Giving voice to learners: using private blogs to develop self-reflection

HRAMIKA, A., BOULTON, H. and IRWIN, B.

Available from Sheffield Hallam University Research Archive (SHURA) at:
http://shura.shu.ac.uk/2374/

This document is the author deposited version. You are advised to consult the publisher's version if you wish to cite from it.

Published version


Repository use policy

Copyright © and Moral Rights for the papers on this site are retained by the individual authors and/or other copyright owners. Users may download and/or print one copy of any article(s) in SHURA to facilitate their private study or for non-commercial research. You may not engage in further distribution of the material or use it for any profit-making activities or any commercial gain.
Giving voice to learners: using private blogs to develop self-reflection

Helen Boulton – helen.boulton@ntu.ac.uk
Dr Alison Hramiak – a.hramiak@shu.ac.uk
Brian Irwin – b.irwin@shu.ac.uk
Overview

• Background and context
• What we did – methods of data collection
• The findings from the two institutions
• The analysis – reflection and development
• What next – future research projects and follow up
The Main Messages:

- Development of deeper reflection, and much broader reflective practice
- Development of reflective practitioners
- Sharing of reflections and personal development
- Developing a community of practice for reflection
- Increasingly independent reflections
Background

- 1/3 in university and 2/3 in schools on two separate placements
- Sheffield Hallam and Nottingham Trent Universities over the last 18 months in the use of reflective diaries with Education students using a web log (blog).
- Previous research on reflection using public blogs found the openness of blogs limited the reflection that took place inside them (Divintini et al., 2005 & Oti and Clarke, 2007)
- Private blogs for self-reflection on professional development – accessed by lecturers during the year to provide feedback on reflections
- Small action research case study, data collected included blog transcripts, (with permission from trainees and assurance of anonymity), interviews with trainees and questionnaires
So what's a blog then...?

• A blog is a **user-generated** website where entries are made in **journal** style and usually displayed in a reverse **chronological order**.

• **Benefits**
  – Can upload text, images, videos, sound
  – Blog spaces are usually customisable
  – Individualised
  – Can comment
  – Notification of new entries
Hello,

I was pointed to by a teacher at my placement school, to a folder FULL of starter activities related to DIDA (but could easily be applicable to BTEC and just about anything to). Thought I would share these with you, as I don't know if anyone is like me but I am struggling to keep my starters and plenary's shorter than 10 minutes...this for me then knocks the timing of the lesson out.

I think these may cure it though. I have uploaded them to my own webspace which can be found here:

http://www.meangasoline.co.uk/starters/

There are 48 in total I do believe.

I will make them available to download for you all until June time when the course finishes, after which I will take the folder down. All the files added together only equal 8mb so it might be worth downloading them?

Hope you are all well, I will post a full blog entry soon.
Why do it?

– An alternative to reflective journals/diaries – use of media appropriate for trainees and increase in digital fluency
– Support work based placements
– Tutors can comment on blogs to provide formative feedback
– Collaborative opportunity to use two similar cohorts to compare findings
– Potential for cascading use in schools
– A lens on reflection is provided by windows of opportunity either by or through blogs
Data Collection

- Two sets of blogs collected for each cohort in each institution
- Statistical data on number and dates of entries
- Trainees interviewed at the end of the year
- Analysis based on literature review – thematic approach
- Questionnaire
Analysis of data

• Thematic analysis of blog transcripts – (Oti and Clarke 2007)
• Development as a reflective practitioner
• Emerging professional identity as a teacher
Findings – did we strike gold?
Findings

Reflective practice entries variable – from descriptive to truly reflective, and this also improves towards the end of the second placement. Some are very good at this by the end of the course – critical, reflective, analytical and evaluative.

Evidence of development as professionals within transcripts

Builds up through both placements – a definite progression seen
What they said in terms of reflective practice...

• “[…] in recent weeks [I] have been more decisive. I feel that as a result, students are more responsive and more productive.”

• “but I find myself a lot more patient than I used to be!…”

• “I feel I have a better understanding of the goals of each course...”
What they said in terms of development as professionals...

• “[…] they address me as ‘miss’”
• “[…] they see me as being in charge as opposed to a teaching assistant”
• “At TP2 students see me as just another teacher”.

Sheffield Hallam University
And from the interviews...

• The blogs were ok “for that touchy feely rubbish”.
• They gave a “broader view”.
• “Evaluation on the lesson plan was more descriptive and different from the blog because the blog had more on progression over the weeks”.

Sheffield Hallam University
Overall the Findings

• Very positive from both institutions
• Some issues of double entries
• Private blogs allowed formative feedback to develop better reflection
• Limitations – sample size, ICT level of trainees was already high so no barrier there
Work in Progress: Futures

• Go to second phase and see if the use is cascaded in schools
• Iterative – to inform practice for future cohorts
• Changes to our practice
• Disseminate via seminars and conferences to other PGCEs and similar distance based learning programmes
• Included in M level assessment
• Community blogs – benefits, emoticons, images/photos, support
• Potential for studying the impact of more frequent tutor feedback during a blog
The Main Messages:

• Development of deeper reflection, and much broader reflective practice
• Development of reflective practitioners
• Sharing of reflections and personal development
• Developing a community of practice for reflection
• Increasingly independent reflections
References


Any Questions?