought about before.

**15. How was the experience after detoxication session?**

I felt nice. Maybe not that detailed but it did relax me.

**16. Do you think the detoxication session has any effect on the next reflection session?**

I don't think so. It didn't facilitate the start of my next reflection.

**17. Will you continue with model in the future?**

Yes. And I would like to ask for permission to continue using the insert.

**18. Of course!**

**19.7 Respondent 9**

**1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection? The higher the score, the stronger the willingness is.**

9.

**2. How has the willingness changed from before?**

Not so many changes. If my tasks are well done, I will want to reflect on them. I don't want to reflect if a lot of things didn't get done.

**3. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**

7.

**4. How has the stress changed from before?**

Stays the same.

**5. Why?**

Because I always want to be more honest with myself. Expressive writing after the reflection was

all about cursing myself.

6. **On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**

8. I think a lot of the contents of the inserts were pretty cool.

7. **How has the experience changed from before?**

It's been too short a time, I'm not sure. But it feels like there is a trend of getting better. Originally it might have been only a thought in my mind. But now it is on paper. But my feeling of the change of this transformation is still very subtle.

8. **On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.**

7-8. Because I prefer to write. Although my hand would be tired when I write for 7 or 8 minutes. But I can live with it. It can help me to express some of my own thoughts more freely. In the beginning I may just follow the content of the reflection to write, but I tend to write things that not only happened this month during the process of the detoxication.

9. **When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience? Why?**

It will be a little bit. After all, there is an extra step that takes a little more time. But overall, because of this venting process, I can face my worse task completion directly.

10. **What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**

I did 5 of them. And I did all of the expressive writing session for 10 minutes each.

11. **Overall, subjectively how well do you think you relaxed after you finish detoxication session?**

The process of writing is quite relaxing. I can experience happiness in the process of detoxication.

12. **How was the experience during detoxication session?**

I can relive the feeling of what I was writing.

13. **How was the experience after detoxication session?**

After writing, it serves a slight relaxation. It feels pretty cool to be free during that time and just write my own thoughts.

14. **Do you think the detoxication session has any effect on the next reflection session?**

I feel like they influence each other. Reflection makes me want to do expressive writing. Expressive writing makes me want to reflect. I originally didn't have the habit of doing weekly reflections. Now I think I'm doing quite well.

15. **Will you continue with model in the future?**

I think I'll start adding weekly reflections to my bullet journal.

## 19.8 Respondent 10

1. **On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection? The higher the score, the stronger the willingness is.**

7.5.

2. **How has the willingness changed from before?**  
Better.
3. **Why?**  
It gives me a sense of slowly looking back of my life, which is nice.
4. **On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**  
3.
5. **How has the stress changed from before?**  
It's hard to say. My usual life is not particularly stressful. But it surely lessens some of the pressures.
6. **Why?**  
I think it's because this page is big and empty and free, and in the process of writing it I'm excusing myself, so it's mitigated.
7. **On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**  
8.
8. **How has the experience changed from before?**  
I have more autonomy to do the reflection than before.
9. **Why?**  
I feel more cheerful. The pressure is not as high as before.
10. **On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.**  
8.5. Because this method is easy for me. I was also in a happier mood when I did it. It was easier to execute.
11. **When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience? Why?**  
It will be. I think it's a positive impact. It makes me more willing to do this. Because I really didn't like doing reflections before. I think it makes me very stressed. This time should be the longest I've lasted. Expressive writing still has a very obvious feeling of relaxation.
12. **What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**  
I did 4 out of 5. It was about six or seven minutes each time. Didn't write enough for 10 minutes.
13. **Overall, subjectively how well do you think you relaxed after you finish detoxication session?**  
Finished pretty well, I guess.
14. **How was the experience during detoxication session?**  
Apart from the fact that I didn't have enough time to write and the last few minutes, which bothered me a bit, the experience was a relatively smooth process.
15. **How was the experience after detoxication session?**

I think my work schedule for the next week actually improved after using this. I was more pleasant.

**16. Do you think the detoxication session has any effect on the next reflection session?**

There's a little bit of a positive impact. It's something that puts me in a more pleasant mood. I would want to stick with it. It might indicate that it's motivating me to keep going. It's not hard to just spend 10 minutes or so doing it every week. And it's also a way to just look back at what I did last week.

**17. Will you continue with model in the future?**

I think I will, at least in a short term.

**19.9 Respondent 11**

**1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection?**

**The higher the score, the stronger the willingness is.**

7. After I tried it, I felt that there are places that do not fit and need to be changed specifically to the situation, and the changes are troublesome. But it works, so deduct 3 points.

**2. How has the willingness changed from before?**

Better.

**3. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**

0.

**4. How has the stress changed from before?**

Nothing is changed.

**5. Why?**

The reflection itself is not stressful for me. I'm too lazy to reflect but I don't mind. Another reason is that I analyze myself when I reflect, which is a relatively familiar thing for me.

**6. On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**

10. It was fun.

**7. How has the experience changed from before?**

It's gotten better.

**8. Why?**

Before it was fill-in-the-blank, which is more regular. I later brought forward expressive writing, first writing nonsense, and then extracting it to reflect. It would be much more fun.

**9. On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.**

10. I first write the changes of what I do, and what I want to try, usually in five, six minutes, and then organize the keywords, try to think about how to improve. There is a feeling of playing games of finding the difference.

**10. Why did you choose expressive writing first, then reflection?**

I don't think there is a particular order of priority. I used both parts for reflection. They have similarities, so they were put together.

**11. When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience? Why?**

Yes. Mentally, I'm quite excited. The reflection page is also more organized and cleaner. The writing process makes me feel like my brain is running, similar to the excitement that comes from playing puzzles.

**12. What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**

I did 5 of them. And all of them are followed by the expressive writing session. But I never writing for 10 straight minutes. The longest duration would be 6 and a half.

**13. Overall, subjectively how well do you think you relaxed after you finish detoxication session?**

I feel like I'm playing a game. So really relaxed.

**14. How was the experience during detoxication session?**

It's fun, it's exciting. Hands are a little tired.

**15. How was the experience after detoxication session?**

Tired. Want to go to bed.

**16. Do you think the detoxication session has any effect on the next reflection session?**

Not so much.

**17. Will you continue with model in the future?**

Yes because it's really fun!

**19.10 Respondent 13**

**1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection? The higher the score, the stronger the willingness is.**

8. In fact, I don't particularly understand that weekly reflection is on the left and expressive writing is on the right. Why do I need to make this distinction? Personally, I don't particularly need to separate the two. Just use a big inner page to write this stuff.

**2. Then I'm kind of curious how you do your relaxation during the review.**

After I write down what I did today, I will write how long it took me to do what I did today and how I did it. In fact, the process of reflection, it is already a relaxation process for me.

**3. Do you see the reflection itself as a relaxing process?**

That's how it is for me. I'll be in a relaxed environment to do the reflection. I would reflect some of the things that made me happy, which would be some thoughts and corrections for the future. Such process is positive feedback for me. The more negative part of the reflection, for me it's mostly about the use of time. I sometimes feel like I've been idle today. There will be a small criticism of myself, but I think it will make me better and not have a psychological impact on me.

**4. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**

Hardly. 1.

**5. How has the stress changed from before?**

No big change. Because there has not been much pressure.

**6. On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**

7-8.

**7. How has the experience changed from before?**

Nothing has changed either. I feel that just the format of the writing is different. There is no particular change in the whole feeling.

**8. On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.**

It's pretty strong. 9.

**9. When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience? Why?**

It depends. If I'm tired, then I'll find the reflection to be a burden. If I have completed all the tasks I have set for myself today, I'll find this reflection to be a very, very satisfying thing.

**10. What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**

I did them all. But I combine the reflections and detoxication processes together. They will cost me around half an hour in total.

**11. Overall, subjectively how well do you think you relaxed after you finish detoxication session?**

It was okay, probably did have some procrastination of my own. It may not be as effective as it could be, but it's having a little effect.

**12. How was the experience during detoxication session?**

It's great to do it weekly. The 10-minute duration is just right. But it is true that the more I wrote, the more tired my head and my hands could be.

**13. How was the experience after detoxication session?**

There is a sense of accomplishment. It's great to go through what I've written and think that I've done so much. I would feel great about myself.

**14. Do you think the detoxication session has any effect on the next reflection session?**

Yes. I think I was able to go through to reflect my goals. Expressive writing is more calming for me, but it doesn't make me feel like I'm looking forward to the next reflection. Rather, it's something that makes the process a little more acceptable to me.

**15. Will you continue with model in the future?**

Yes.

**19.11 Respondent 15**

**1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection?**



- The higher the score, the stronger the willingness is.
- 5.
2. **How has the willingness changed from before?**  
I might slightly be unwilling to do so.
3. **Why?**  
Because I think expressive writing lengthens the amount of time to reflect. Therefore, I would postpone it until I have a whole-time block.
4. **On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**  
6.
5. **How has the stress changed from before?**  
More stressful.
6. **Why?**  
Because I participated the experiment. I felt I have obligation doing so.
7. **On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**  
6.
8. **How has the experience changed from before?**  
Better.
9. **Why?**  
The structure of the inserts definitely helped me a lot. Your design is also better-looking. There is also a stronger sense of ritual when I print it out and do it. It also feels more summative when I look back. I don't have a fixed format to reflect. But with your structure, I would feel more organized.
10. **On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.**  
6. Because I would clear my whole schedule to reflect. It's not that difficult to execute.
11. **When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience? Why?**  
It will. It will allow me to focus more on the things I didn't do when I reflect. I will expand on this part in expressive writing. After summing up the reasons, whether they are subjective or objective, it helps to let it out emotionally.
12. **What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**  
I did 3 weekly reflections. And 3 expressive writing afterward for 10 minutes each.
13. **Overall, subjectively how well do you think you relaxed after you finish detoxication session?**  
Emotional relaxation, yes. I have a sense of relief for the part that I didn't finish.

**14. How was the experience during detoxication session?**

I think 10 minutes is a pretty good amount of time. I wouldn't have felt too much in the process that the words were all spoken and there was nothing to write about.

**15. How was the experience after detoxication session?**

Relaxed and relieve.

**16. Do you think the detoxication session has any effect on the next reflection session?**

I think it will have an impact. It will allow me to analyze the causes more objectively in the next reflection.

**17. Will you continue with model in the future?**

If I have a problem in my reflection that is almost subjectively caused by me, then I may choose to proceed. Because my mood improves after writing it out. It feels good to write it out in the moment. But it probably wouldn't be performed on a regular basis.

**19.12 Respondent 16**

**1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection?**

**The higher the score, the stronger the willingness is.**

10, I guess. Because I have a goal in mind for myself, I'll follow up on this every day.

**2. How has the willingness changed from before?**

I think it's more willing.

**3. Why?**

Because something new has been added. I think it's fun, so I do it every week. And there was an added bonus. At first, I was trying to discover some self-expression as much as possible. But after trying it I found that when I was more stressed, I would feel relaxed after doing a reflection and then writing a 10-minute expressive writing. It calms me down. So I'm quite willing to do that later.

**4. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**

3.

**5. How has the stress changed from before?**

At first, the pressure became bigger because I didn't fit in. After later, I get used to it and found some new fun in it, then it became less.

**6. On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**

8. The change is not too big, because it is more or less the same as usual.

**7. On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.**

8. Consider that it is more difficult to do it at the beginning. Not sure how to go about this. It's quite a big problem for me. But after knowing how to do it later, I will be happy to do it.

**8. When you knew there was a detoxication session after the reflection, did it have an impact on**

**the reflection experience? Why?**

In the beginning, there was no effect. But after the number of times I do it, I will naturally have some ideas in my mind when I reflect. I will feel that I can write these thoughts out later. It allows me to analyze my own emotions in the reflection, so that I can go deeper.

**9. What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**

In addition to the fixed four times, I have done it myself three or four times. In each of these seven or eight times, I have done this expressive writing. The fixed 4 times were 10 minutes of writing. The three or four times I did it myself were about 7-8 minutes long.

**10. Overall, subjectively how well do you think you relaxed after you finish detoxication session?**

Overall, I feel pretty good. It does make me feel relaxed once I get used to it.

**11. How was the experience during detoxication session?**

At first, the experience is not very good. Later on, it was fine. Whether it is happy or unhappy content, I feel that the experience is still good. The process is not mandatory because there is no mandatory requirement to write anything or not to write anything. This is very free, write whatever you want. It feels good.

**12. How was the experience after detoxication session?**

Doing this has allowed me to understand more about my current situation and state and what I'm really thinking about myself. That's one of the biggest rewards. It's also good for me to be able to stabilize myself through this kind of writing.

**13. Do you think the detoxication session has any effect on the next reflection session?**

It seems not. I don't have many negative feelings about the reflection.

**14. Will you continue with model in the future?**

I would. I think it's really good. I'll want to add it to my reflection process in the future.

**19.13 Respondent 18**

**1. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection? The higher the score, the stronger the willingness is.**

7.

**2. How has the willingness changed from before?**

Better. I will look forward to doing the process more.

**3. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**

6.

**4. How has the stress changed from before?**

I don't feel the same. It's hard to say bigger or smaller.

**5. Why?**

I'm paying more attention to the emotional side of the change and my own thoughts during the reflection now, which is something that I didn't do before.

6. **On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**

6-7.

7. **How has the experience changed from before?**

Hard to say. I would prefer more logs in the reflection inserts, such as diet log, exercise log, etc. A completely blank space is not as instructive.

8. **On a scale from 0 to 10, please rate the level of voluntariness of the detoxification session after conducting the reflection. The higher the score, the more voluntary it is.**

8. I kind of like this session. Because of some personal reasons, I recently am more stressful. This session can relieve some of the bad emotions that usually need to be suppressed.

9. **When you knew there was a detoxification session after the reflection, did it have an impact on the reflection experience? Why?**

Yes, there is. I would like to record some of my inspirations and ideas. But normally I don't have time doing so. Therefore, I would regard expressive writing as my chances to record, which makes the reflection experience more peaceful, and makes me not to be too serious about some things.

10. **What is the number and length of detoxification sessions that you did? What is the percentage of the total number of reps?**

I did 4 weekly reflections. And I did 4 times of the follow-up expressive writing session. There were two times that I didn't meet the requirement of 10-minute duration because the page was full.

11. **Overall, subjectively how well do you think you relaxed after you finish detoxification session?**

I find it kind of relaxing. It achieves a state of rejuvenation.

12. **How was the experience during detoxification session?**

I would be more emotional. After all, I was showing my current state during the process.

13. **How was the experience after detoxification session?**

Just feel freshened up. I will be more peaceful.

14. **Do you think the detoxification session has any effect on the next reflection session?**

There might be some impacts of me planning for the next week. But not necessarily on the next reflection. Because I would ask myself some really emotional questions during the expressive writing session, which would make me to think about what I really want to do next week. I tend to write questions on the insert of expressive writing. They are mostly about my feelings, emotions.

15. **Will you continue with model in the future?**

I will. I think it's a great thing for me to focus on myself and to think about something inside of myself.

#### 19.14 Respondent 20

1. **On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection? The higher the score, the stronger the willingness is.**

9.

2. **How has the willingness changed from before?**  
I am more willing to do it.
3. **Why?**  
I have a preconception in my mind that what I am writing now does not need to have a conclusion or result. There may not be as much psychological pressure.
4. **On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**  
1.5.
5. **How has the stress changed from before?**  
Less than before.
6. **Why?**  
It's not easy to say. There is not a particularly clear understanding of the reason. Just a more subtle feeling. Maybe it's more stressful if you always want a result. But not now.
7. **On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**  
9.
8. **How has the experience changed from before?**  
Better.
9. **Why?**  
I printed the inserts on A4 paper. There are page by page, not a notebook. This is more relax for me in experience. If I write in a notebook, it causes me to feel that the content is always there following me. I would have thought more. And there is a lot of room for reflection, there is no guidance, I can arrange the content of the reflection more freely.
10. **On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.**  
9. I am more willing to do it rather than just reflect.
11. **When you knew there was a detoxication session after the reflection, did it have an impact on the reflection experience? Why?**  
A little. The reflection would take longer if there were no detoxication session. I feel like I have to figure everything out during the reflection. If there is an expressive writing session later, the reflection process is less tangled.
12. **What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**  
I did 3 weekly reflections. And they all followed by the detoxication session, which all last for 10 minutes.
13. **Overall, subjectively how well do you think you relaxed after you finish detoxication session?**  
I'm kind of relaxed. Medium to high, I guess.
14. **How was the experience during detoxication session?**

Very ordinary, nothing particularly outstanding advantages and disadvantages.

**15. How was the experience after detoxication session?**

I feel like I don't have to necessarily give a conclusion to my thoughts. Even if I can't figure it out, I'm at peace with it. This output is a kind of relaxation for me, I guess.

**16. Do you think the detoxication session has any effect on the next reflection session?**

Tend to be more willing now. It is a relatively positive influence.

**17. Will you continue with model in the future?**

I think it will. I'd ask you for the original file and I'll change the date myself and use it.

**18. Sure.**

**19.15 Respondent 22**

**19. On a scale from 0 to 10, how willing are you to use the experimental inserts for the reflection?**

The higher the score, the stronger the willingness is.

8.

**20. How has the willingness changed from before?**

It surprisingly increased.

**21. Why?**

I am really looking forward to doing the reflection now. Instead of just criticizing myself, now I feel like I can get them all out of my system.

**22. On a scale from 0 to 10, how was the stress you experienced when you used the experimental inserts for the reflection? The higher the score, the more stressful it is.**

2.

**23. How has the stress changed from before? Why?**

There are still pressures but way less than before. I printed the inserts on A4 paper. I feel less of pressure when I write on scattered sheets of paper instead of a notebook. It feels like that I have no obituary to make the layout nice and clear.

**24. On a scale from 0 to 10, how was your experience when you used the experimental inserts for the reflection? The higher the score, the better the experience.**

9. It has been wonderful.

**25. How has the experience changed from before? Why?**

It becomes better. Like I said, the scattered sheet of paper would be one crucial point. Another point that I found really nice is the spacious dot-grid page. It is free enough for me. I can always rearrange the layout to meet my requirement of the reflection. Because I do have different methods to reflect when my life situations are different. I do like the no-frame-or-guidance design.

**26. On a scale from 0 to 10, please rate the level of voluntariness of the detoxication session after conducting the reflection. The higher the score, the more voluntary it is.**

9.5. I really enjoy the detoxication part. So, I would look forward to doing it.

**27. When you knew there was a detoxication session after the reflection, did it have an impact on**

**the reflection experience? Why?**

I believe there is. It makes me enjoy doing reflection more. I tend to be negative and self-loathing after reflection in the past. But with expressive writing, I feel way better than before. Thus, I can get the same results of looking and thinking about my life without feeling sad. These all makes me want to do reflection more.

**28. What is the number and length of detoxication sessions that you did? What is the percentage of the total number of reps?**

I did 3 of weekly and 1 monthly reflections. Among all of them, I did the expressive writing afterwards, which all last 10 minutes.

**29. Overall, subjectively how well do you think you relaxed after you finish detoxication session?**

I felt pretty relaxed.

**30. How was the experience during detoxication session?**

It was good. I tend to feel negative when I do reflection. And when I did find the problems in my life, I kept going on and on thinking about them. And when I do expressive writing afterwards, I can write down all the thoughts in my head. I feel alive.

**31. How was the experience after detoxication session?**

Relaxed. But more importantly, my mind would be empty and ready to do what's next. I feel I have a closure on what I have reflected. And I also feel like that I have accomplish something.

**32. Do you think the detoxication session has any effect on the next reflection session?**

Yes. I am not afraid of thinking deeply about my life. And I'm more comfortable with thinking without results. The detoxication session surely alleviated my negative feelings of self-loathing.

**33. Will you continue with model in the future?**

Yes, I would. It is really useful.

## 20 Appendix VI - Table of Thematic Analysis of Post-experimental Interview

### 20.1 People Who Reflected Before

Categories	Codes (semantic)	Codes (latent)	Subthemes	Themes
Expressive Writing	It is not a brain-deadly process.		It doesn't bring additional pressure.	It's easy to execute.
	I can write only with a pen.			
	It is not as decorative as it should be.			
	It's not hard to just spend 10 minutes a week.			
	The detoxication is a relatively smooth process.			
	I have no obituary to make the layout nice and clear.			
	I no longer limit myself to decoration.			
	This method is easy for me.			
	I'll just concentrate on writing the right part.			
	I don't have to give a conclusion to my thoughts.		They don't need to think conclusions for the writing content.	
	Even if I can't figure them out, I am at peace with it.			
	I'm more comfortable with thinking without results.			
	10 minutes is a pretty good amount of time.		10 minutes is good.	
	I feel more cheerful.		Feeling positive through the process.	
	I am in a happy mood when I do it.			
	I am more pleasant.			
	I can experience happiness in the process.			
	Expressive writing is interesting.		Interesting and relaxing.	
	It is fun and relaxing.			
	It's fulfilling.			
	It is fun.			
	Two sessions are influence each other.			It encourages users to reflect.



	It makes me eager to do reflection.			
	I am looking forward to reflecting.			
	It has a positive impact on making me want to reflect.			
	It motivates me to keep going.			
	I am looking forward to reflecting now.			
	I have a sense of relief for the part I didn't finish.		Less judgement about themselves.	
	I can get the same result of looking and thinking about my life without feeling sad.			
	I am not afraid of thinking deeply about my life now.			
	It alleviates my negative feelings of self-loathing.			
	I will reflect but may not be stick with it.	It may increase the pressure or lower the initiative of reflection.	Encouraging but not habit-forming.	
	After all, there is an extra step that takes a little more time.	Even though pressure is lessened, we cannot improve the willingness to 100%.		
	The form of writing is more practical.		The form of writing is more practical.	Writing makes respondents feel organized and good.
	Writing is easier for me to get into a state of mind.		Writing makes respondents feel good.	
	It feels good to write it out in the moment.			
	I feel alive when I write down all the thoughts.			
	Writing is very precious to me.		It makes respondents feel organized.	
	It is a ritual.			
	It feels like there is a closure after the process.			
	I would feel more organized after the process.			
	I feel like I have accomplished something.			
	It's quite appropriate for me to write and draw after reflection.		It is a free process.	Feeling positive through the process.
	Content doesn't have to be logical.			
	It is liberating.			

	I like the unrestricted nature of expressive writing.			
	It gives me freedom.			
	I can express myself without worries.			
	I would write a word of encouragement at the end.			
	This is free, I can write whatever I want.			
	It helps me to express my thoughts more freely.			
	I just scribble and be casual.			
	I put my thought from my mind to paper.			
	It is cool to write for 10 minutes.		A cool thing to do	
	It's very energizing.			
	It is cool to be free and write my thoughts.			
	It felt like venting out.		A way to vent out.	
	I can get my emotions and feelings out.			
	It provides a window for emotional catharsis.			
	It is a venting process.			
	It helps me to let it out emotionally.			
	I can get everything out of my system.			
	I won't feel like I'm living in the past.		Relaxed and refreshed	
	I feel more relaxed after writing.			
	I feel the burden is not heavy anymore.			
	The reflection is not stressful to me.			
	It helps me to relax and relieve stress.			
	It lessens some of the pressures.			
	The pressure is not as high as before.			
	It calms me down.			

	It does make me feel relaxed.			
	It does make me feel relaxed and free.			
	It makes the reflection more peaceful.			
	It makes me not to be too serious about some things.			
	I find it relaxing and rejuvenate.			
	I feel freshened up and more peaceful.			
	I am relaxed after the process.			
	My emotions are a little better.			
	I feel relaxed and relieve after the process.			
	My mind would be empty and ready to do what's next.			
	I feel alive after the process.			
	It allows me to talk to myself.		Think more about themselves.	Respondents would think more through the process.
	I teach myself lesson while writing.			
	It lets me know where I'm focusing on myself.			
	I can focus on my state of mind.			
	It gives me a sense of looking back of my life.			
	It allows me to understand more about my current situation.			
	I will be able to stabilize myself.			
	It makes me think about what I haven't thought about before.			
	It allows me to focus on the things I didn't do when I reflect.			
	I can analyze the causes more objectively in the next reflection.			
	I have more systematic understanding of bullet journal.		Learnt something new through the process.	
	I am more emotional.		More connect to the emotions.	
	It allows me to release myself emotionally.			
	It allows me to analyze my own emotions.			

	I can relieve the feeling of what I was doing.			
	I pay more attention to my emotions.			
	I can relieve some of the bad emotions.			
	During the process, I would feel emotional.			
	It helped me to sort out my emotions.			
	I found blank pages are very convenient.			They like the way with scattered, blank, and spacious page.
	I feel like there is no limits of the page.			
	The page is big and empty and free.			
	There is no binding and I feel free and less constrained.			
	A4 paper is less stressful for me in experience.			
	There is no guidance, which is freer to me.			
	There is no limit.			
	I feel less pressure when I write on scattered sheets of paper.			
	I like the spacious grid page.			
	I like the no-frame-or-guidance design.			
	I like to have a clear guidance on the writing page.		It's hard at the beginning.	Need more guidance through the process.
	It is difficult to do it at the beginning.			
	A complete blank space is not instructive.			
	It's good to follow the little tips on the page.			
	It is something that may not be up to scratch at first.			
	The stress was higher at the beginning.			
	The pressure is not as great after I get used to the process.			
	I express more about my feelings during expressive writing, which led to a result of less feeling in the reflection.	Use in the right way.		
	I write things in my life and my emotions together.	This respondent does reflection and detoxication at the same time.	Use in the wrong way.	

	I didn't set the timer. I just tried to fill up the page.		Customizable.	
	It has an impact on my planning.			It effects the plan for next week. (A potential way to arrange future log without anxiety)
	My schedule for next week is improved.			
	There might be some impacts of me planning for the next week.			
	It makes me to think about what I really want to do next week.			
	The feeling of the change is very subtle.			Subtle feeling.
	It gives me a subtle feeling of change.			
	The impact is subtle.			

## 20.2 People Who Didn't Reflect Before

Categories	Codes (semantic)	Codes (latent)	Subthemes	Themes
Expressive Writing	I combine reflections and expressive writings together.		Method misusing.	Need more guidance through the process.
	I don't understand why reflections and detoxication are separated.			
	I use both parts for reflection. I put them together because they have similarities.			
	There are places that do not suit me in the inserts, and it is hard for me to change.		Not customizable or flexible enough.	
	If I have completed the tasks I set for myself, I'll find the reflection is satisfying.		Satisfaction with the reflection from the degree of task completion.	
	It is already a relaxation for me when I reflect.		Respondent doesn't need detoxication process.	
	Makes me feel like my brain is running.			Feeling positive after the process.
	I have a sense of accomplishment.			
	I would feel great about myself.			
	The inserts are fun to use.		Interesting and gamified process.	
	Expressive writing provides a feeling of playing a game of finding the difference.			
	I am relaxed after expressive writing session.		Relaxed and refreshed	



	Expressive writing is more calming for me.			
	I am excited to do the reflection.		Makes me want to reflect.	Could form the habit of reflection.
	It makes the process acceptable for me.			
	The page is more organized and clearer.		The inserts are organized and clear.	Inserts are well-designed.