L3: Language, Literacies and Learning
Learning and Teaching Unit

ARCH3044/3045

Reflective journal for Planning Field Placement
Overview

• Expectations
• Reflection
• Model of the process
• Activity
• Resources and support
Expectations for reflective writing

• Show a critical understanding of issues
• Know the relationship between planning education and practice
• Have a clear point of view
• Develop arguments with evidence
• Clear written expression
• Referencing when appropriate
What is a journal?

- a regularly kept and systematic record of factual information about events, dates and people or a record of notes and ideas about your reading and research linked to a course

- a more detailed account of events and situations which record observations, anecdotes, conversations, as well as your subjective impressions of these
What is a reflective journal?

• a reflective account of your own observations and interpretations of events that allows you to examine your experiences to understand them better

• an analytical process in which you record your ideas, examine your data, deal with issues or problems that are raised by it and identify alternative solutions
Critical reflection involves:

- revisiting your prior experience and knowledge
- considering how and why you think the way you do
- examining your beliefs, values, attitudes and assumptions
- recognising that you bring valuable knowledge to every experience
- recognising and clarifying connections between what you already know and what you are learning
- active and critical learning
Reflective practice cycle

Reflect on and describe the initial learning situation or knowledge
- What was the learning situation? OR
- What was your knowledge / belief / attitude?

Analyse & evaluate the learning situation or knowledge
- What influenced your initial knowledge / beliefs / attitude?
- What assumptions did you have?
- What other sources of knowledge were important in understanding the experience?
- What new ideas challenged or questioned your initial learning situation or knowledge? (provide references to support this)

Identify the future learning situation or knowledge
- What questions do you now have?
- How will you deal with these questions?
- Can you think of any resources which might help you develop your knowledge / beliefs / attitudes further?

Reflect on and discuss the current learning situation or knowledge
- What is your knowledge / beliefs / attitude now?
- What changes or development occurred in relation to your initial knowledge / beliefs / attitude?
- What did you find most challenging about what you learned and why?
- What can be concluded from the experience?

Sources: Adapted from Gibbs 1988; Kolb 1984
Activity: Read the journal entry and respond to the questions

“This week I went to the Council office. On the day it rained, I met the CEO, attended a council meeting; and spent three days observing how planning staff deal with members of the public who have planning questions. On the fourth day I assisted. It was nothing like being a student at uni. I didn't know how to answer questions. The staff were busy and friendly and the Council facilities were quite modern.”

What is your reaction to this journal entry?
What questions would you want to ask the writer of this journal entry?
What changes would you make?
Activity: Questions to ask yourself

• What did you imagine you would learn from the CEO? What did you actually learn?
• What did you assume was going to be discussed at the Council meeting? What issues/topics were actually raised at the Council meeting?
• Had you encountered these topics/issues before in your class or your readings?
• What surprised you about the meeting?
• How did the questions from the public come in? Mail, email, face-to-face?
• What types of questions did the public have?
• What was the process for responding to these questions?
• What did you learn about planning from your experience in the meeting and from observing staff?
• How is this knowledge different/same to what you have learned in class?
• How have your previous perceptions been challenged?
• How do you feel about becoming a planner as a result of these experiences?
• What do you still need to learn?
Using the right language

Using first person
• using 'I' because you are writing about your own experiences and thoughts

Using tenses
• move between the past tense and the present tense.

past tense - when describing an event that took place

The supervisor was quick to point out where I had gone wrong.

present tense - when making a general comment or referring to the theory

My job involves managing customers' money effectively and profitably. Brownlow's (1997) theory can be applied in this case because it deals with peoples' feelings.
Using the right language

Using speculative and tentative language
• to speculate about the future or about a hypothetical situation
• to soften opinions and avoid exaggeration

Although I enjoyed my placement at Price Waterhouse Coopers (PwC), I would not like to work there in the future. The reasons for this are first that I prefer to live in rural areas as I grew up in Port Pirie. Most jobs with PwC are in the city and I am hoping to find a position in the country when I graduate. Secondly PwC specialises in mining, utilities and defence industries. I would prefer not to work for any of these industries as I believe they exploit the environment and the interests of people who are less powerful in our society.

• Note that present and past tenses are used with speculative language
Key phrases

My experience of this leads me to believe/think/question …
I think/feel/believe/hope/am convinced …
I remember/recall …
This was difficult/easy/frightening/exciting
I find this worrying/amusing/convenient
For me, this assertion is very difficult for me to agree with
I agree/disagree with Smith (2003) who argues that …
Based on my personal beliefs and experiences …
It had not occurred to me that …
Linking theory to practice

- go beyond simply recording the feeling
- attempt to understand the context and see the event from different perspectives
- make connections between events and theory

- Look at a sample reflective paper
Resources: www.unisa.edu.au/L3ITEE

Language and learning resources for the Division of IT, Engineering and Environment

Aviation
Engineering
Planning & Construction
Project Management

Information Technology & Management
Environment
Geospatial
Occupational Health & Safety
Human Factors

Check out UniSA's Referencing website:

- UniSA Harvard
- Roadmap to Referencing
- APA
- Academic Integrity
- Turnitin

Post a question on the Referencing Forum (we'll get back to you within 24hrs):

Referencing Forum

Visit the L3 student resources hub for more study and assignment help

Check out the Improving your academic skills module for:

- Writing introductions and conclusions
- Writing paragraphs
- Using objective language
- Linking words
- Academic vocabulary and phrases

University of South Australia
Resources: www.unisa.edu.au/Referencing
Learning support

Make a 1:1 appointment (face-to-face, by phone or email) with a Learning Adviser:
ltu.mawsonlakes@unisa.edu.au
ltu.cityeast@unisa.edu.au

Drop-in to C Building, Mawson Lakes and talk to a Learning Adviser: