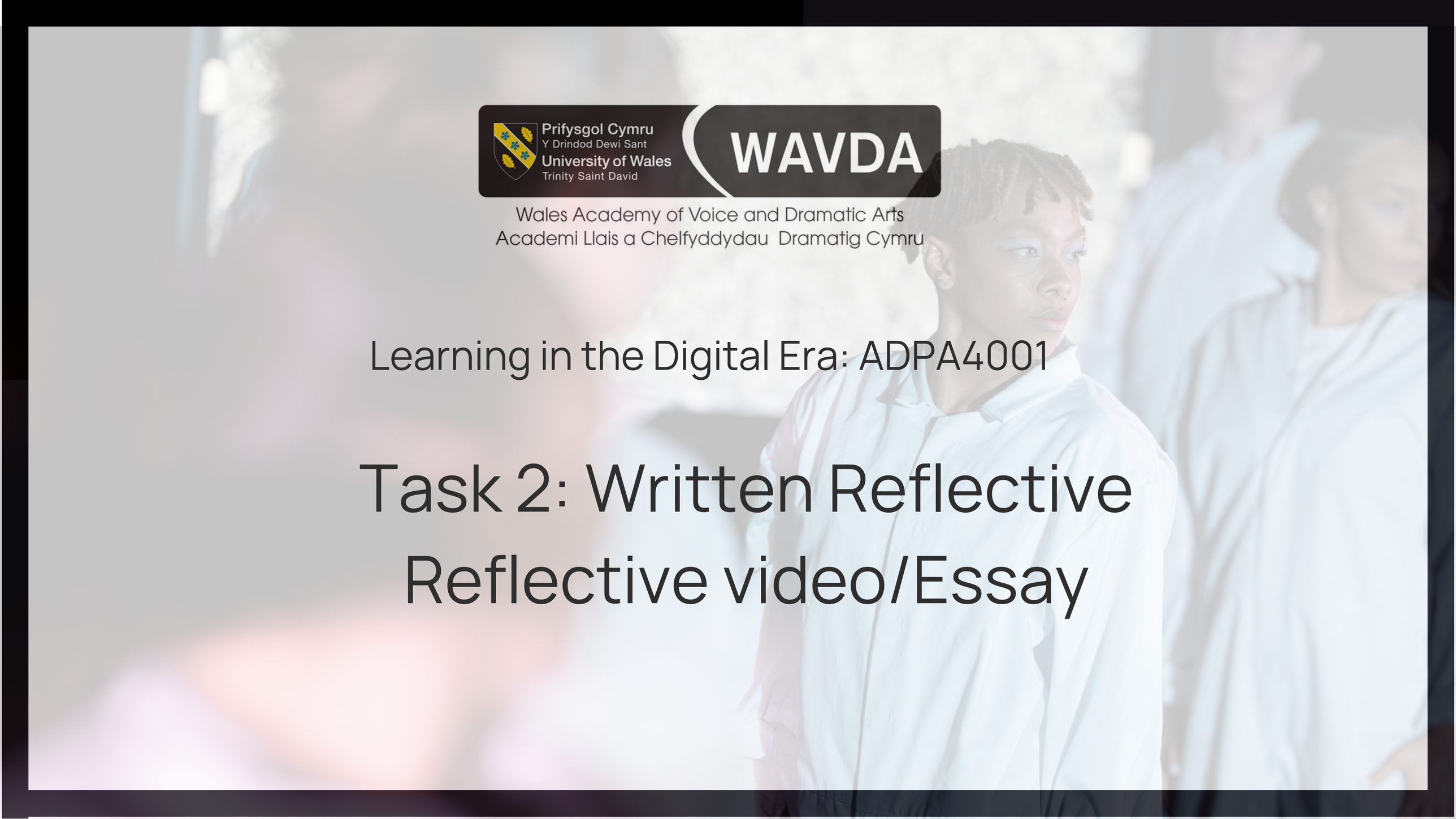


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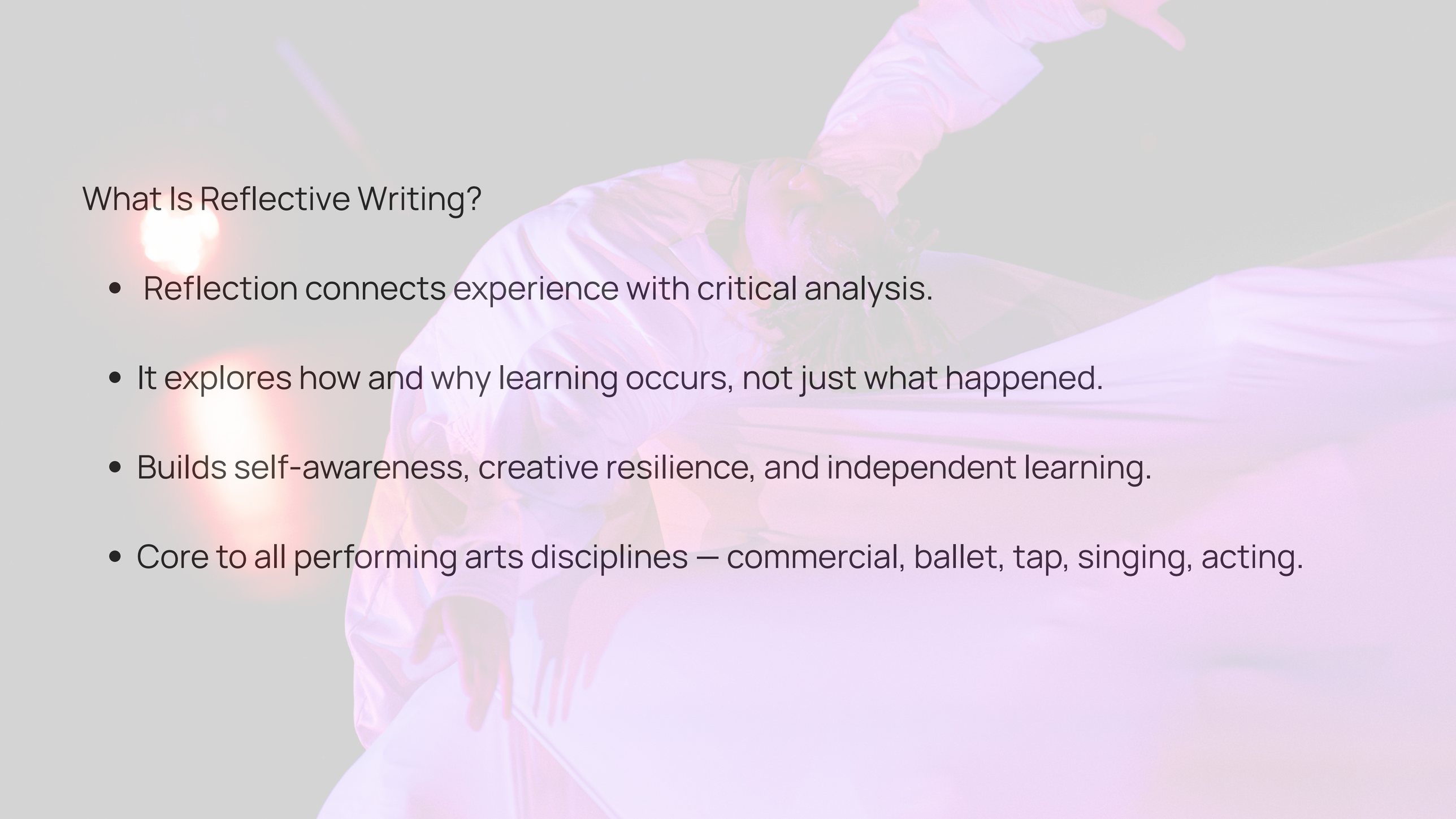
WAVDA

Wales Academy of Voice and Dramatic Arts
Academi Llais a Chelfyddydau Dramatig Cymru

Learning in the Digital Era: ADPA4001

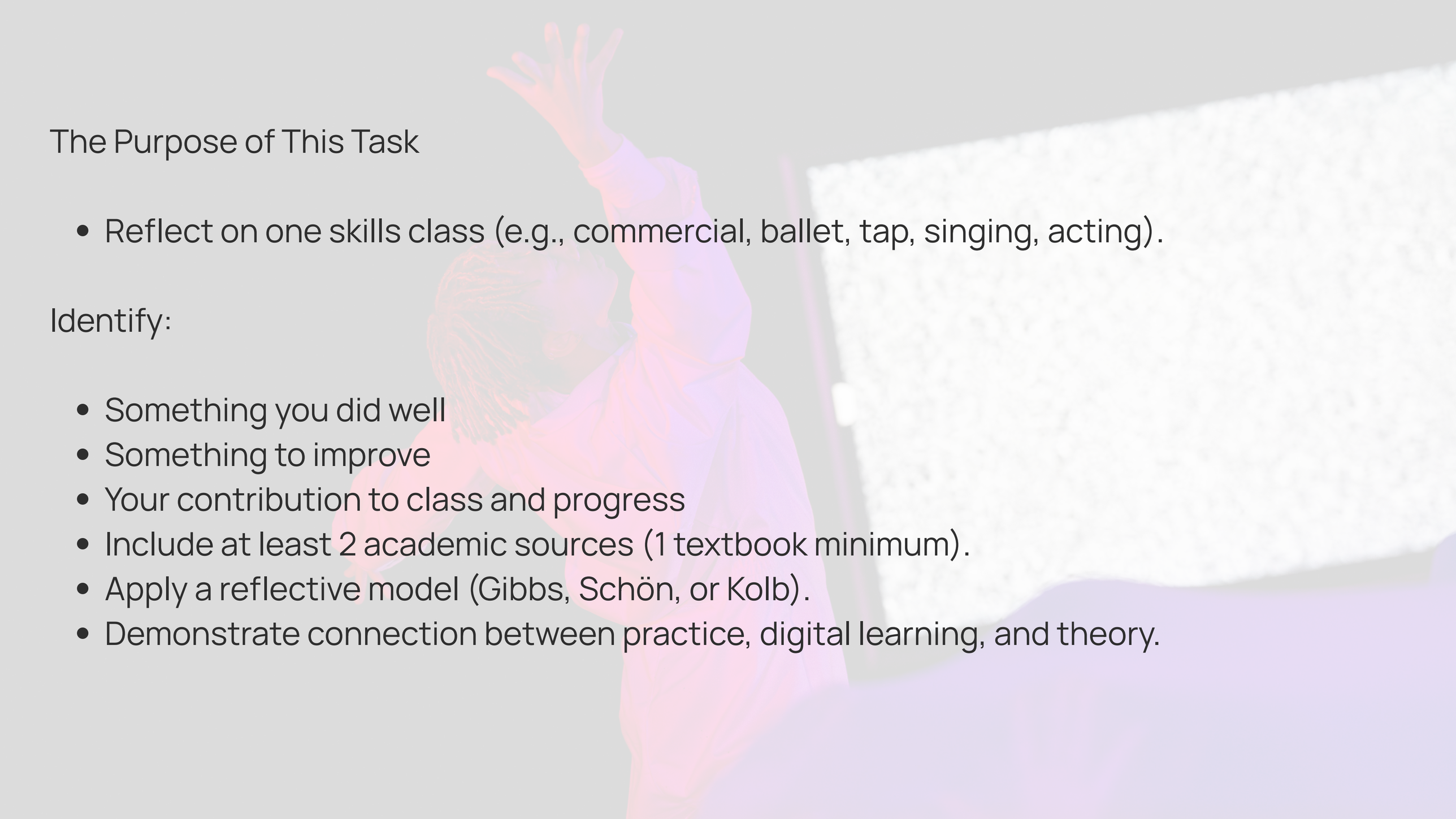
Task 2: Written Reflective
Reflective video/Essay

- Submission: 30th March 2026
- Word Count: 1000 words (+/-10%)
- Focus: Reflection on skill development and digital learning



What Is Reflective Writing?

- Reflection connects experience with critical analysis.
- It explores how and why learning occurs, not just what happened.
- Builds self-awareness, creative resilience, and independent learning.
- Core to all performing arts disciplines — commercial, ballet, tap, singing, acting.



The Purpose of This Task

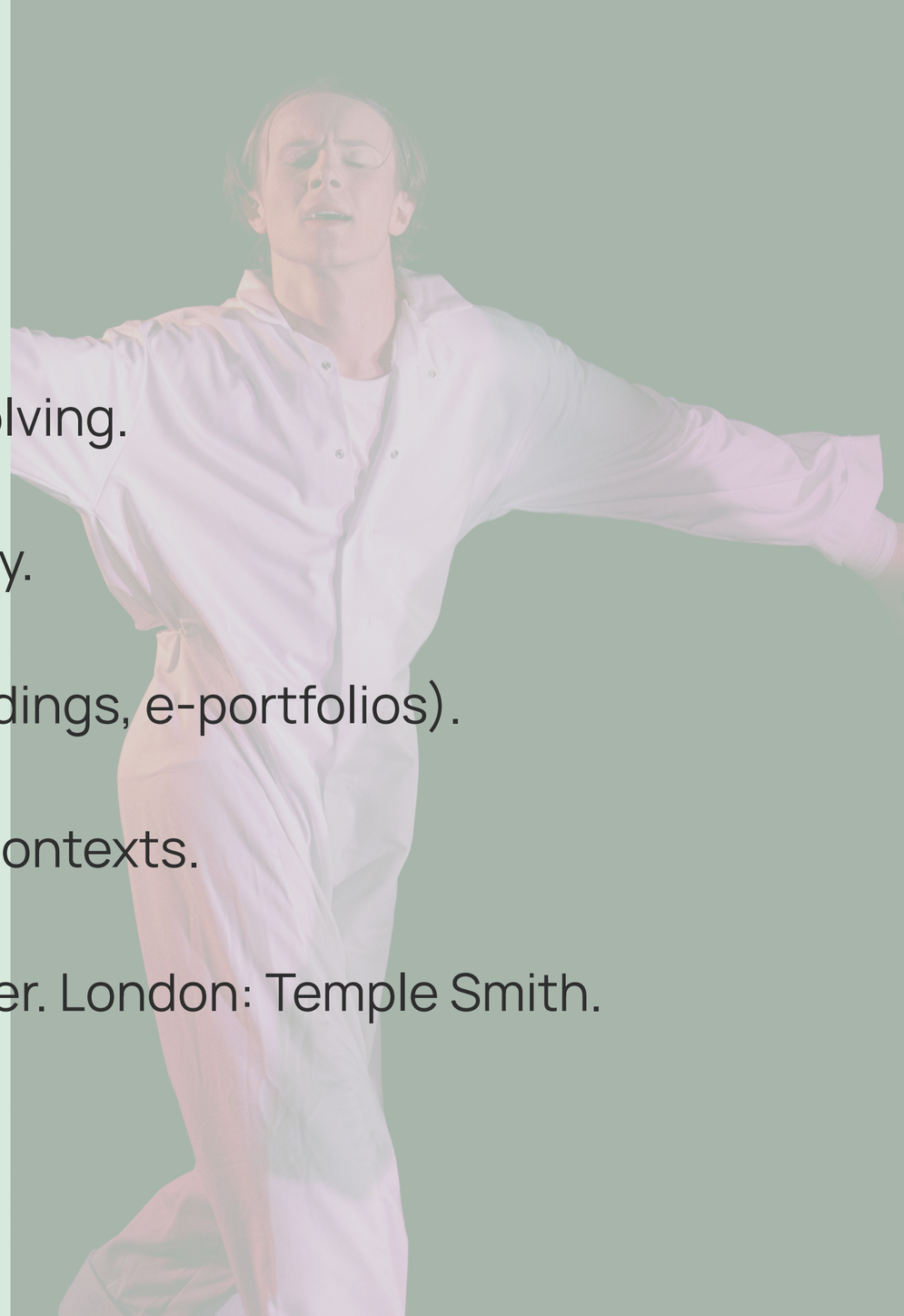
- Reflect on one skills class (e.g., commercial, ballet, tap, singing, acting).

Identify:

- Something you did well
- Something to improve
- Your contribution to class and progress
- Include at least 2 academic sources (1 textbook minimum).
- Apply a reflective model (Gibbs, Schön, or Kolb).
- Demonstrate connection between practice, digital learning, and theory.

Why Reflection Matters in Performing Arts

- Strengthens critical thinking and creative problem-solving.
- Builds professional discipline and industry adaptability.
- Connects live studio learning with digital tools (recordings, e-portfolios).
- Encourages lifelong learning and resilience in digital contexts.
- Reading: Schön, D.A. (1983) The Reflective Practitioner. London: Temple Smith.



Reflective Practice Models Overview

Kolb’s Experiential Learning Cycle (1984)

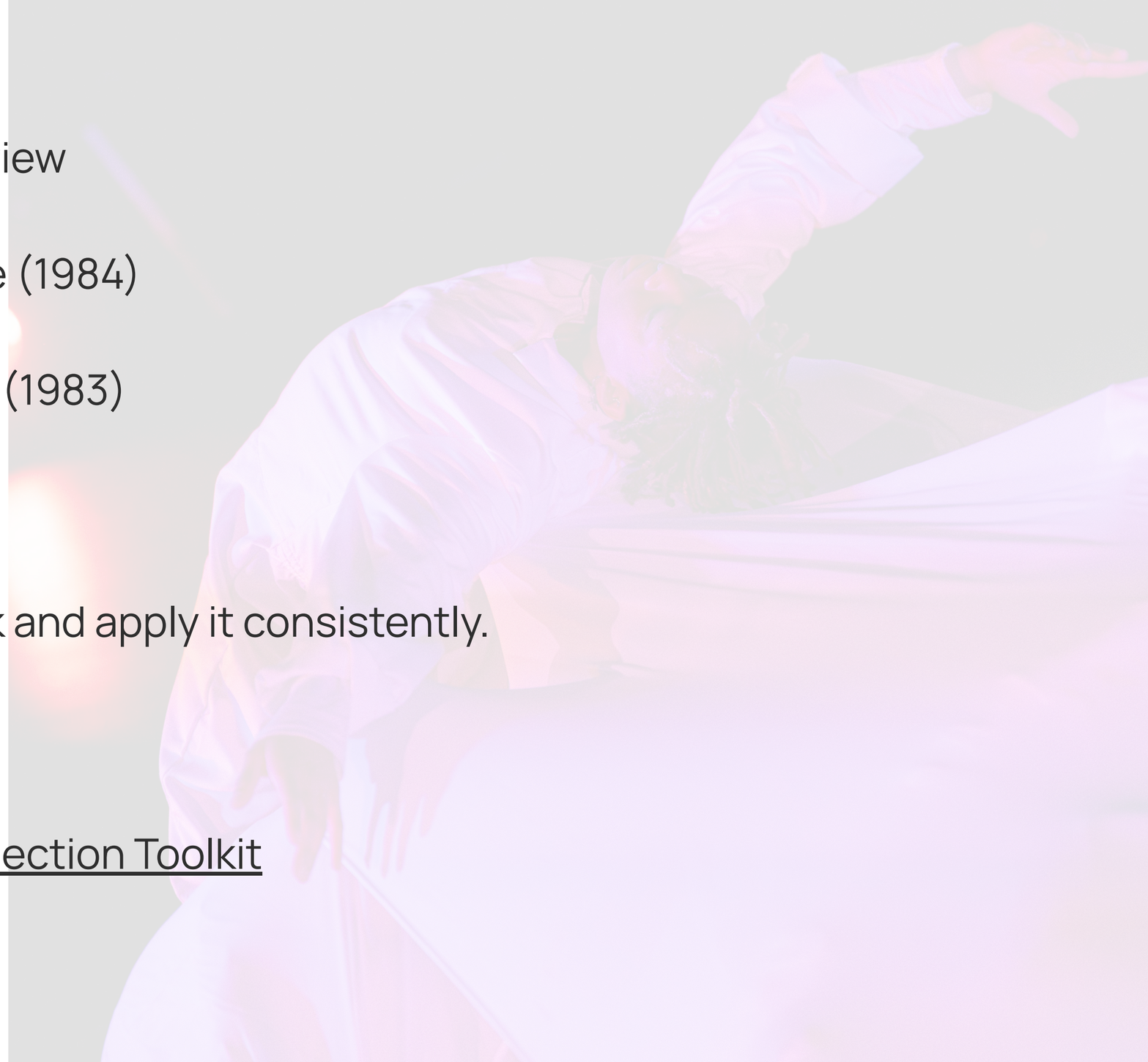
Schön’s Reflection-in/On-Action (1983)

Gibbs’ Reflective Cycle (1988)

Choose one reflective framework and apply it consistently.

Resource:

- University of Edinburgh – Reflection Toolkit



Kolb’s Experiential Learning Cycle:

1. Concrete Experience – Doing or having the experience.

2. Reflective Observation – Reviewing and reflecting on the experience.

3. Abstract Conceptualisation – Learning from the experience by forming theories or conclusions.

4. Active Experimentation – Planning and trying out what you have learned.

Dance Example: After performing a new routine, reflect on audience feedback, identify lessons learned, and apply improvements in your next rehearsal.

Text: Kolb, D. (1984) Experiential Learning: Experience as the Source of Learning and Development.

Schön’s Reflective Practice:

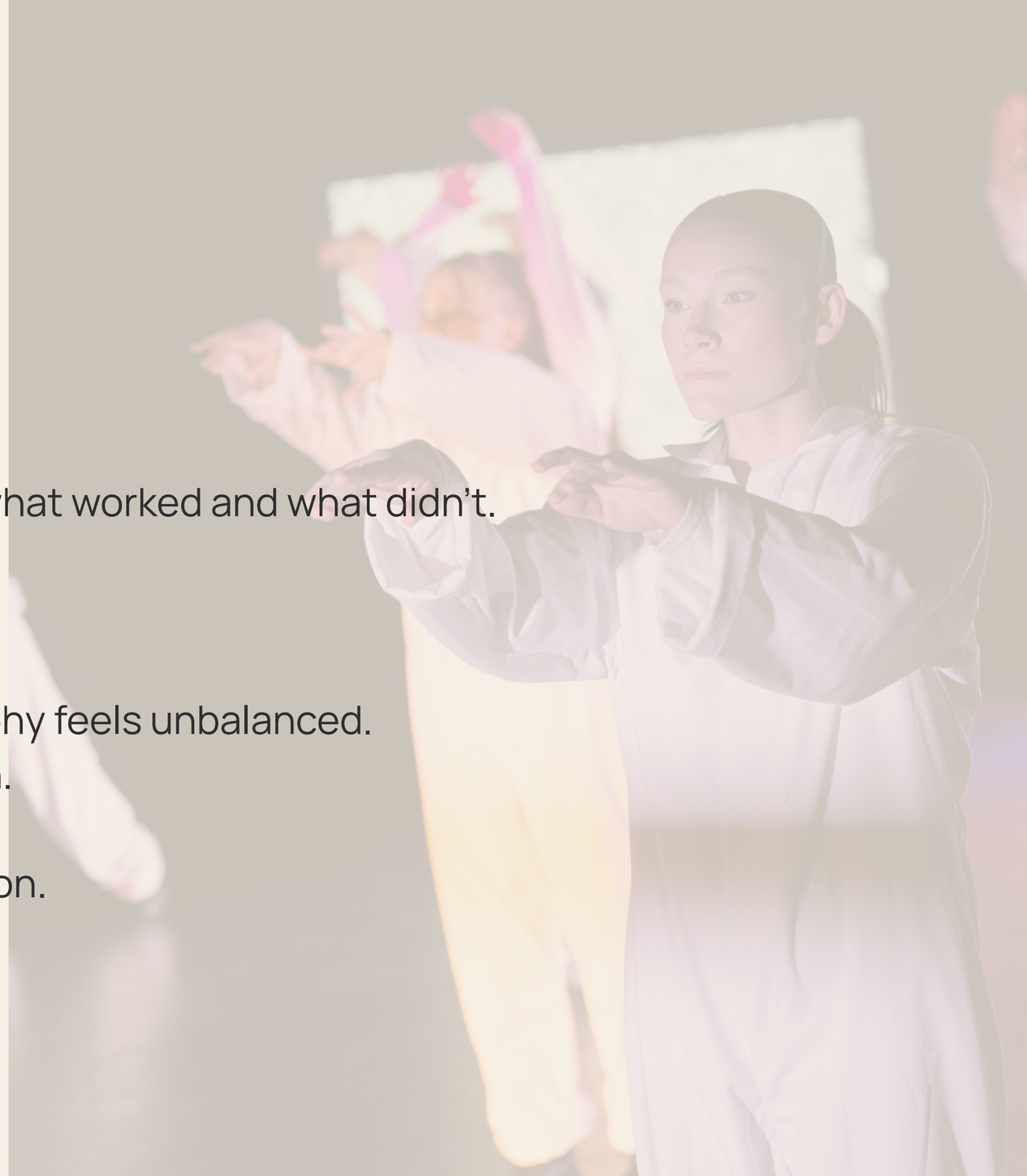
- Reflection-in-action: Adjusting as you rehearse.

- Reflection-on-action: Reviewing after rehearsal.

Example: Modify timing mid-routine; evaluate later what worked and what didn’t.

Five Performing Arts Examples:

- Commercial: Modify movement when choreography feels unbalanced.
- Ballet: Adjust centre placement mid-combination.
- Tap: Rework phrasing when rhythm feels off.
- Acting: Change expression during an improvisation.
- Singing: Correct breath use live in performance.



Gibbs Reflective Cycle (1988):

1. Description – What happened?

2. Feelings – What were you thinking/feeling?

3. Evaluation – What went well/badly?

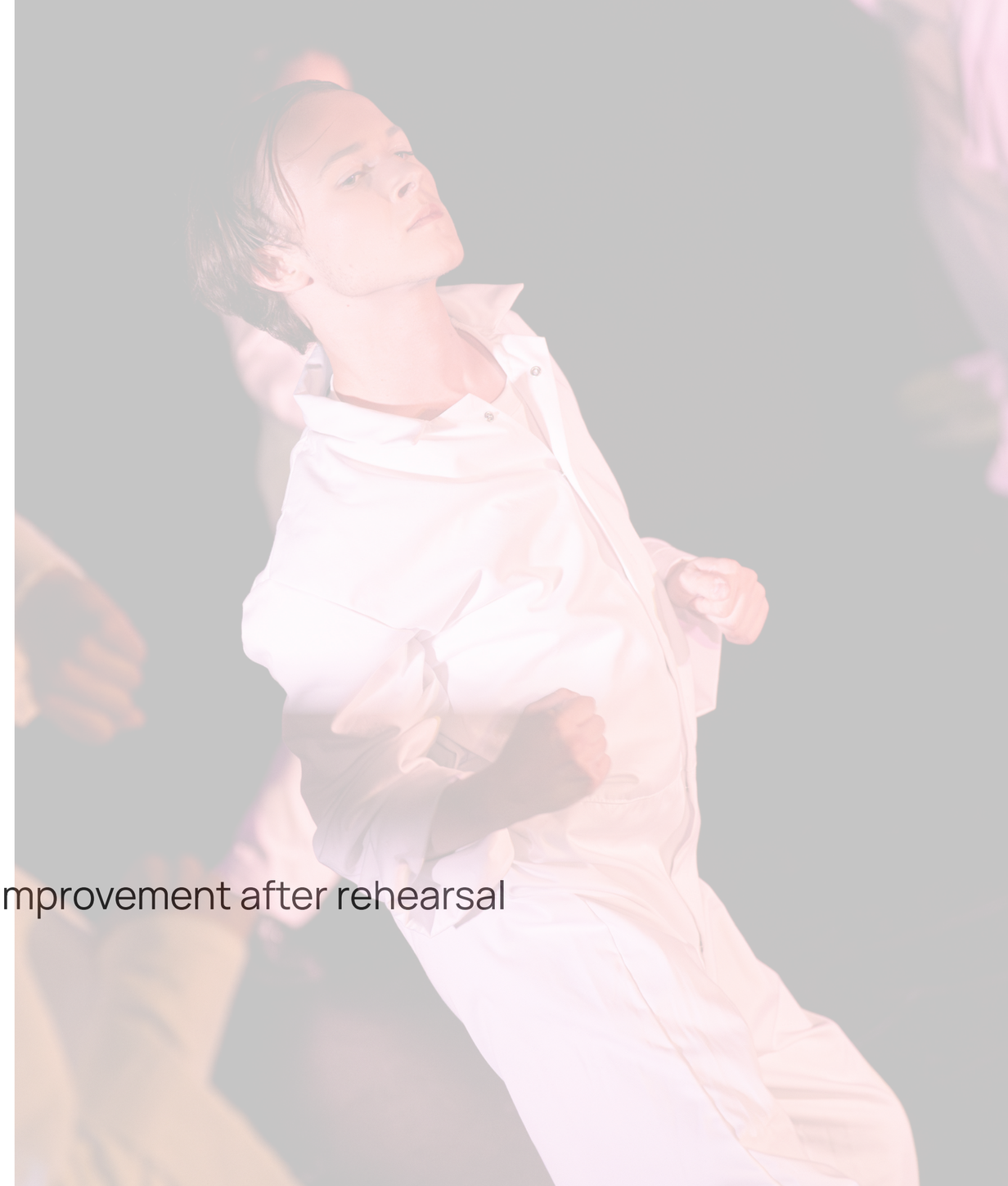
4. Analysis – Why?

5. Conclusion – What have you learned?

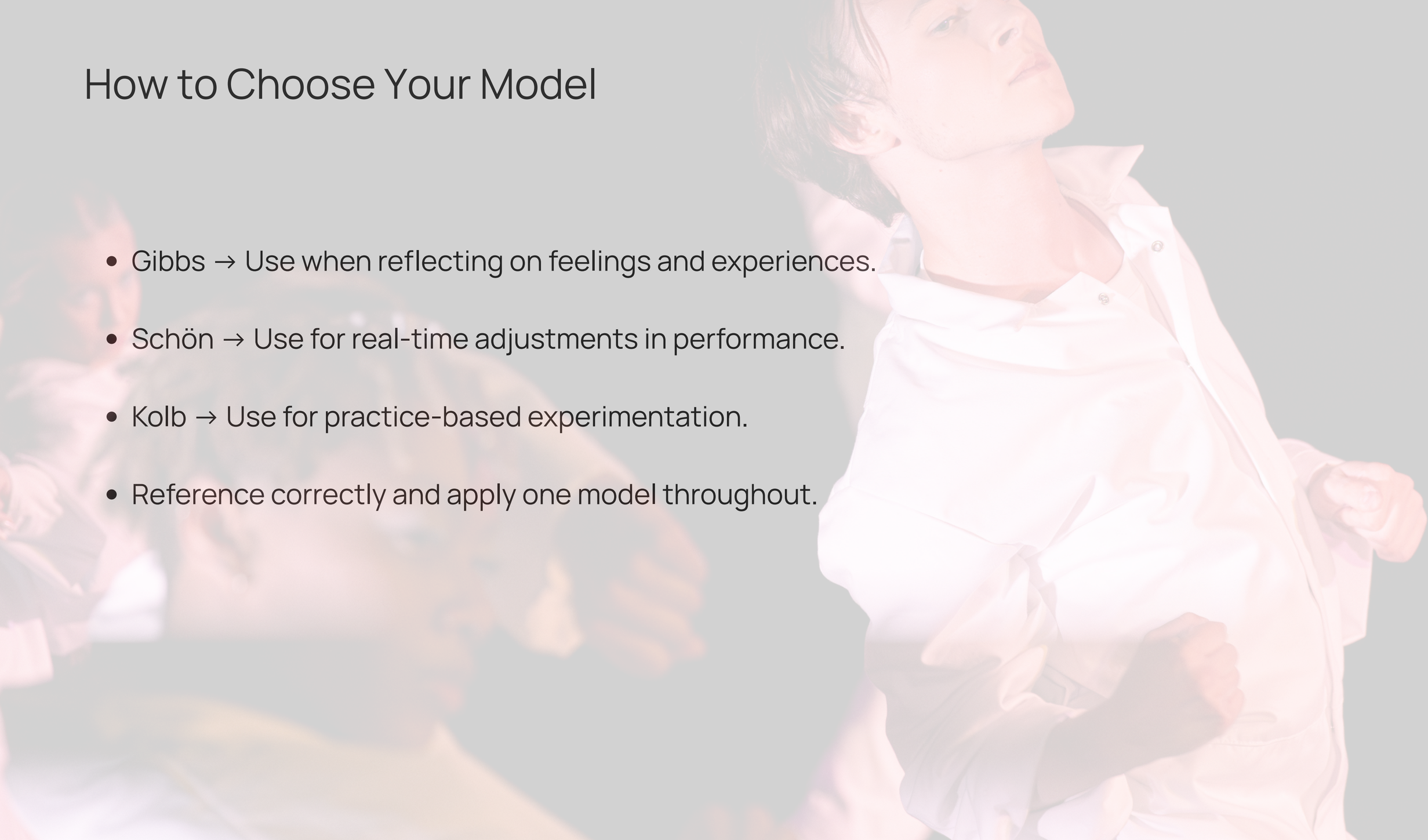
6. Action Plan – What next?

Dance Example: Reflect on corrections and technical improvement after rehearsal

.



How to Choose Your Model



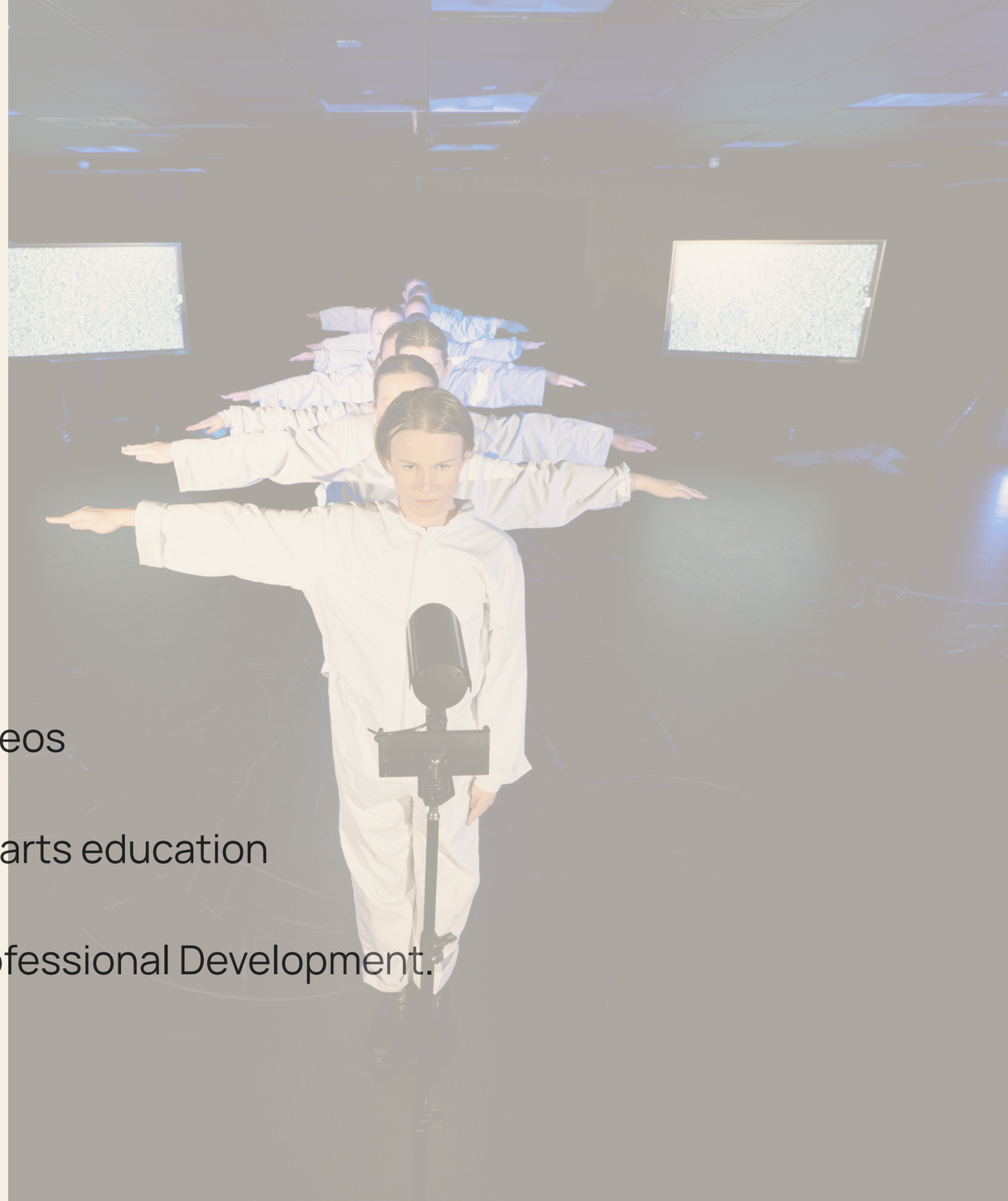
- Gibbs → Use when reflecting on feelings and experiences.
- Schön → Use for real-time adjustments in performance.
- Kolb → Use for practice-based experimentation.
- Reference correctly and apply one model throughout.

Integrating Digital Learning

Discuss how you use technology to support progress:

- Recording rehearsals for feedback
- Using online tutorials or e-books for research
- Reflecting on Moodle discussion feedback
- Analysing your development using performance videos
- Shows ability to adapt to contemporary performing arts education

Reading: Moon, J. (1999) Reflection in Learning and Professional Development. London: Routledge.



Structuring Your Reflective Essay

Introduction: 10%

- Introduce the chosen skill and purpose of reflection.
- Identify the reflective model and why you chose it.

Main Body: 80%

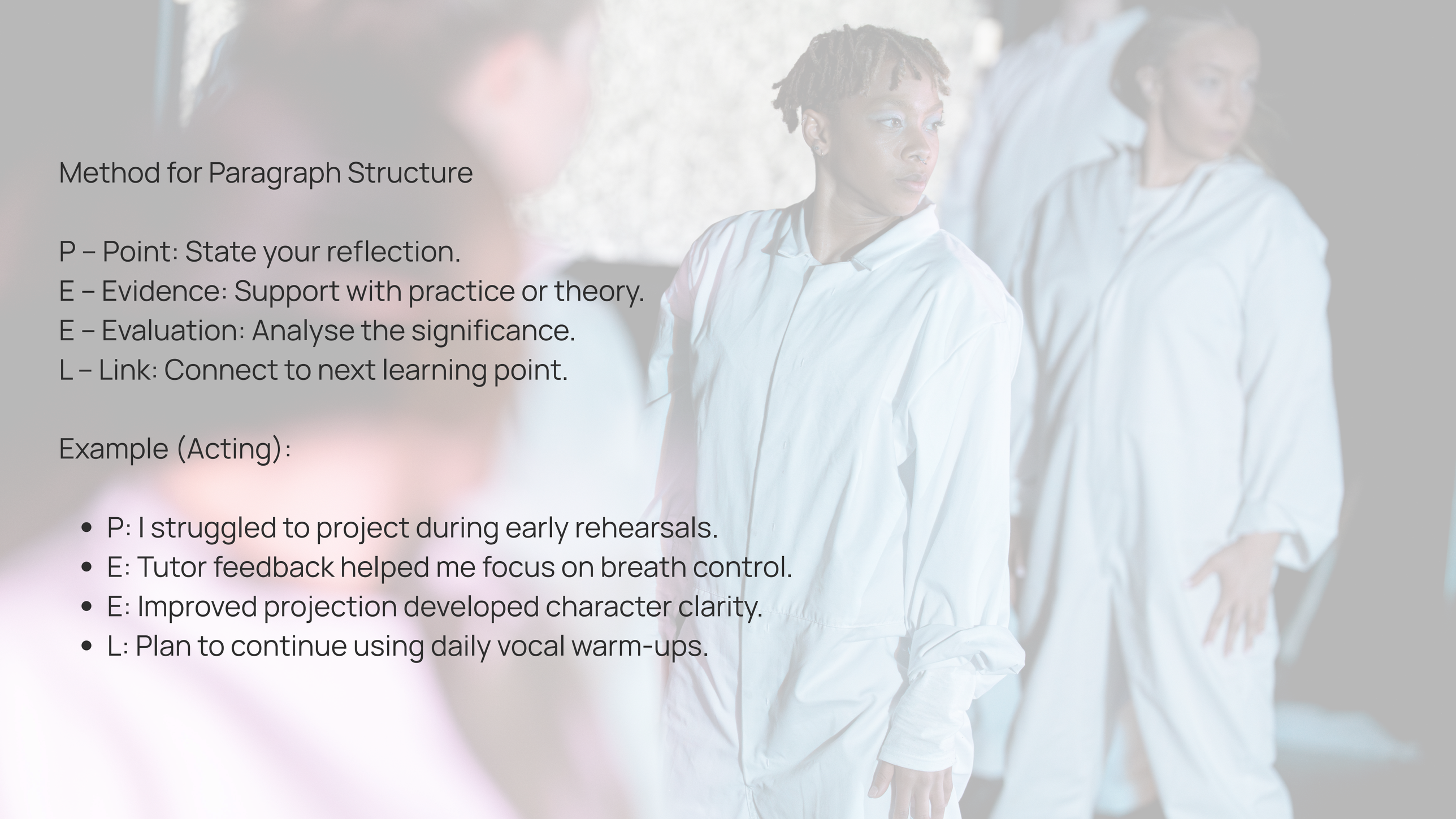
- Apply reflection systematically (model stages).
- Discuss progress, challenges, and digital engagement.
- Include two or more credible academic sources.

Conclusion:10%

- Summarise growth and future development goals.

Using Research Effectively

- Engage with scholarly and professional sources.
- Combine theoretical reflection with practice-based evidence.
- Reference seminal texts (Gibbs, Kolb, Schön, Moon).

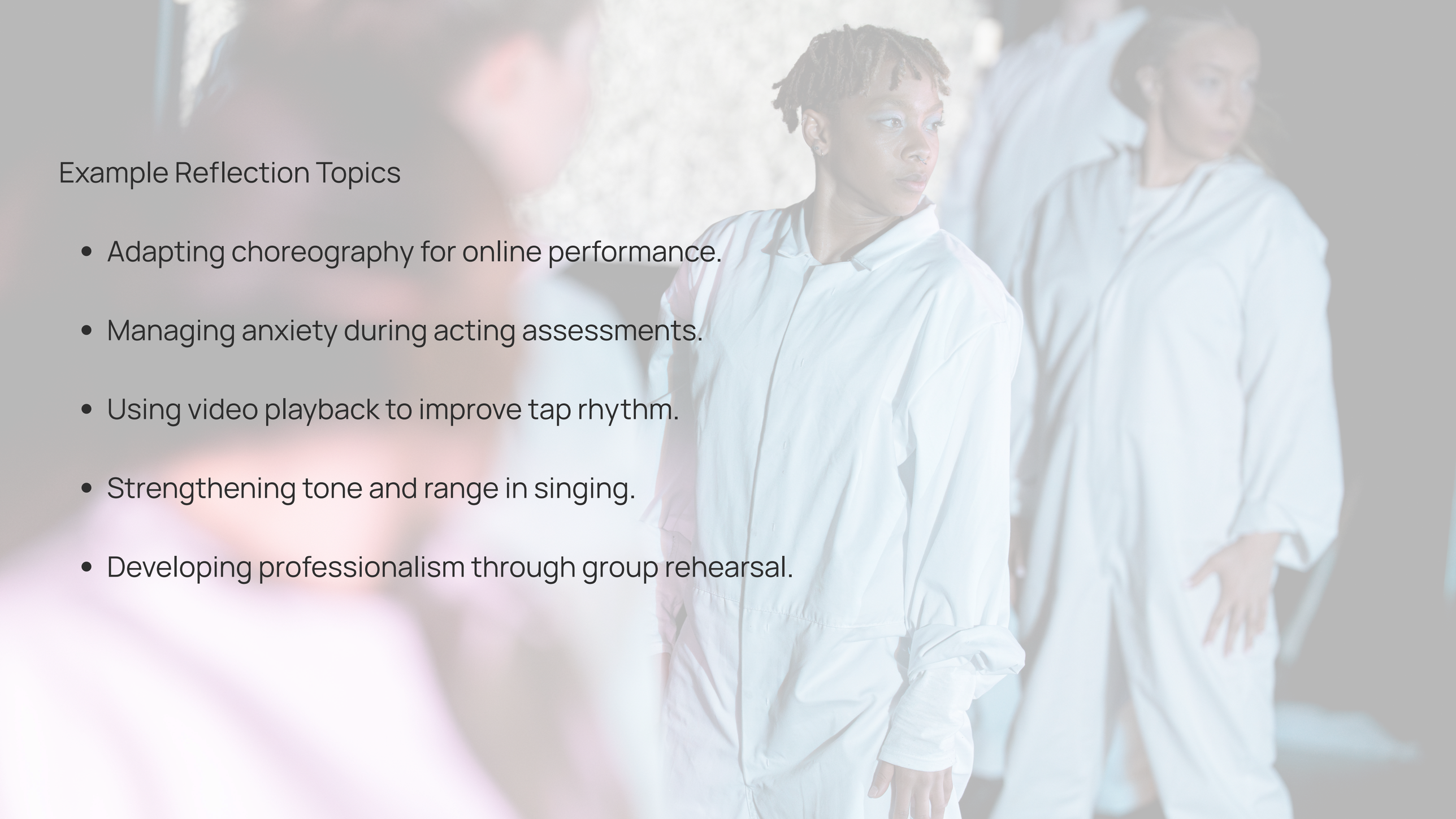


Method for Paragraph Structure

P – Point: State your reflection.
E – Evidence: Support with practice or theory.
E – Evaluation: Analyse the significance.
L – Link: Connect to next learning point.

Example (Acting):

- P: I struggled to project during early rehearsals.
- E: Tutor feedback helped me focus on breath control.
- E: Improved projection developed character clarity.
- L: Plan to continue using daily vocal warm-ups.



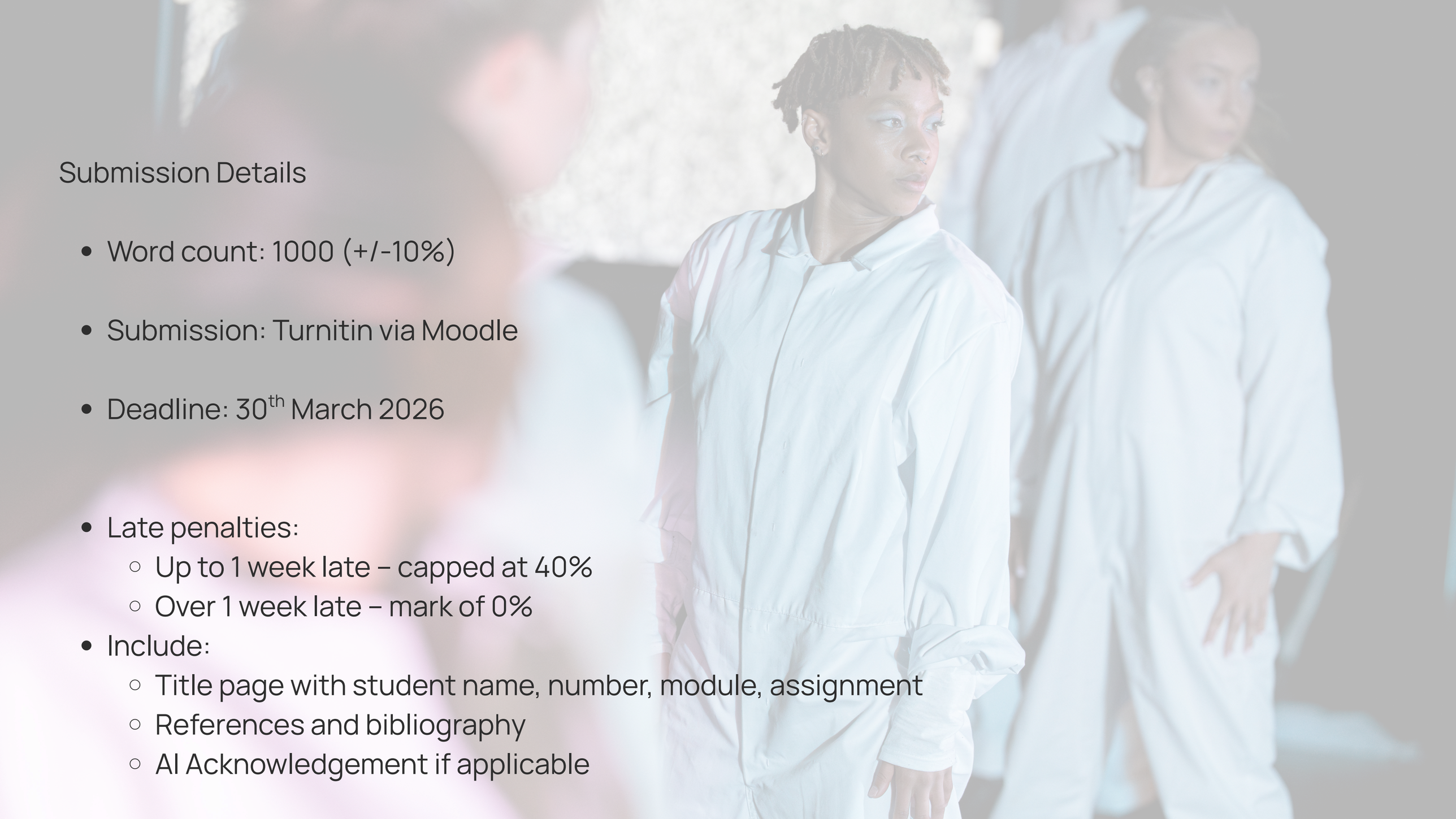
Example Reflection Topics

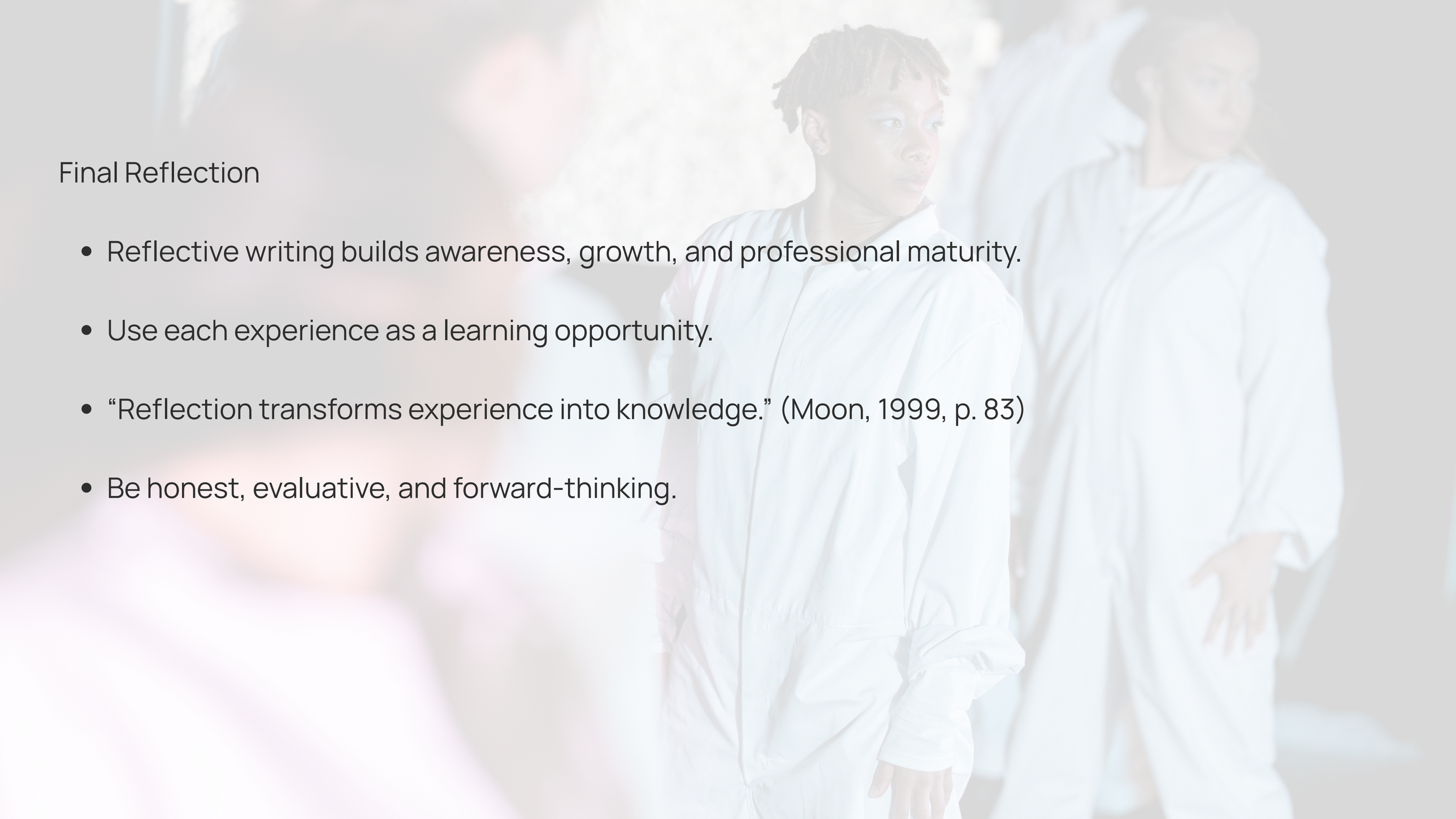
- Adapting choreography for online performance.
- Managing anxiety during acting assessments.
- Using video playback to improve tap rhythm.
- Strengthening tone and range in singing.
- Developing professionalism through group rehearsal.

Submission Details

- Word count: 1000 (+/-10%)
- Submission: Turnitin via Moodle
- Deadline: 30th March 2026

- Late penalties:
  - Up to 1 week late – capped at 40%
  - Over 1 week late – mark of 0%
- Include:
  - Title page with student name, number, module, assignment
  - References and bibliography
  - AI Acknowledgement if applicable





Final Reflection

- Reflective writing builds awareness, growth, and professional maturity.
- Use each experience as a learning opportunity.
- “Reflection transforms experience into knowledge.” (Moon, 1999, p. 83)
- Be honest, evaluative, and forward-thinking.