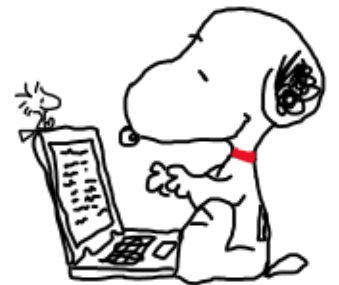


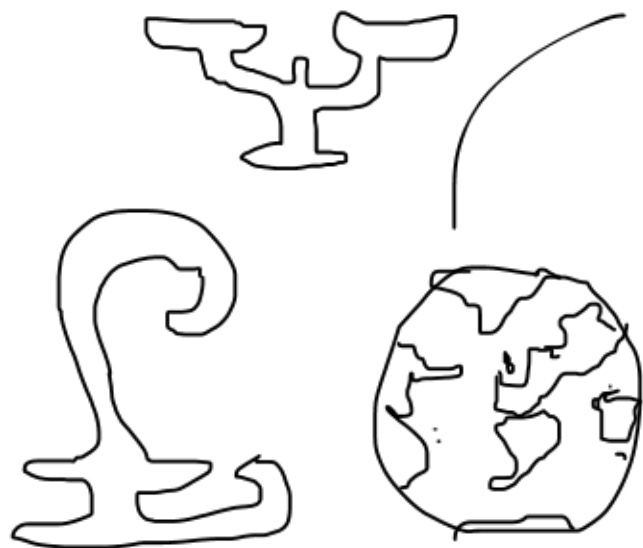
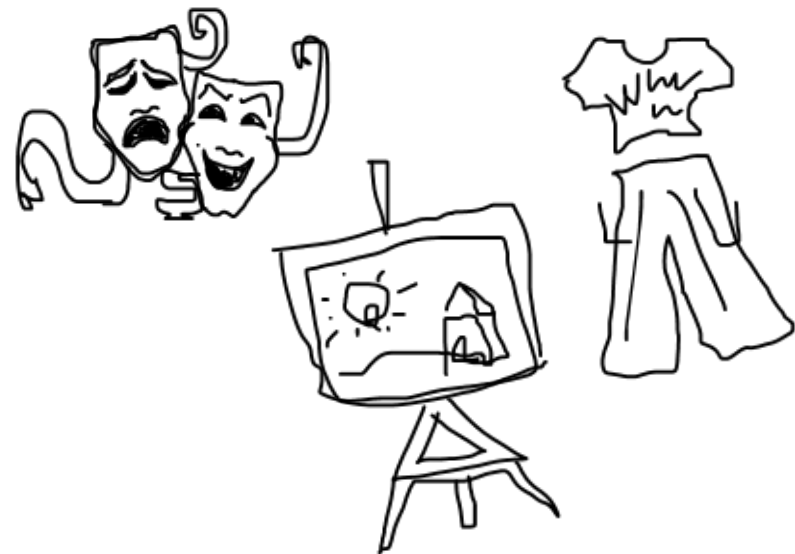


**Ethical Scaffolding for Inclusive Reflective  
Practice on the Diploma in Professional  
Studies**



context

# DIPLOMA IN PROFESSIONAL STUDIES



observe

act

observe

act

plan

reflect

plan

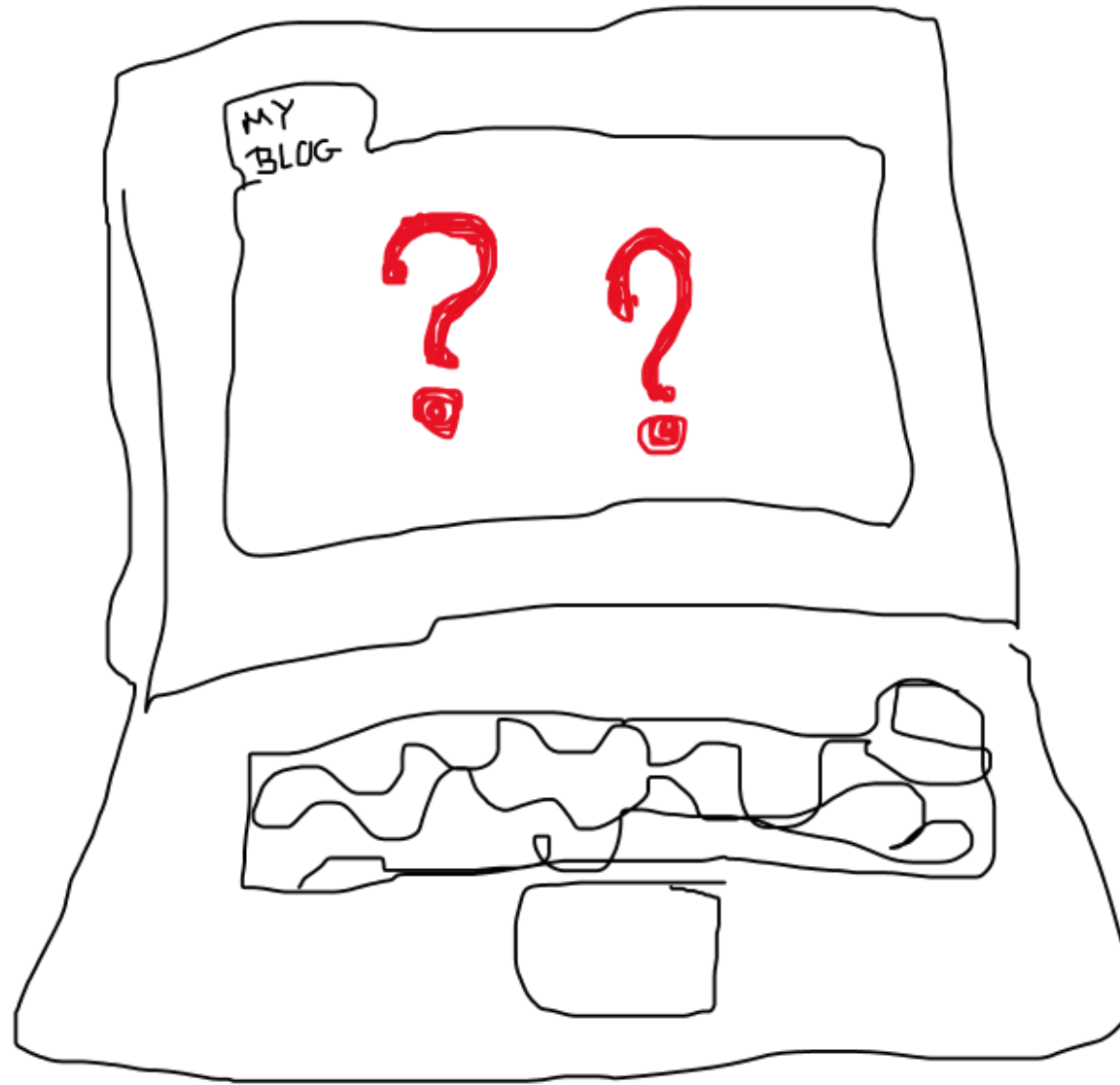
reflect

plan

reflect

context

where do blogs fit into all this?



observe

act

observe

act

plan

reflect

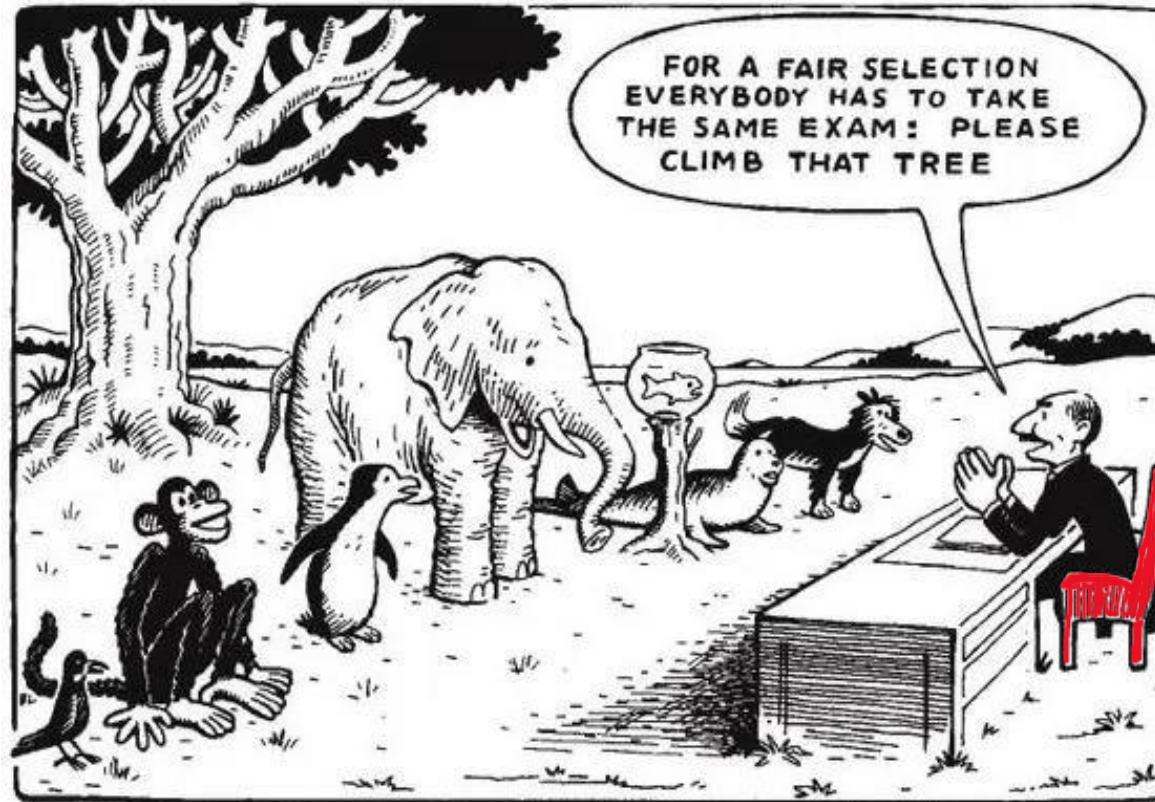
plan

reflect

plan

reflect

rationale



Hans Traxler, 1983, Equal chances for all students

reflect

plan

reflect

act

plan

observe

reflect

act

plan

## 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

reflect

plan

observe

act

reflect

plan

observe

act

reflect

plan

First attempts

Create blog prompts

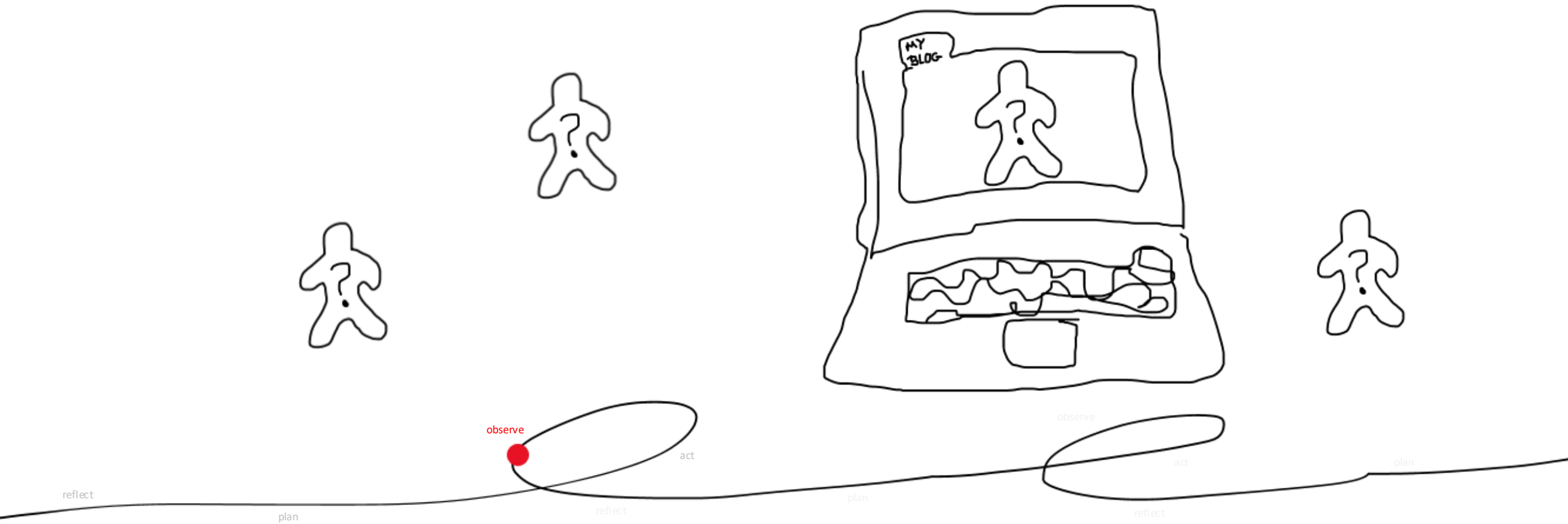




First attempts

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

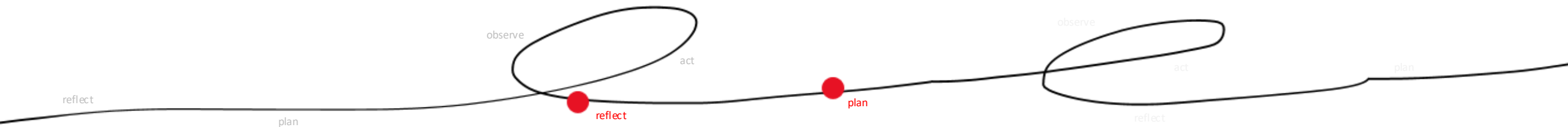
- Purpose of reflective journalling
- What works
- What could be better

## 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

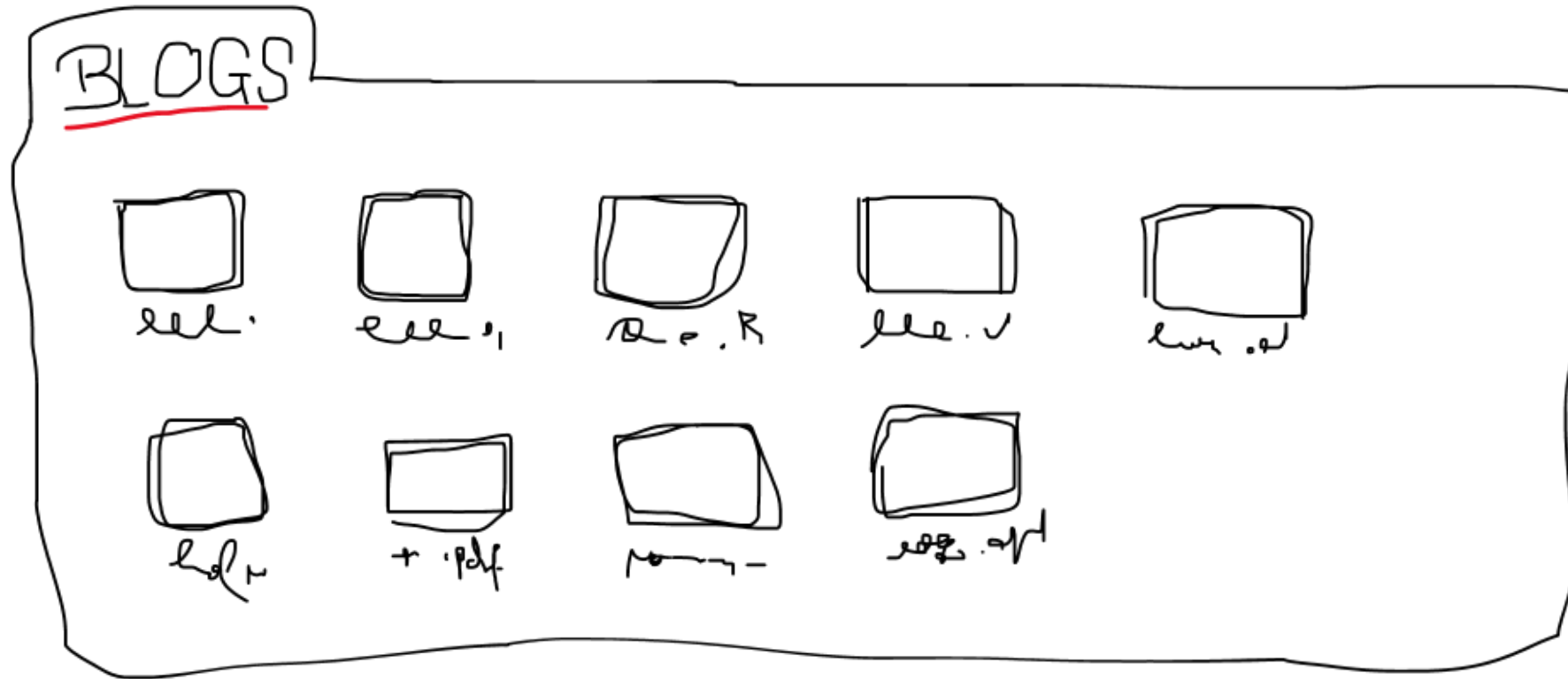
Structure, examples, show and share

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



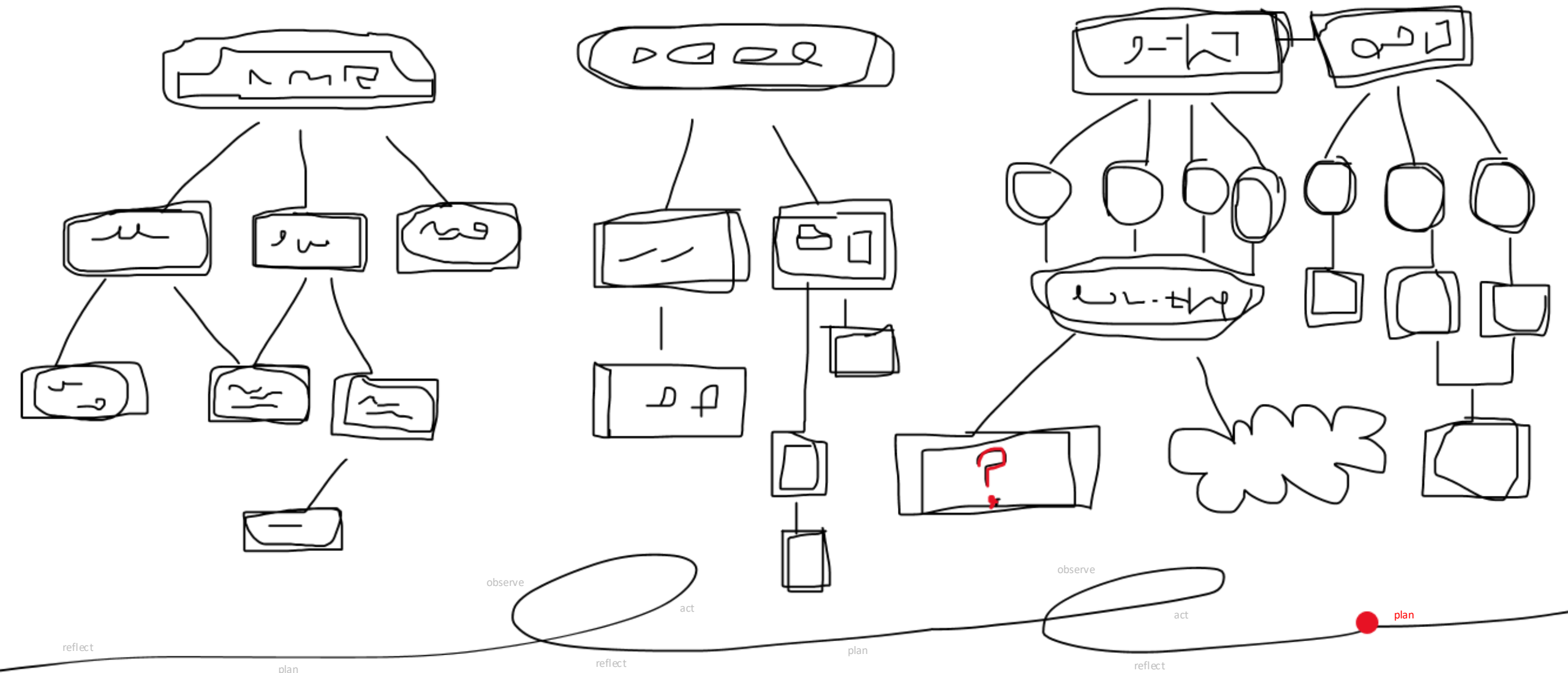
## Outcomes

Develop collection of blogs sharing good practice



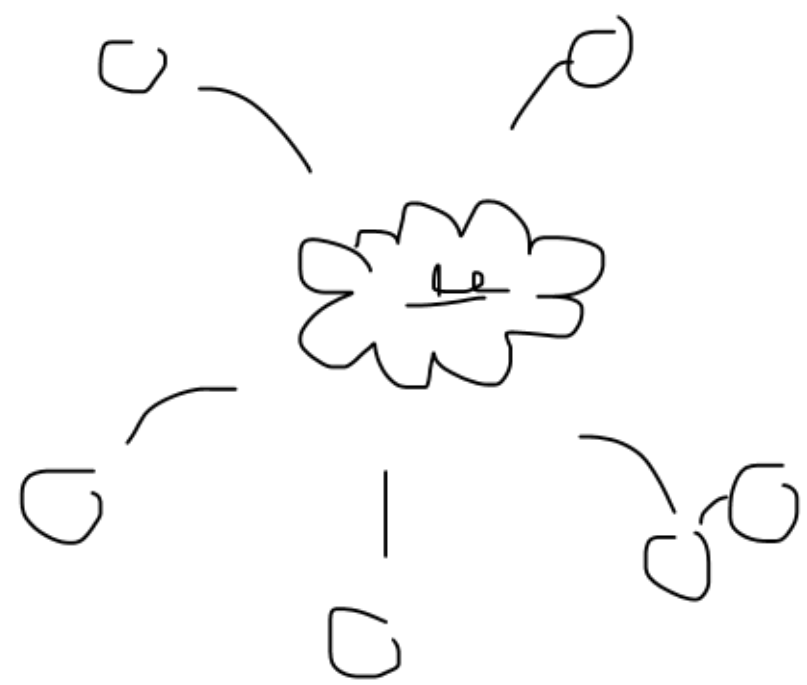
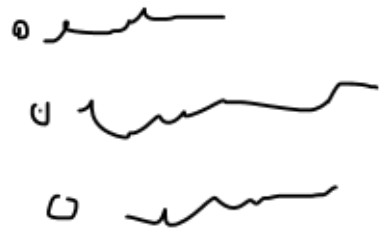
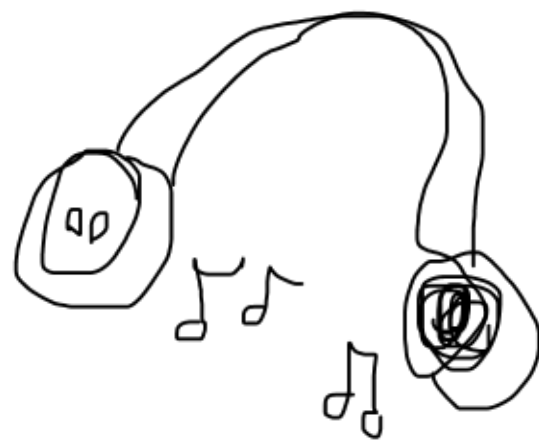
Outcomes

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



Outcomes

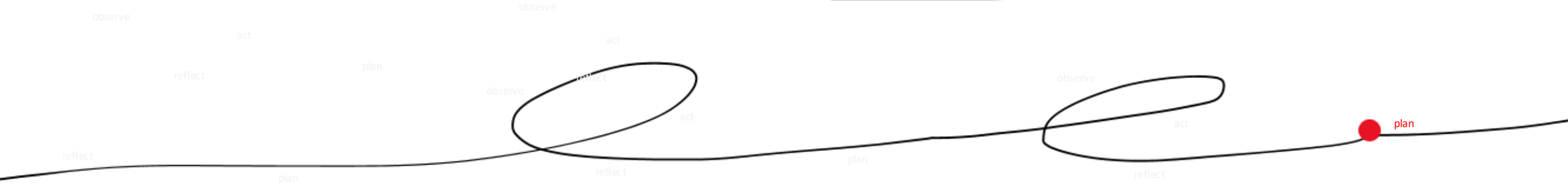
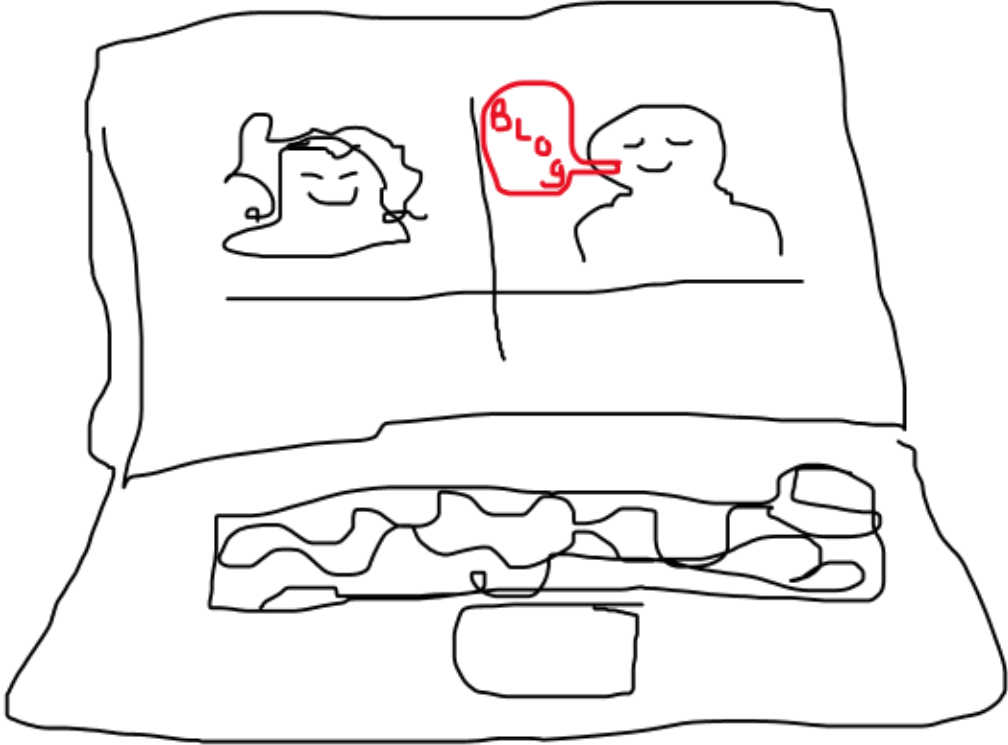
Decolonizing Academic Writing session with students next Friday



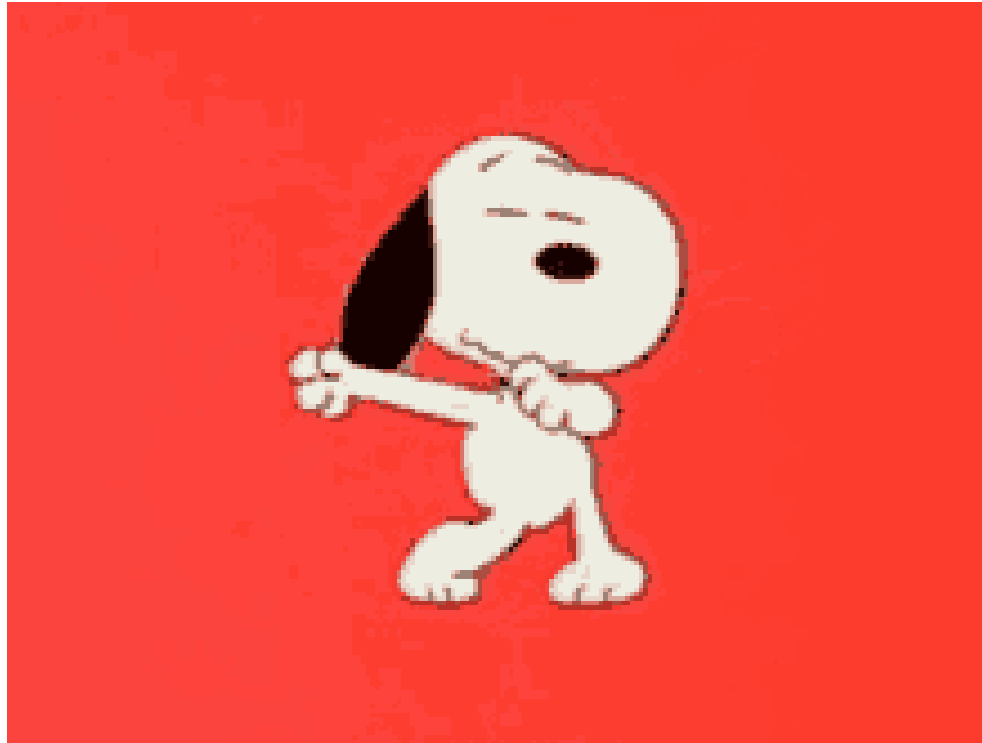


# Outcomes

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](mailto:c.swords@arts.ac.uk)

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