

Reflective Writing Guidance

Lecture 2

Practice Based Writing

Ways of Thinking

A recap and what you need to do for the Reflective Writing task

The following three slides outline the brief and the task.
Select a piece of your own work to complete the task.

The brief

Practice-based writing: (This will be different in each strand.)

Write about a design, object, or artefact you have created yourself. The intention is to explore and discover your thinking through writing. Think reflectively to develop your understanding of your process by analysing your initial reactions, and your individual responses, around the creation of this chosen piece. Use further reading to develop your understanding. Then critically summarise the results of your design process through an analysis of your work.

- *Use a minimum of 3 books per task. Additional research sources could be journal/newspaper articles or online sources.*
- **Outcome:** 500 words + map and images. Show your research with a reference list.
- Submit this **in the portfolio.**

How to Structure Reflective Writing

Reflective writing usually has the following four major components:

1. **Introduction**: the work, event, incident or topic.
2. **Description** and problematisation of the event. Did it go as planned?
3. **Your Interpretation**. Cause and effect of the critical event.
What went right? What went wrong?
4. Explain the **Outcome** and critique what happened, what are you trying to resolve here, what you have learnt and how you would improve it moving forwards, what is the outcome?

1. Introduction

What are we looking at, discussing or thinking about (object, event or idea)?

2. Description.

Descriptions tend to be concise. Explain what happened and what is being examined. Consider what was happening to influence the creation of the work when it was made?

3. Interpretation.

Interpretation could include what is most important, interesting, useful or relevant about the object, event or idea. It could include how it can be explained, for example with theory. What was the work and how did it fit in or stand out at the time?

4. Outcome.

This should cover what you have learnt from the experience and what it means for the future. What impact did the work have, and does the work have today (including the impact upon you of course)? How will you move forward to resolve this?

A recap on Reflection

Reflection is very broadly defined as the deliberate, purposeful, metacognitive thinking (awareness and understanding of one's own thought processes) and action in which practitioners engage in order to improve their professional practice.

Donald Schön

A philosopher and professor in urban planning at MIT (Massachusetts Institute of Technology), Donald Schön made huge contributions to our understanding of the theory and practice of learning.

An accomplished jazz pianist, his major academic interest was the development of reflective practice.

“A practitioner’s reflection can serve as a corrective to over-learning. Through reflection, [they/s]he can surface and criticise the tacit understandings that have grown up around the repetitive experiences of a specialized practice and can make new sense of the situations of uncertainty or uniqueness which [they/s]he may allow [themselves/herself] himself to experience.”

[www.toolshero.com/toolsheroes/donald-schon]

Reflective thinking is the antidote to habitual thinking.

Start by
providing
context

Before an experience	During an experience	After an experience
What do you think might happen?	What's happening now, as you make rapid decisions?	What are your insights immediately after, and/or later when you have more emotional distance from the event?
What might be the challenges?	Is it working out as I expected?	In retrospect how did it go?
What do I need to know or do in order to be best prepared for these experiences?	Am I dealing with the challenges well?	What did I particularly value and why?
	Is there anything I should do, say or think to make the experience successful?	Is there anything I would do differently before or during a similar event?
	What am I learning from this?	What have I learnt?

Reflection before, during and after
a learning process (Schön, 1983)

How to write Reflectively

To be effective you need to balance personal perspective, academic practice and rigorous thinking.

1. Develop a perspective or line of reasoning.
2. Demonstrate that you are well informed, have read and analysed relevant research (this will depend on your subject matter), and reflected on its relevance to your own work.
3. Show that you recognise that the creative process is not clear cut.
4. Write about the link between your experiences, your practice and your research.
5. Write in an appropriate style ...

Language

Introduction

- ‘The piece of work I will discuss is ...’
- ‘The work was created as a result of/in response to ...’

Description

Unlike most academic writing conventions, reflective writing allows you to use the first person when describing your work, e.g.

- ‘When designing the poster I quickly realised ...’
- ‘My original idea for the magazine cover was ...’
- ‘The overall concept for my campaign came about by ...’

Language

Interpretation

You can start by using statements and value judgements such as:

- 'For me ...'
- 'I found ...'
- 'I felt ...'
- 'I believe ...'

Language

Interpretation

And when expressing an action or response:

‘thought’ or ‘did not think’;

‘felt’ or ‘did not feel’

‘noticed’ or ‘did not notice’

‘questioned’ or ‘did not question’

‘realised’ or ‘did not realise’

‘did something’ or ‘did not do something’

‘expected’ or ‘did not expect’

Language

Outcome

For present learning:

‘Having read; experienced; applied; discussed; analysed; learnt ...’

‘I now feel; think; realise; wonder; question; know; believe ...’

And for future learning:

‘I will now need to; in a future similar situation, I would; ...’

‘I need to further develop my knowledge; my skills; my understanding; etc.’

Can Reflective Writing/Thinking support your professional development?

- Reflective writing is more closely aligned to the graphic design industries than you may think.
- Imagine you have been set a creative brief and now have to present it in a pitch scenario. No pressure! Your ability to think reflectively (sometimes known as 'thinking on your feet') will prove very valuable in this high-stake situation.

What you need to do – Upload to Turnitin on your Moodle page

- 1,500 words total (10% leeway) excluding 8 manifesto points and bibliographies
- 500 words per each task
- One pdf file of the 3 tasks
- Word count provided for each task
- Use Harvard referencing throughout
- Use double spaced lines
- Bibliography after each task (3 texts minimum requirement)
- Images with captions
- 'Plans' optional
- Submit by 12noon/midday on Tuesday 10th December 2024

9:30-11:30 Weekly Online Sessions: For your Level 4 Ways of Thinking module you will be taught by the same lecturer all year, Martin Bush. You will also meet Gwen Beynon who will teach a session on Welsh Art, Culture and Language, and Emily Hywel who will visit to speak about the online library and research skills. If there are any changes to these standard times your lecture will inform you directly.

12:00-1pm Weekly Sessions: If you are a Welsh speaker, Gwen Beynon will teach a weekly online seminar session from 12:00-1pm. Gwen will set tasks in Welsh and give Welsh speaking students the opportunity to discuss their contextual modules in Welsh.

Submission Information: Hand-in Deadline: Tuesday 10th December 2024 (by 12 noon) via Turnitin.



Ways of Thinking Essay DRAFT - Graphic Design

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Part 1

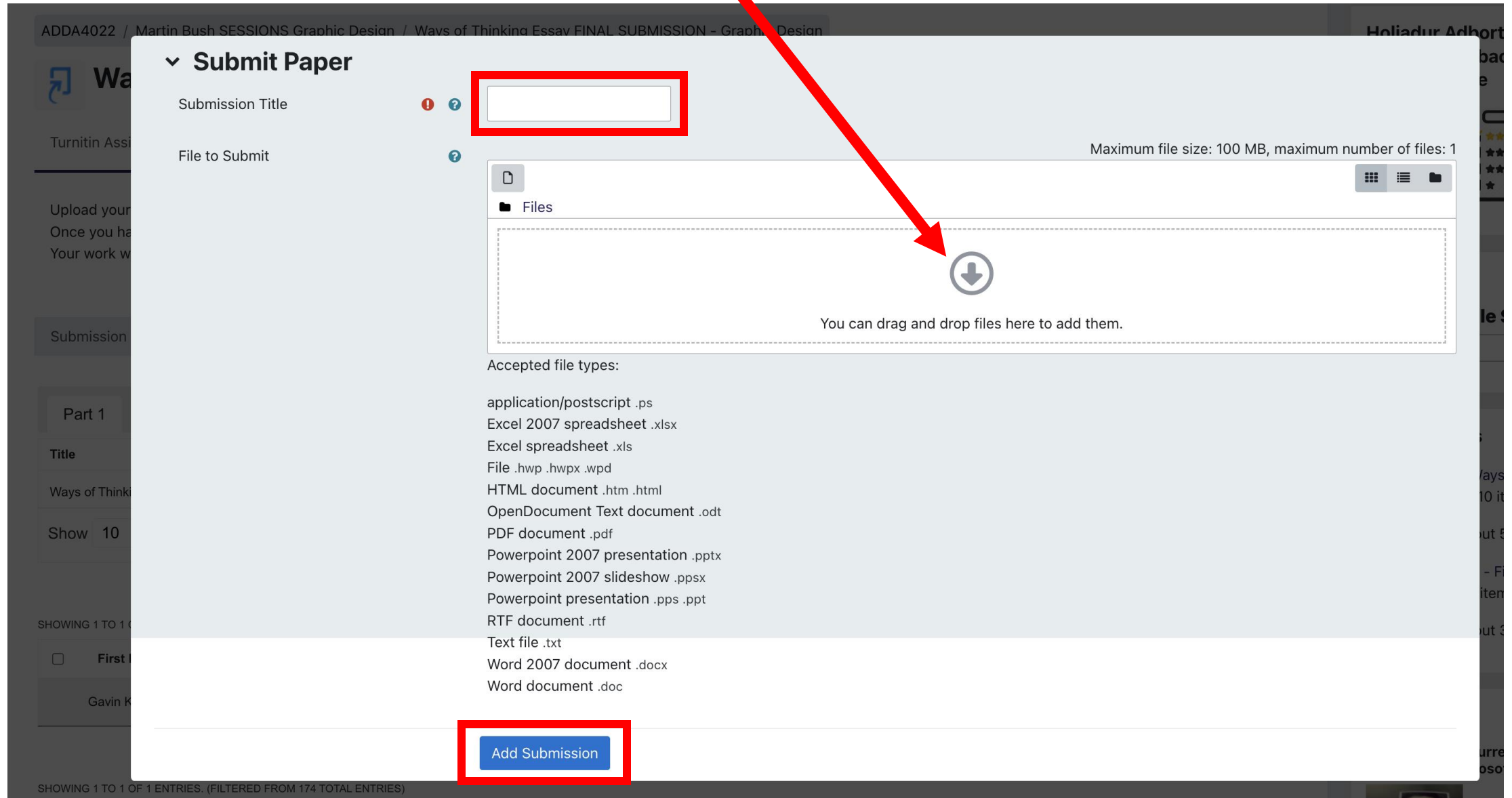
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Done!

You will get emailed a receipt.

Finally, next week is a module roundup ...

Bring your questions and queries.

It is imperative that you have read and follow the brief.

It is imperative that you have embarked on research.

All lecture content is available on Moodle.

Follow the structure and format of the sample task on Moodle.

Submit by 12noon/midday on Tuesday 10th December 2024