5ydd Gynhadledd Dysgu ac Addysgu

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# Crynoldebau / abstracts

Reflective Writing and Student Engagement

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This presentation outlines the possible use of reflective learning journals in assessing learning in the context of an English Literature UG degree. The main focus will be on ways in which reflective writing can be used to enhance student engagement with their own learning, but I will also be exploring other aspects such as spreading assessment pressure, expanding the range of assessment methods used on a degree, and complementing the usual critically-analytic modes of assessment with a more personalised one.

I am currently not using reflective learning journals at AU, but they are part of the assessment mix on EN32120 and EN30620 and I have used them on a core first-year module when at QUB. In that former iteration, students received guidance on reflective writing as well as formative feedback at a predetermined point during the semester, but the format and content of the journals was completely open and flexible beyond this. I want to use this opportunity to briefly sketch some of the upsides and downsides of this free-form approach before moving on to outlining my plans for my AU modules from next year, which involves a more structured approach with weekly tasks that students will have to complete and reflect on. In this sense, I am hoping for some feedback from the audience that I will then be able to feed into my planning for next year.

During my presentation, I will be using examples from my past practice as well as summarising elements of research into reflective writing and assessment, which will help locate my ideas within the parameters of general practice and the assessment context in my department.