



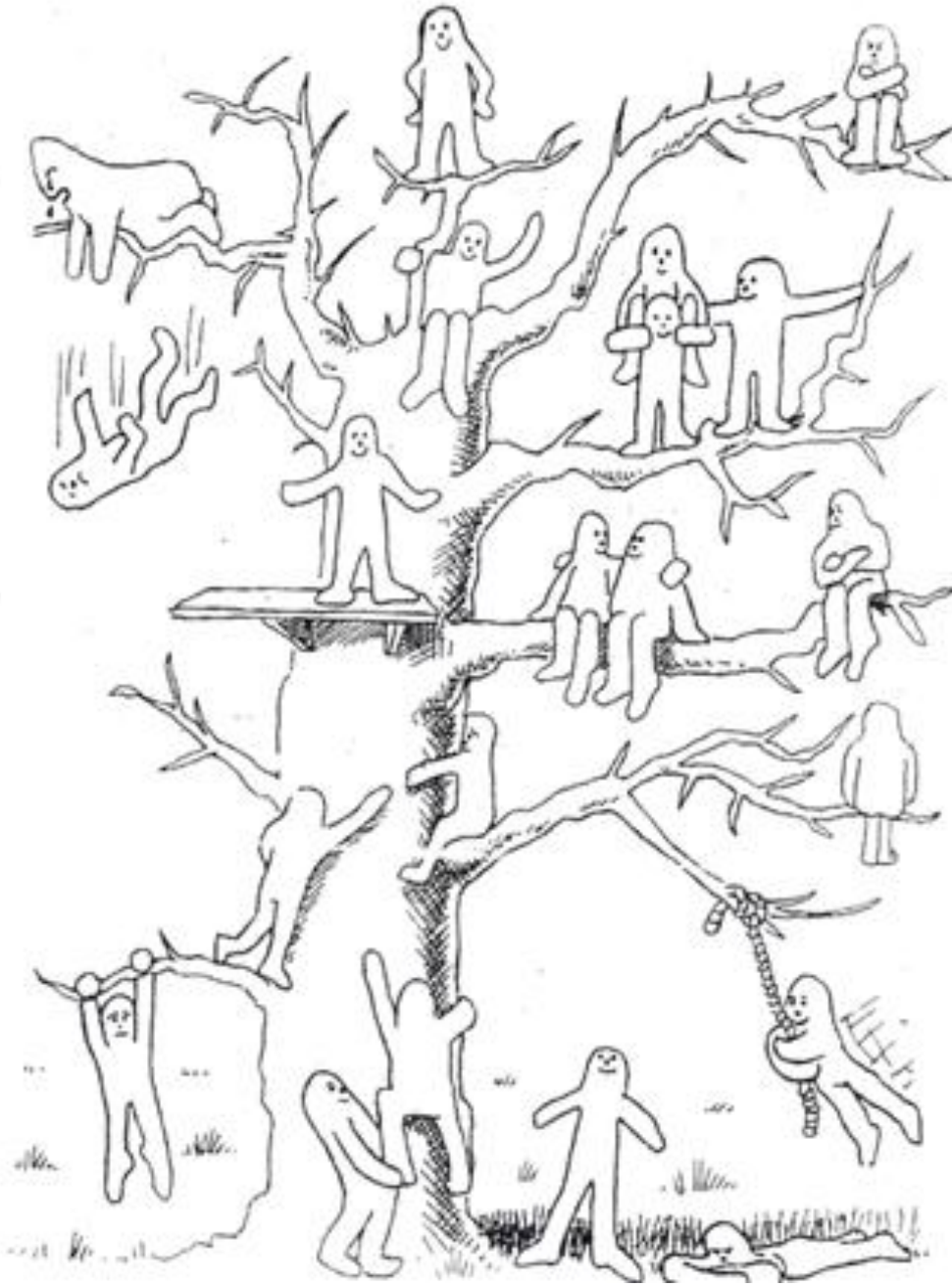
Can we HEAR this?

Reflective learning journals in language support classes

Deborah Cobbett
The University of
Sheffield.

d.cobbett@sheffield.ac.uk





Contents

- What is HEAR?
- HEAR in Sheffield
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The reflective cycle (Gibbs 1988)



http://www.brookes.ac.uk/services/upgrade/a-z/reflective_gibbs.html

What is HEAR?

Higher Education Achievement Report



About the Higher Education Achievement
Report

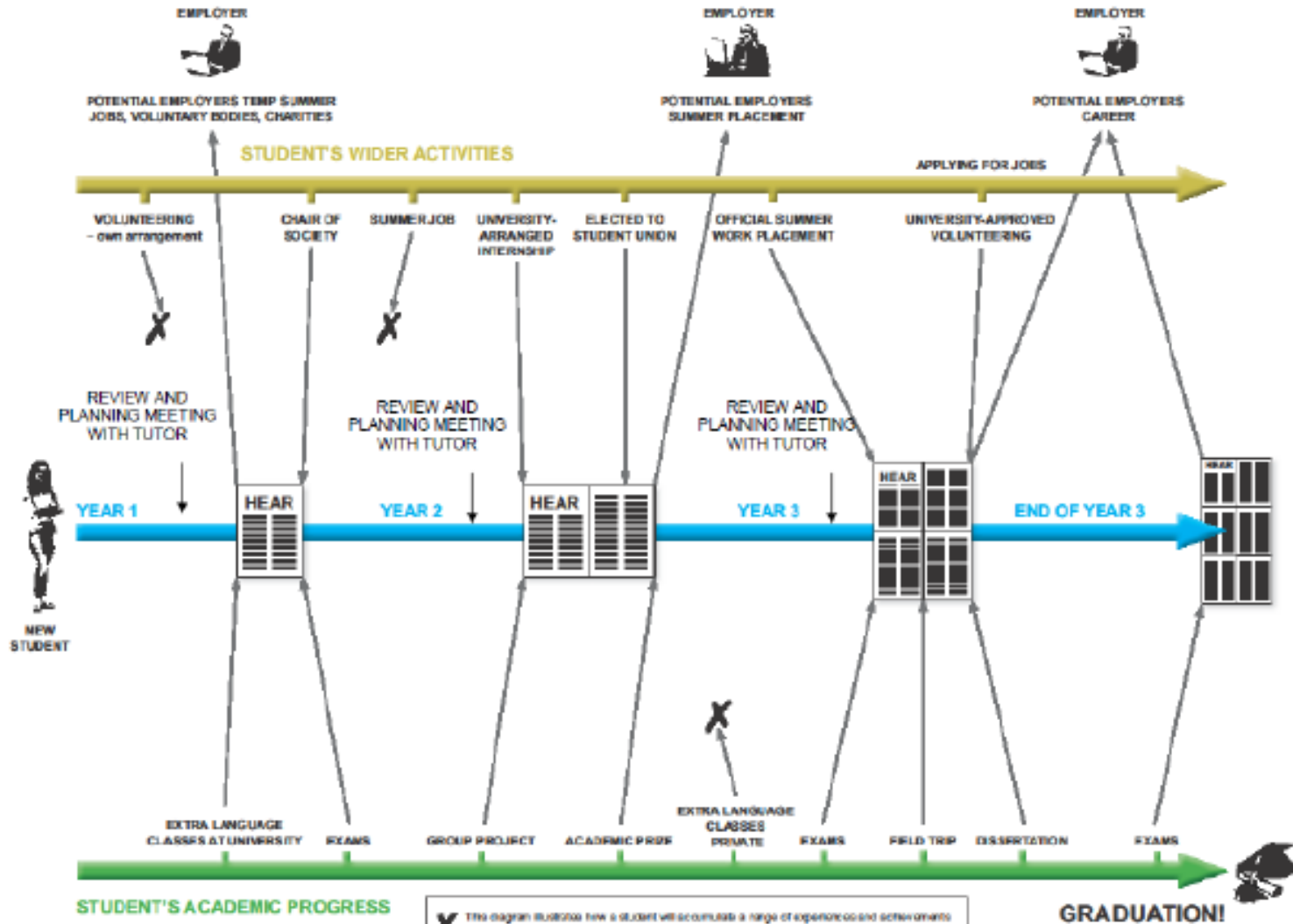


[HEAR Animation Transcript \(DOCX, 26KB\)](#)

<http://www.hear.ac.uk/>



How the HEAR can be built up and used



X This diagram illustrates how a student will accumulate a range of experiences and achievements which then go into the HEAR (and some which do not, marked with an 'X') and points at which relevant employers might access the HEAR to find out about the student.

Why HEAR?

- engage students more fully with the learning process on a formative basis (St Andrews)
- provide students with information about their progress and achievement (UWIC Cardiff)
- more holistic representations of graduate achievements (Newman)
- incorporation of graduate attributes into curriculum design and delivery (Manchester)

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a degree with so much more...

- knowledgeable in their subject
- a skilled and ethical researcher
- a critical, analytical and creative thinker
- an entrepreneurial problem solver
- information literate
- skilled in the use of IT
- an efficient planner and time manager
- a flexible team worker
- an accomplished communicator
- an independent learner
- an active citizen who respects diversity
- culturally agile and able to work in multinational settings
- professional and adaptable
- well rounded, reflective, self aware and self motivated
- competent in applying their skills and knowledge



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a degree with so much more...

- well rounded, **reflective, self aware and self motivated**
- competent in applying their skills and knowledge

What about **HEAR** in Sheffield?

- Students' Union Activities
- University Activities, including:
 - Research
 - Green Impact
 - Mentoring
 - Enterprise
 - Extra-Curricular Language Courses

How to HEAR English Language Support

- In order to gain recognition for completing an ELS course you must:
 - Register for your course
 - Attend at least 80% of classes
 - Submit a reflective learning journal with a minimum of 8 entries

<http://www.sheffield.ac.uk/hear/section-6-1>

‘It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated. And it is generalisations that allow new situations to be tackled effectively.’

(Gibbs 1988: 9)

Hopes for HEAR

- Awareness of progress
- Confidence boost
- More strategic learning
- Better negotiated curriculum

What happened?

- Did students write journals?
- Did they reflect?

What sense can we make of it?

- Sharks?
- Spin?
- Safety?
- Support?



Another view

‘The paradox is that reflective practice is required by the masters, by the system. Yet its nature is essentially politically and socially disruptive: it lays open to question anything taken for granted.’

(Bolton 2006:4)



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What do you think?

What else could be done?

- Support for reflection
 - Tutorials
 - Reading reports
 - Hirvela (1997)
- Peer learning
 - Sharing
 - Group discussions

Open Spaces for Dialogue and Enquiry

It is good to share other people's opinions and perspectives to understand topic critically. Other students have many opinions.

- It will make me to think more after class. The topic is really sensitive and interesting.
- I have learned how to communicate with teammates and how to balance different views. I noticed different thoughts comes up from them and I'm really amazed by their thoughts. I have not feel tired once. I think we can do it more to help us get used to teamwork and discussion with others.
- The atmosphere was good and I felt relax and can talk freely.
- I always thought that I was not care about policy, but from the session I find that I have a lot of ideas about the development of the world.

<http://www.osdemethodology.org.uk/>

Conclusions

- Tensions
 - Writing as a barrier?
 - What's the purpose?
 - Who is the audience?
- Possibilities?



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To
Discover
And
Understand.