

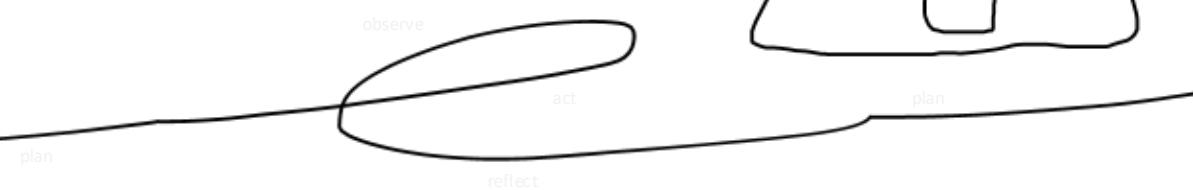
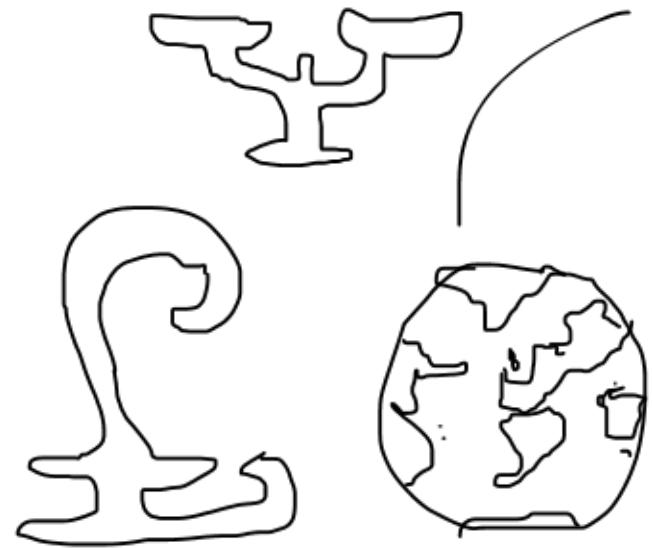


Ethical Scaffolding for Inclusive Reflective Practice on the Diploma in Professional Studies



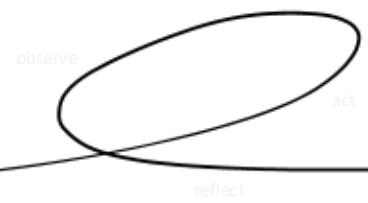
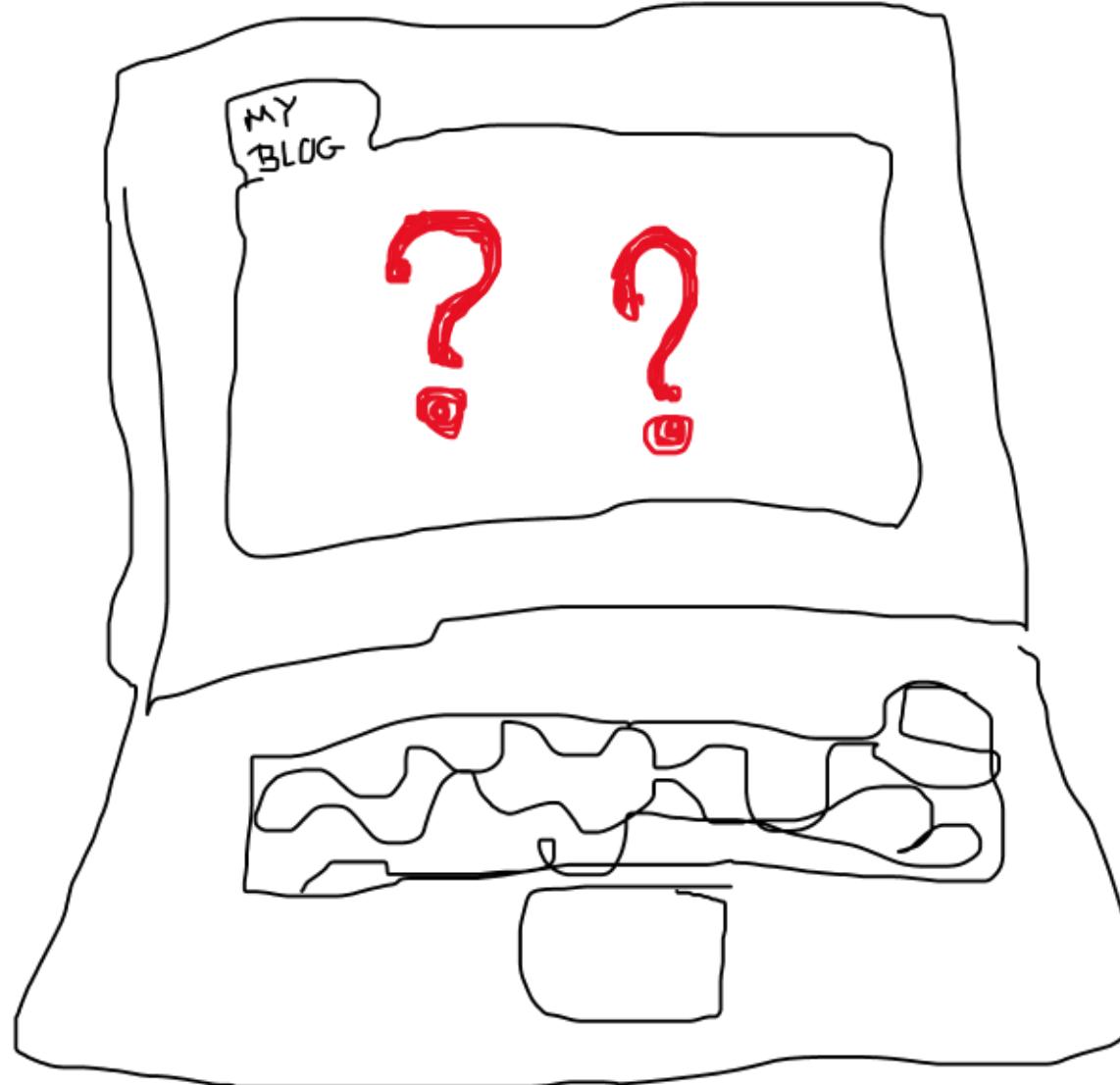
context

DIPLOMA IN PROFESSIONAL STUDIES



context

where do blogs fit into all this?

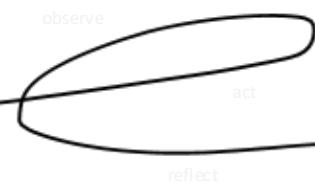


reflect

plan

reflect

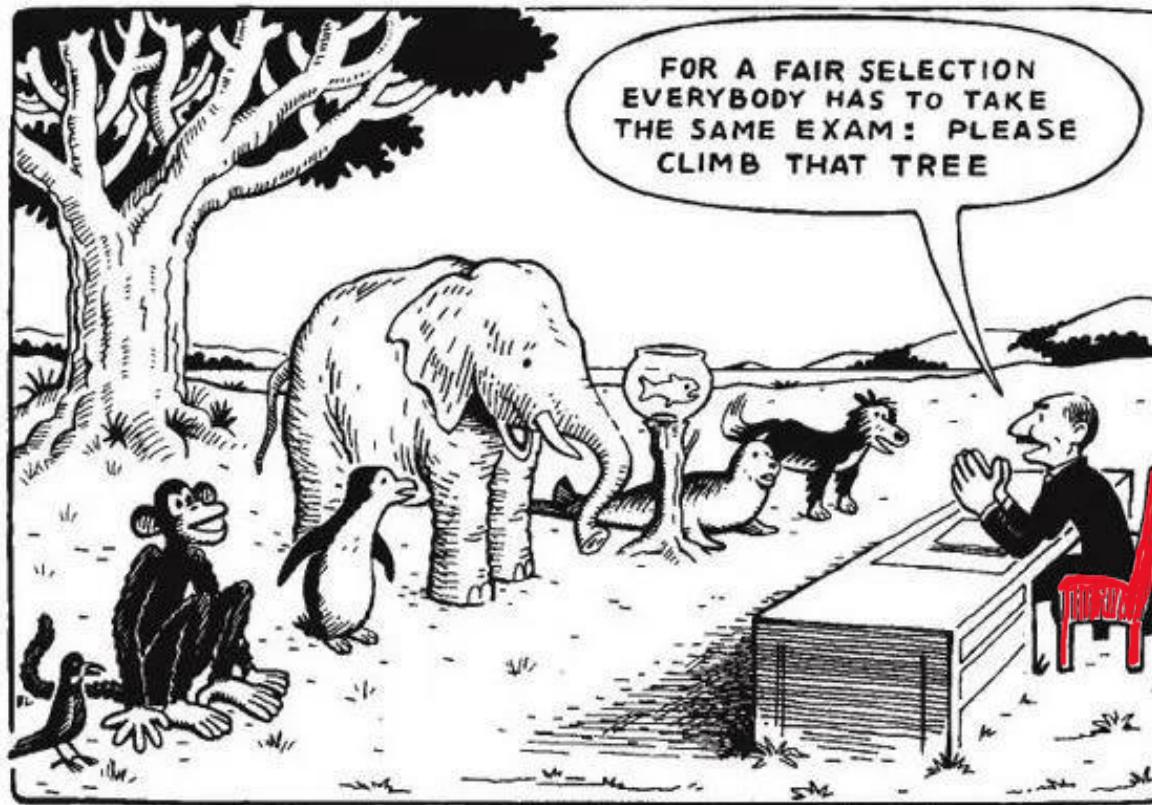
plan



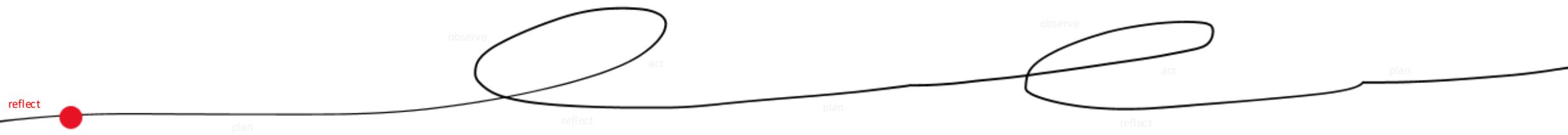
reflect

plan

rationale



Hans Traxler, 1983, Equal chances for all students



rationale

“clarity becomes a code word for an approach to writing that is profoundly Eurocentric in both context and content...I argue for a theory of language that not only recognizes the importance of complexity and difference but also provides the conditions for educators to cross borders...”

Giroux, H, 1993

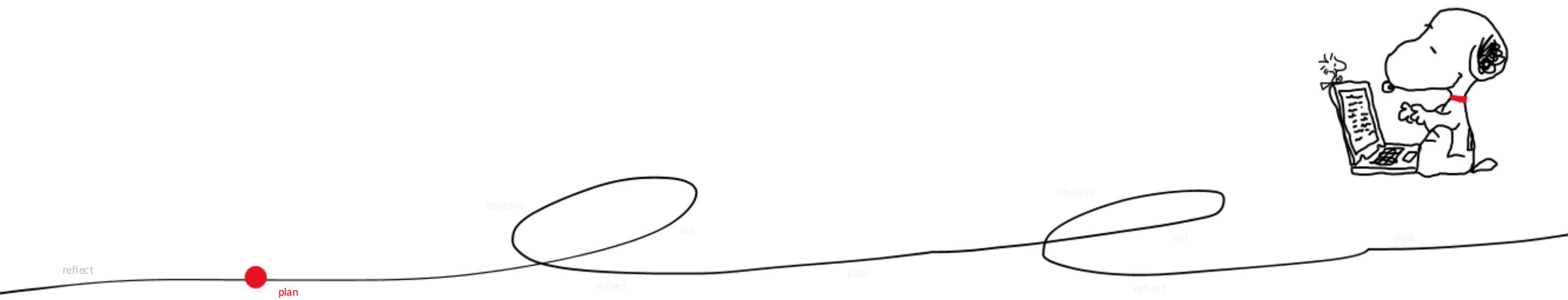
“conforms to presuppositions about standard language use and neglects the historical, political, and cultural specificity of diverse audiences or publics. Claims of such writing assume a correspondence theory of language that effaces questions of voice, style, and difference and ‘flattens’ the relationship between language and audience.”

Pollock, D , 1998



aims

- provide students with optional 'jumping-off' points to support the initiation and direction of reflective writing;
- better align reflective blogging with the core DPS curriculum;
- support the development of critical and reflexive professional practice;
- reduce disparities between students who feel confident with reflective writing and those who are less experienced or confident



who am i

why me



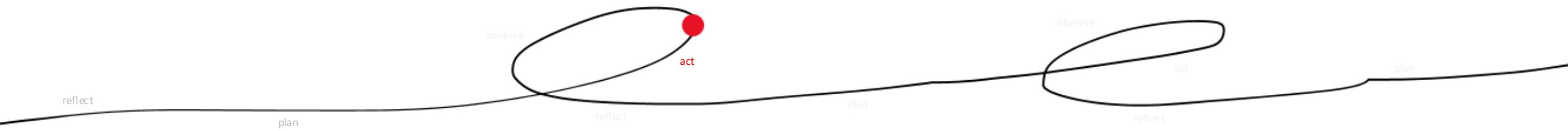
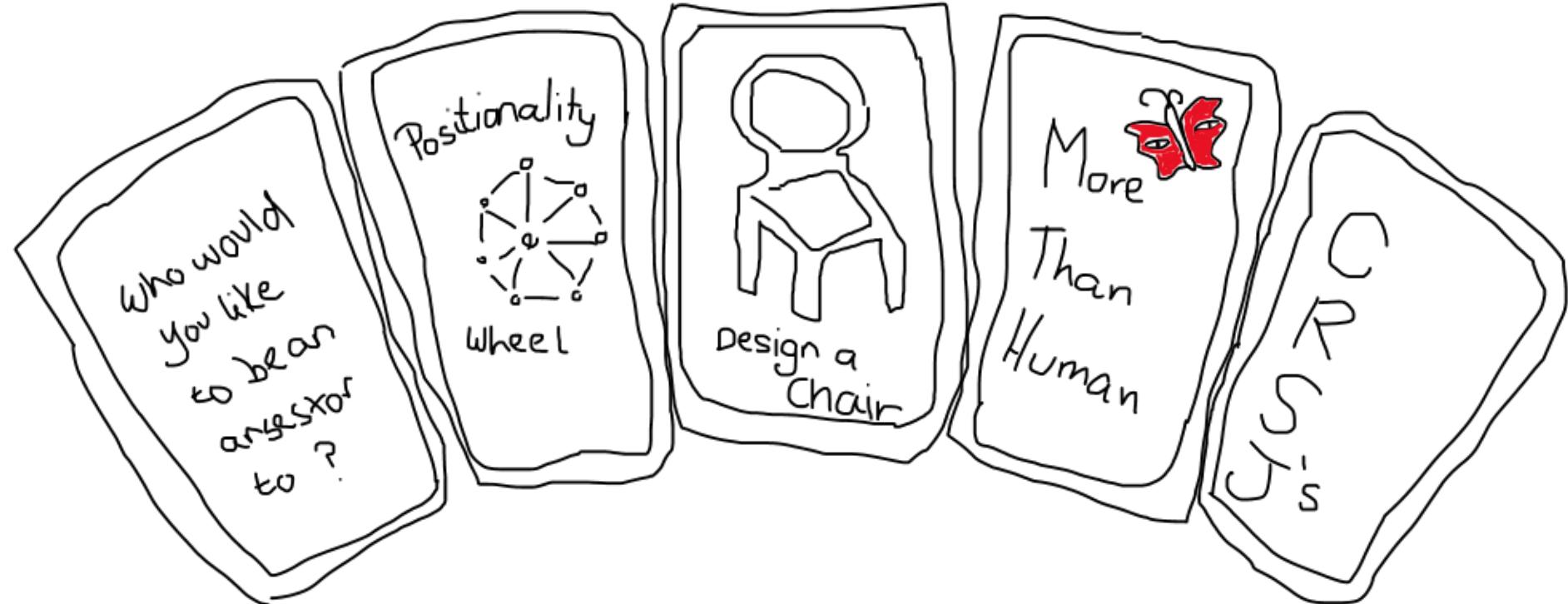
CHOLE

THEY / THEM
SENIOR LECTURER
DPS COORDINATOR FOR CCW
CSM / CHELSEA ALUMNI



First attempts

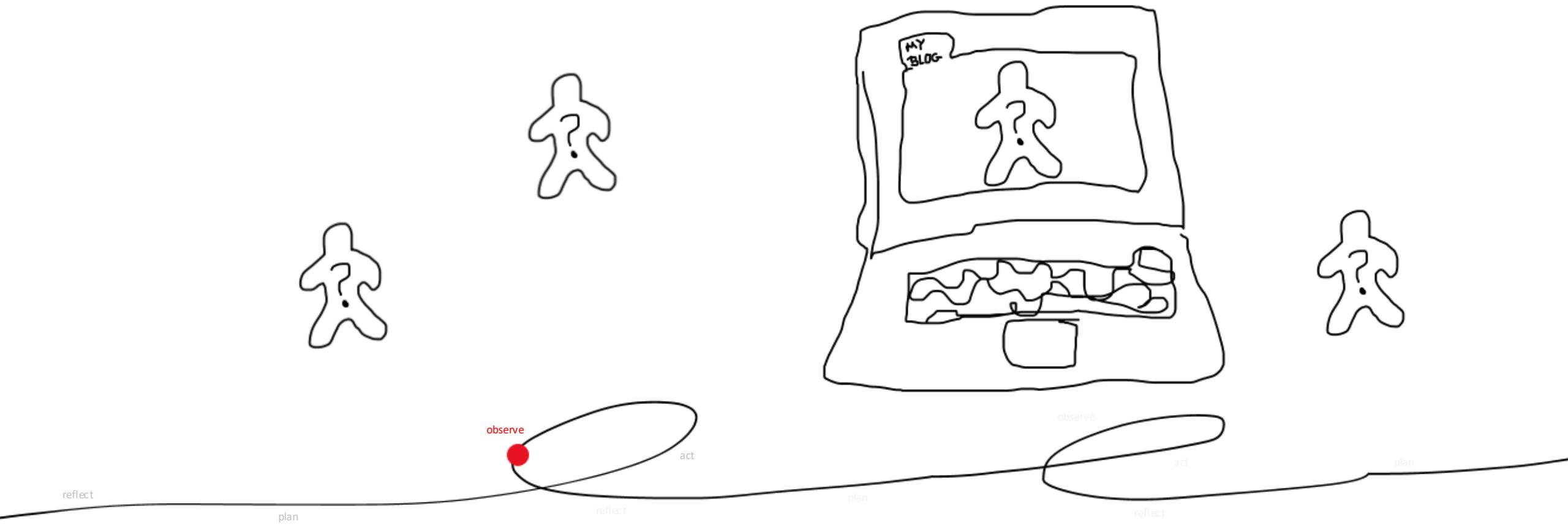
Create blog prompts



First attempts

Students slow to start blogs and integrate blog prompts

I realise I want to know more about student experiences with reflective writing



What I wanted to know

Background

- Home or International
- English additional language
- Ethnicity
- Highest held qualification
- History with reflective writing
- Confidence

Opinions

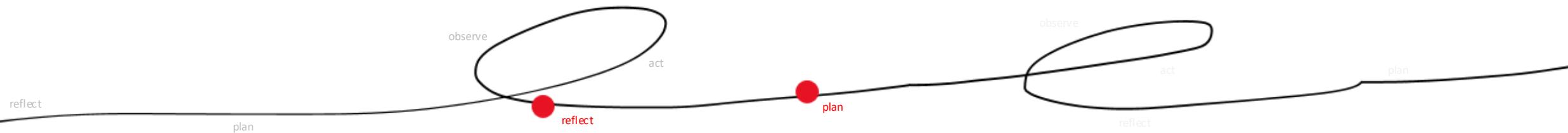
- Purpose of reflective journalling
- What works
- What could be better

Habits

- When does reflection happen
- How does reflection happen
- With who does reflection happen

Constraints

- What makes blogging and reflective writing hard



questionnaire

methods

6. How confident do you feel when blogging? *

Not at all confident      Very confident

7. How confident do you feel when reflecting on your creative and professional practice? *

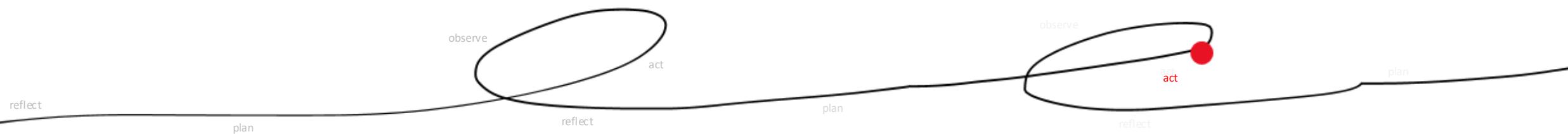
Not at all confident      Very confident

8. Do you feel your background or prior educational experience affects how comfortable you feel with reflective blogging? *

Yes

No

Unsure

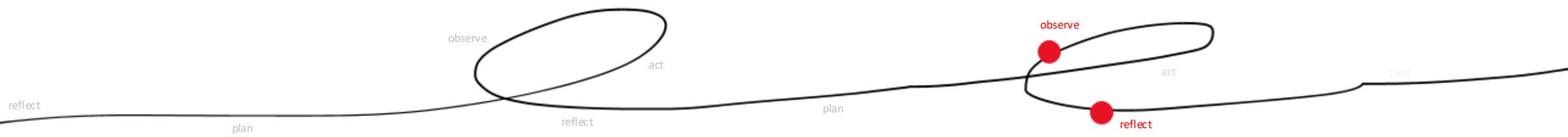


Results Reflections

Significant differences in participants experience of reflective writing, not directly linked to prior experiences / English as an additional language

All participants saw the blog as valuable, flexible and personal

Barriers are structural, not just skill based

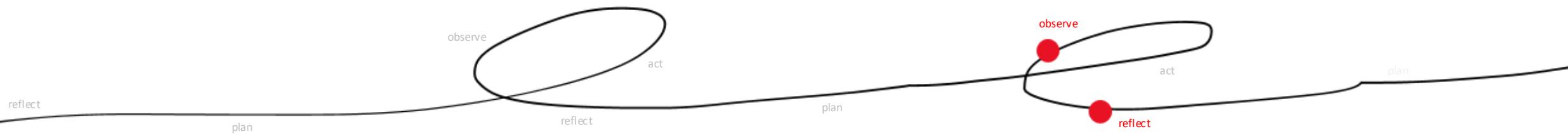


Results Reflections

Light touch guidance
Flexible, adaptable, autonomous

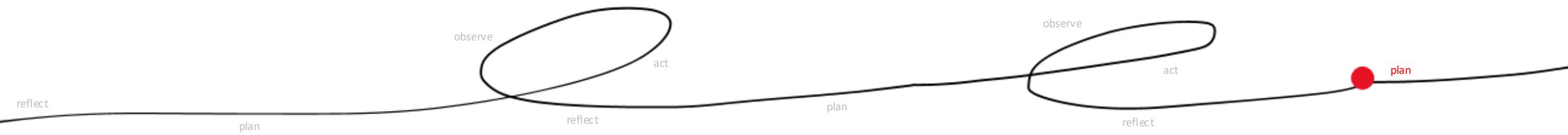
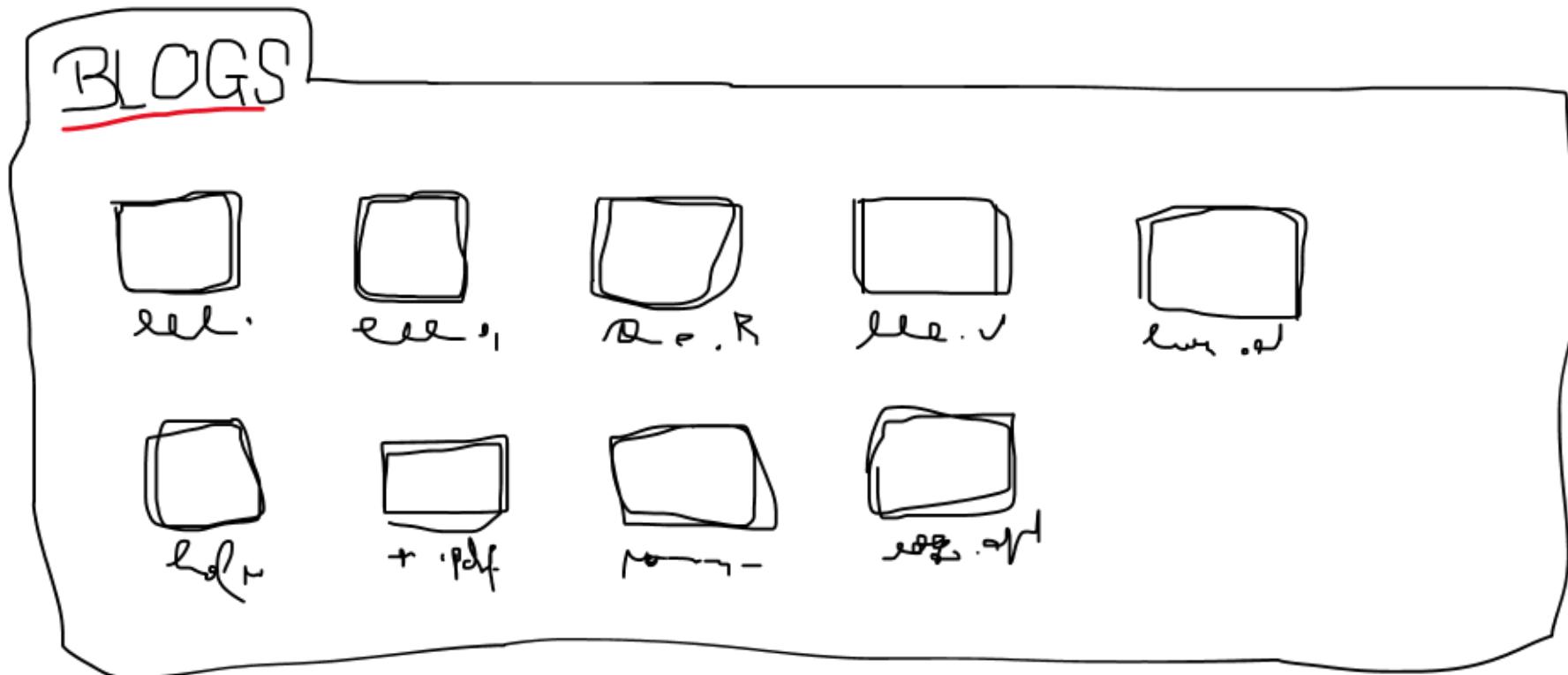
Structure, examples, show and share

Anxiety over “correct” way of working, being observed but not interacted with



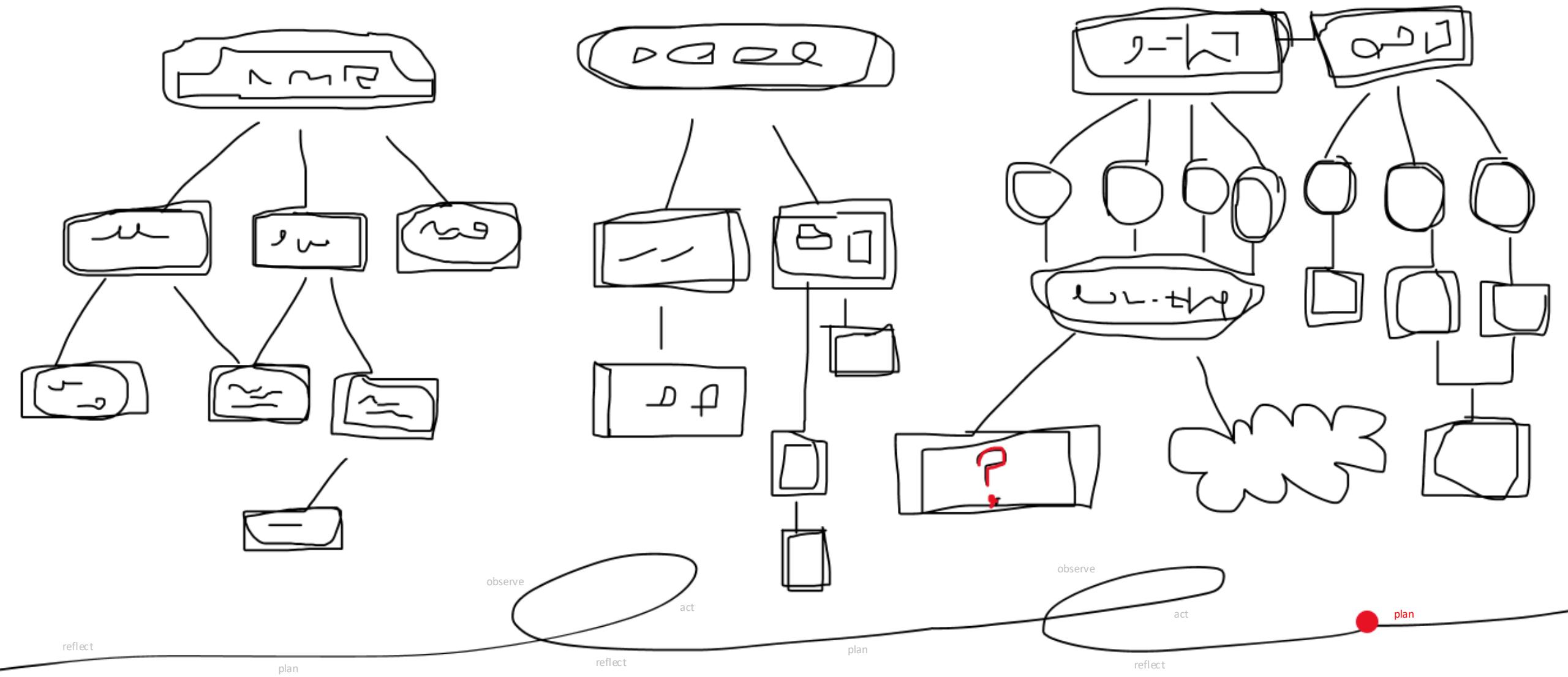
Outcomes

Develop collection of blogs sharing good practice



Outcomes

Flow chart of blog prompts / themes / what to write about



Outcomes

Decolonizing Academic Writing session with students next Friday

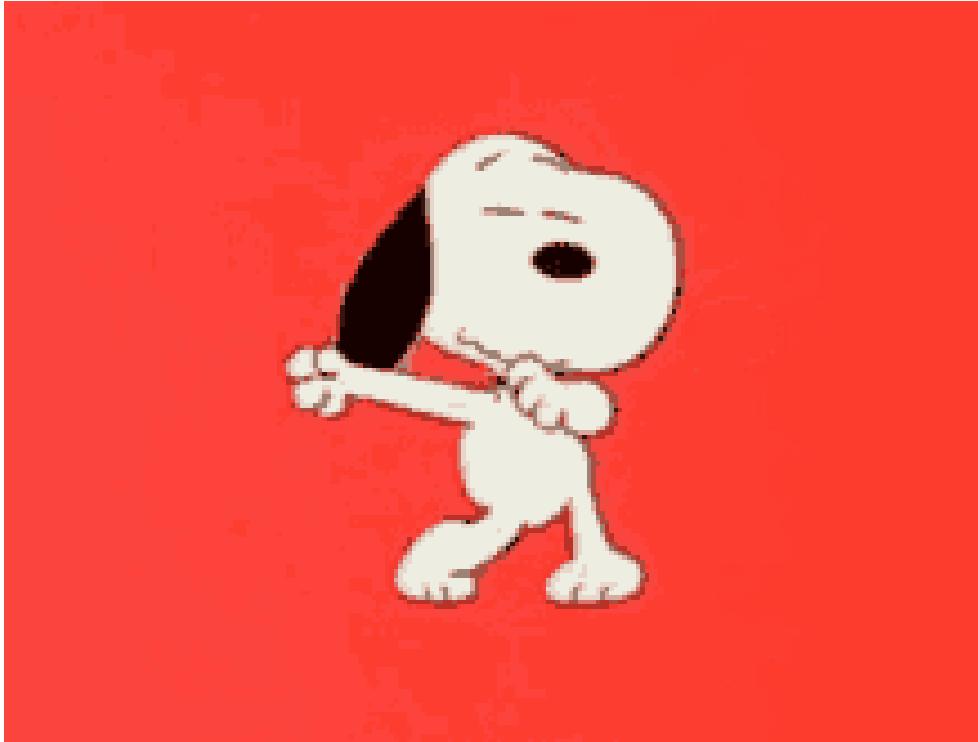


Outcomes

Further integration of blogs at Friday workshops, tutorials and formative assessments



By attending to power, access, and diversity, small interventions can meaningfully redistribute confidence and agency within reflective practice.



Chole Swords c.swords@arts.ac.uk

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