REFLECTIVE JOURNAL

WORK2005



**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_**

**Age\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of group members**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## What is a journal?

Journals are a written form of reflection in which you will consider your mobility experience.

## Why is reflection important?

Learning comes about not just from doing, but also from **thinking or reflecting** about what you do. We often go through our day-to-day life without spending too much time “processing” our experiences. This is not a bad thing, since much of what we do throughout the day is routine and it may not hold a lot of meaningful learning. When we participate in new experiences; however, especially experiences that are outside of our comfort zone or outside of our routine, there is often a lot of learning that can take place.

Reflection may include acknowledging or sharing your feelings, reactions, observations, and ideas about anything regarding your mobility experience. Reflection can happen through writing, speaking, listening, reading, creating art, acting and a number of other ways.

## Why a journal?

You will examine your thoughts and experiences through this journal, and further the learning you will do in relation to your mobility experience.

Unfortunately, journals are sometimes misused as simple logs of events, thereby missing the reflective component inherent in thinking critically about experiences. So, please don’t just use this journal to record what you did each day. We want you to go “deeper” by answering the prompt questions about your design thinking process, cultural experiences, and emotions.

As you page through your journal, you will notice that you are required to do some writing. Complete the journal as you progress throughout the mobility experience and reflect often on your values, emotions, and behaviours during the experience.

Your journal will start with reviewing your expectations of the mobility experience and moves toward critical thinking reflection on each phased during the mobility experience.

## Setting the scene

Describe two days of the empathise phase. Consider what you did, where you went, who you spoke to, and how you felt. Complete your description by reflecting on what values or emotions were challenged during those days.

|  |  |
| --- | --- |
| DAY ONE  | Date  |
| What experiences or activities made the greatest impression? |  |
| Where you went |  |
| Who you spoke to and what you discovered through those conversations |  |
| How you felt  |  |
| Reflection on what values and emotions were challenged |  |
| Additional Comments |  |

Add images and briefly describe the feelings you experienced during those moments.

|  |  |
| --- | --- |
| DAY TWO | Date  |
| What experiences or activities made the greatest impression? |  |
| Where you went |  |
| Who you spoke to and what you discovered through those conversations |  |
| How you felt  |  |
| Reflection on what values and emotions were challenged |  |
| Additional Comments |  |

|  |  |  |
| --- | --- | --- |
| What cultural experiences allowed you to question your behaviours prior to the mobility experience if any?  Describe any experiences with fear or uncertainty during the ideation phase. Did you have any conversations with your team regarding those emotions? Describe the conversation/conversations and any perspectives or solutions that assisted you to deal with those emotions.

|  |  |
| --- | --- |
| Describe the mantra you created during an activity conducted during the Emphasise phase. Why did you choose this mantra? What does it represent? How did you feel while creating this mantra? What aspects/stimuli did you consider when creating your mantra? Describe any situations/challenges during the cultural immersion which allowed you to reflect on your mindset towards certain perspectives (opportunities, gender, education, partnerships, etc) What feelings did you experience in the situation? What needs were satisfied and not satisfied? What feelings do you think the other individual or individuals experienced in the situation? What needs were satisfied and not satisfied? Did you struggle to move beyond the most obvious solutions? Explain  Describe any alternatives already implemented towards your hot-topic. How did you and your team use these alternatives during your ideation phase?

|  |
| --- |
| Reflect on your entire mobility experience. Has the mantra you created during the emphasise phase changed following your experiences? If so, describe how?  |

 |

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**Assessment**

**(NOT EDUCATION STUDENTS – please see below)**

The Assessment for the Work2005 unit is 2 assessments

* 80% Conference 2 (includes 70% for the pitch as judged by industry, and 10% collaboration mark)
* 20% for Reflection Journal (below)

**Justification**

|  |  |
| --- | --- |
| I think that I should receive the following mark for this my Reflection Journal, and this is why: (write in the space below)Consider the following * Frequency of completion of commentary
* Depth of commentary
* Insights
 |  /20 |
|  |  |
| The reviewers mark for my Reflection Journal and this is why  |  /20 |
|  |  |

Use this framework to frame your justification

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attention to emotion** | Little or no recognition or attention to emotions | Recognition but no exploration or attention to emotions | Recognition, exploration, and attention to emotions | Recognition, exploration, attention to emotions, and gain of emotional insight |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Analysis** | Reflection does not move beyond description of the learning experience(s). | Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis. | The reflection demonstrates student attempts to analyse the experience but analysis lacks depth. | The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. |
| **Interconnections** | No attempt to demonstrate connections to previous learning or experience. | There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences. | The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals. | The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals. |
| **Reflection**  | Not attempt at self-reflection. | There is some attempt at self-reflection, but the self-reflection fails to demonstrate a new awareness of personal biases, etc. | The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions. | The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result. |

**Assessment**

**(EDUCATION STUDENTS ONLY)**

Below is an example of a completed planner to support you with completing your own.

|  |  |  |
| --- | --- | --- |
| **Year:** 4 | **Unit Topic:** Sharing the Planet | **Duration:** 10 Weeks |
| **Overarching Question or Statement**What is the key overarching message of your inquiry that you want your students to understand?Biodiversity relies on maintaining the interdependent balance of organisms within systems. |
| **Key Curriculum Links**List the key links that would be explicitly taught and assessed. Try and include between 4-6 pertinent links, from at least 2-3 learning areas (For example: Science, Humanities and Design Technologies).**Science**Living things depend on each other and the [environment](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/environment) to survive [(ACSSU073)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/year-4/acssu073)Science knowledge helps people to understand the effect of their actions [(ACSHE062)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/year-4/acshe062)**Humanities and Social Sciences**Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions [(ACHASSI081](http://www.scootle.edu.au/ec/search?accContentId=ACHASSI081))The importance of environments, including natural vegetation, to animals and people [(ACHASSK088](http://www.scootle.edu.au/ec/search?accContentId=ACHASSK088))**Design Technologies**Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques [(ACTDEP015](http://www.scootle.edu.au/ec/search?accContentId=ACTDEP015))Plan a sequence of production steps when making designed solutions individually and collaboratively [(ACTDEP018](http://www.scootle.edu.au/ec/search?accContentId=ACTDEP018)) |
| **Lesson Experiences Overview**Provide an overview in the rows below of the types of experiences you will be giving your students at each stage within your classroom.  |
| **Empathise**2-3 Lessons | In the Empathise Phase, students will explore the perspectives of a variety of stakeholders in the Mandurah region. They will draw out the needs and values from the local community, local biodiversity, tourists, local government, and local businesses which are related to the estuary and canals. They will explore how ecosystems (specifically, the Mandurah estuary ecosystem) rely on the delicate balance between organisms, and how human activity impacts this balance. Students will Skype a scientist to develop engagement, understanding and skills. |
| **Define**5-6 Lessons | In the Define Phase, students will gain a deeper understanding of the issues facing the organisms living within the Mandurah estuary ecosystem. Focusing the inquiry further, students will explore the local population of dolphins, and specific issues impacting their health and survival. The Mandurah dolphin charity organisation will be invited as an incursion to engage students in deeper learning. Following this, students will break into teams to research different aspects of this issue and communicate their findings to each other through a jig-saw cooperative strategy. As a class, a list of issues will be developed. Following this, an excursion to the Mandurah estuary with the Mandurah Dolphin Cruise company will be completed to contextualise the issue further and engage with stakeholders in depth.  |
| **Ideate**1-2 Lessons | Within their research teams, in the Ideate Phase, the students will use a scaffolded planner to collaboratively generate a number of ideas to address a chosen issue impacting the dolphins in the Mandurah region.  |
| **Prototype**3-4 Lessons | In the Prototype Phase, the students will select an idea from the Ideate Phase to develop. Through the use of a design solutions journal, the research team will generate, develop and communicate their selected design through technical drawings, and then executed in a manner of the team’s choice. Initially, each team will present their solution through a Shark Tank style presentation, where they will receive targeted feedback from their peers.  |
| **Test**2-3 Lessons | In the Test Phase, each team will implement their chosen design solution to their issue. For example, contacting a community organisation/business, a poster, a presentation, a physical product, an event, etc. Each team will then evaluate their finished product along with the scientist from the Empathise Phase, as well as the Mandurah dolphin charity organisation. Students will use their design solutions journal to reflect on their success and suggest further actions that could be taken to address their issue.  |
| **Assessment**How will you know that your students have learnt the intended curriculum? What evidence will you collect?Diagnostic: Brainstorming. Formative: Research Jig-Saw and IdeationSummative: Shark Tank Pitch, Design Solutions journal, enacted solution, reflection. A basic response has been given here. Please include greater detail than this.  |
| **Reflection**What could you achieve utilising this pedagogical approach in your classroom?No example to be given for this question.  |

**Unit Planner Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Fail** | **Pass** | **Credit** | **Distinction** | **High Distinction** |  |
|  | **0 – 1** | **1.5** | **2** | **2.5** | **3** |  |
| **Curriculum Links** | Did not consider/poorly considered curriculum integration that does not link to learning experiences. Integration not considered in a meaningful way. | Listed some curriculum links from 2-3 different learning areas but considered in a limited way.  | Listed 4-6 curriculum links from 2-3 different learning areas, and integration is logical.  | Listed 4-6 pertinent curriculum links from 2-3 different learning areas, and integration is logical and purposeful.  | Listed 4-6 pertinent curriculum links from 3+ learning areas, and integration clearly enhances learning in a meaningful way. | **3** |
|  | **0 – 4** | **5 – 5.5** | **6 – 6.5** | **7 – 7.5** | **8 - 10** |  |
| **Lesson Experiences Overview** | Did not consider/poorly considered lesson overviews which do not give a clear indication of student learning experiences. | Provided overview of learning experiences with some detail.  | Provided overview of learning experiences with detail. Some teaching strategies included.  | Provided a clear overview of learning experiences with detail. Teaching strategies included for each phase of learning.  | Provided a clear overview of learning experiences with succinct and concise detail. A variety of teaching strategies included for each phase of learning. A purposeful incursion/ excursion included. | **10** |
|  | **0 – 1.5** | **2** | **2.5** | **3** | **3.5 - 4** |  |
| **Assessment** | Ineffective assessment included. | Some basic assessment included. | Diagnostic, formative and summative assessment methods included. | Logical and detailed diagnostic, formative and summative assessment methods included. | Logical and detailed diagnostic, formative and summative assessment methods included, which clearly link to the integrated curriculum links provided.  | **4** |
|  | **0 – 1** | **1.5** | **2** | **2.5** | **3** |  |
| **Reflection** | Reflection poorly considered and lacked detail. | Sound reflection provided with some detail.  | Detailed reflection design thinking pedagogy provided. | Detailed and insightful reflection provided for the design thinking pedagogy, with links to classroom practice. | Detailed, succinct and insightful reflection provided for the design thinking pedagogy, with astute classroom applications. | **3** |
| **General Feedback** | **/20** |