



Reflective Writing in the Year of Covid-19

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Introduction



Research Focus

For the Research Bursary

At the end of this research project, the student(s) will have gained skills in textual analysis, data collection and analysis, and literature reviews, and will have put together literature and data to form the basis of a journal article, to be submitted to an appropriate higher education journal.

For the Survey

RQ1: How (if at all) have participants' reflective practices changed several months after the workshop?

RQ2: How (if at all) have they've applied the learning from the workshop?

By looking at what participants have done in the following months with what they learned about reflective writing, the research will compare those experiences with existing literature on reflective writing in practice.

Literature (1) - Reflection

Overlapping positive effects

Mindfulness

Reflection



Literature (2) - Reflection in Music

INTRO
 - state main themes and gap
 - reflection is a core part of being a musician

MUSICAL BEGINNINGS
 • prison choir (Cohen, 2012)
 • school study (Benton, 2015)
 - promotes metacognition
 - different methods of reflection ultimately leading to the 4 R's
 - critical thinking skills

(Benton, 2015) →
 (Gilling, 2014) →
 (Cormeau and Woronchak, 2016) →

CONSERVATORIUM STUDENTS
 • PSP article (Corey, Harrison, Dwyer, 2015)
 - autonomy of learning
 - deeper levels of understanding
 ↓
 • Barton (2015)
 - Explain 4R's
 - Deconstruct musical beliefs / transform thoughts - see things from different perspectives
 • Brown (2009)
 - helps students develop transformable skills that graduates are expected to have. Learning how to perform is just not enough nowadays
 • Cormeau and Woronchak, 2016:
 - reflective training more effective than simply just journaling (in an unstructured manner)
 • Journaling can contribute to self-regulation/autonomy amongst other reflective practices. = good for individual improvement (Pike, 2017)

PROFESSIONAL MUSICIANS
 • Piano duet (Haddon and Hutchinson, 2014)
 - reflective journals helped performers understand each others musical ideas
 - consolidated the rehearsal process
 ↓
 is this a more efficient way of rehearsing?
 - rehearsal could be like think aloud method in Benton's study
 • Gillan, 2014
 - using reflective journaling as a methodology process
 - field notes described reactions and reasons

COLLABORATIVE REFLECTION
 • Mitchell (1995) suggestion - reflection could be a part of alternate assessment. Giving a mark based on a performance is too teacher dominant
 need to promote equal collaboration
 • Prison choir (Cohen, 2012)
 - helped cater to student needs
 - school story
 • Conservatorium (Corey, Harrison & Dwyer, 2015)
 - be careful of too much teacher influence - should promote equal responsibility between teacher / student
 • Barton, 2015: collaborative reflection is VERY IMPORTANT BUT
 • Gilling, 2014: kineasthetic loop
 • Cormeau and Woronchak, 2016:
 - journaling can help teacher understand student better - cater to needs
 - coach discussions

leads to →
 expands →

Method



GHC Covid-19 Reflection Workshop

PLEASE VIEW PARTICIPANT CONSENT FORM HERE BEFORE STARTING SURVEY:
https://drive.google.com/file/d/1pMi2hks6pl6s4_YxtcpeeZjqJn67Gai9/view?usp=sharing

* Required

Have you done any further research into reflective practices since the workshop? *

- Yes
 No

What (if any) kinds of reflective practices have you incorporated into your life since the workshop? (e.g. writing, journaling, meditation...) *

- Meditation
 Journaling
 Bolton's 6-minute writing exercise
 4R's of reflection
 Reflective social media posts
 Mindfulness
 Other: _____



Results (1) - William



Results (2) - Julia

- REFLECTION - 😊 - concentration = 8

So I've realized that I was doing the opposite bowing to what's written in the S.S. - this will need consolidation. I've found it engaging to write on my part the moment I hear that something can be improved.

- NEXT SESSION -

- Consolidate what has been learnt of S.S. so far
- Bach string crossing confident to 105bpm
- Beethoven first two staves.

SESSION THREE: medium - learning/consolidating pieces, technique

GOAL ONE: Consolidate bowings in S.S. and ensure shoulder doesn't tense

methods: watch self in mirror, record from back, listen to recordings, record self.

GOAL TWO: Learn first 2 stanzas of Beethoven Sonata 7

methods: same as goal 1 + sing to gesture, visualise and hear sound before playing

GOAL THREE: continue working on string crossing in Bach - get up to 110bpm

methods: metronome, watch in mirror, read over notes, record self.

Bohianis - Goals (medium day)

Short-term goal: learn movement IV of Beethoven IV

Mid-term goal: learn week 1 AYO parts

Long-term goal: Bach 3 way string crossings!

SESSION ONE: light - technique and sympathy

D major

GOAL ONE: use scales to warm up

methods: use mirror to focus on bowing, metronome, tuner, varied practice, isolate sections and improvise

GOAL TWO: Learn bars 1-25 of Beethoven IV, IV mvt.

methods: listen to recording, METRONOME, look at score? play with recording

GOAL THREE: Be able to play "Marriage of Figaro" at 110bpm

methods: METRONOME, record self, watch mirror for string crossings.

REFLECTION: 😊 concentration = 8

It was good to take small steps with my progress in accelerating the tempo. Also having Francis in the room with me made me more aware of what I was playing and where I had more mistakes - so maybe it is good to practice around people. Technically wise, I think I need to shift my focus to identifying what makes it easier to play, rather than trying to change one thing that could help (like the angle of my left elbow). For example, I found that I don't necessarily need to raise my elbow for my first finger just move my thumb around two necks a bit.

- NEXT SESSION -

Two Beethoven session w/ Francis

24/01/18 - GOALS

Short-term: learn Deep Blue pieces

Mid-term: be fluent in QV5/Q50 parts

Long-term: know 1st movement of Beethoven 7 sonata

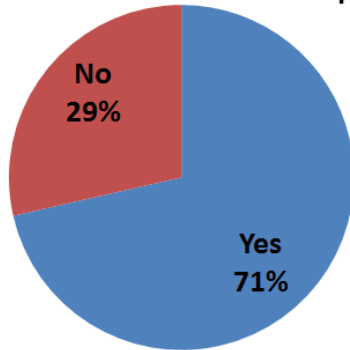
Typ

Results (2) - Julia

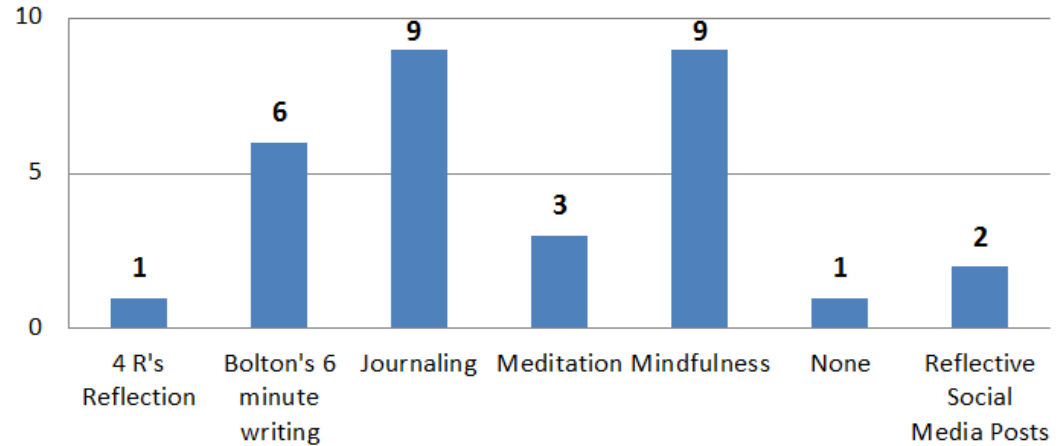


Results (3) - Survey

Q1 - Further research into reflective practices?



Q2 - Types of reflection used



The uncertainty has impacted my personal mindset. I am usually a huge planner and love organising my future but with everything at the moment it is really hard to plan beyond 6 months. Personal life has also been impacted as I don't feel as closely connected to my friends as what I would have been. My studies have not been as impacted however I do miss the in-person interaction I gained when studying at uni.

I'm constantly reminding myself to look at the cards in front of me and make the best with what I've got. Its a leadership crucible.

Conclusion and Future Research



References

- Bolton, G. (2010). *Reflective Practice: Writing and Professional Development*. Sage: London.
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- Schön, D.A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. London, Temple Smith.

QUESTIONS?

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