

**UWA BUSINESS SCHOOL** LIED PROFESSIONAL COMMUNICATIONS **BUSN5100 LECTURE 2 Dr Dhammi Azariadis** 

### THIS WEEK

# **Experiential Learning: Reflective Writing for Generating Ideas**



# Lesson Warmer What's your first impression about Australia?



### Lesson Warmer How was your first week at UWA?



### OVERVIEW

A | Quick review of last lecture

B | Reflective writing: a tool to improve problemsolving skills and critical thinking abilities

C | Gibb's reflective writing model

D | Generative writing: Generating ideas and refining thinking through generative writing



#### **BUSN5100**

### UNIT AIMS

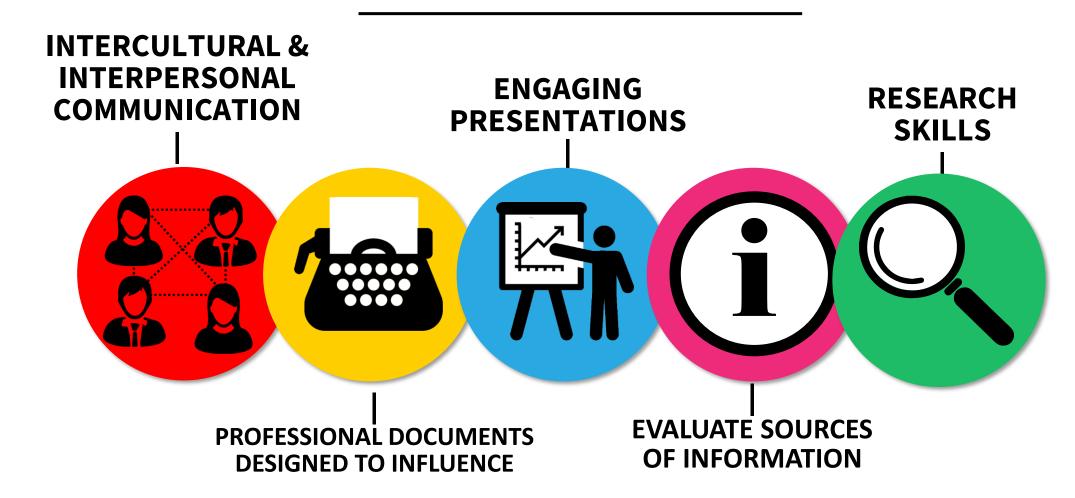
This unit aims to develop your critical thinking, communication, interpersonal and research skills which will enable you to excel in university and business environments in Australia.



# What was the No 1. skill employers value the most?



### LEARNING OUTCOMES



### FROM THE LAST LECTURE

### Weekly Expectations of BUSN5100

What should I be doing each week?

- 1. Read my weekly newsletter
- 2. Review the readings and videos in the Weekly Activities folder
- 3. Attend the live **lecture** (or watch the recording online) and participate in the **workshop**
- 4. Work on your assessments
- 5. Work on developing your **English language skills every day**



### FROM THE LAST LECTURE

Barriers to Learning and Communicating in English

#### What is an accent?

"A foreign accent indicates that the sounds are being produced in a way outside the norm of English in a particular country or region."

**Derwing & Munro (1997, p.27)** 

"An accent is created not only by sounds in the language but also by pitch, stress, and speech rate."

Kang (2010, p.27)



#### **XENOGLOSSOPHOBIA**



#### XENOGLOSSOPHOBIA

XENO (FOREIGN) GLOSSO (LANGUAGE) PHOBIA (FEAR)



### VISION BOARD ACTIVITY (During your first workshop)

### Difficulties using Cadmus?

support@cadmus.io

### **THIS WEEK**

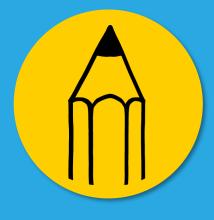


### 66 WRITING

# I hate writing. I love having written."

— Often attributed to Dorothy Parker & Frank Norris

# The hardest job at university is turning ideas into words





## THINKING on paper

Many students who are successful [...] have developed habits of writing beyond their formal tasks – they use writing to help them think through their ideas."

Grellier and Goerke, Communication Toolkit,p. 131



# ONE WAY APPROACH TO WRITING ASSIGNMENTS

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Study, research, reading

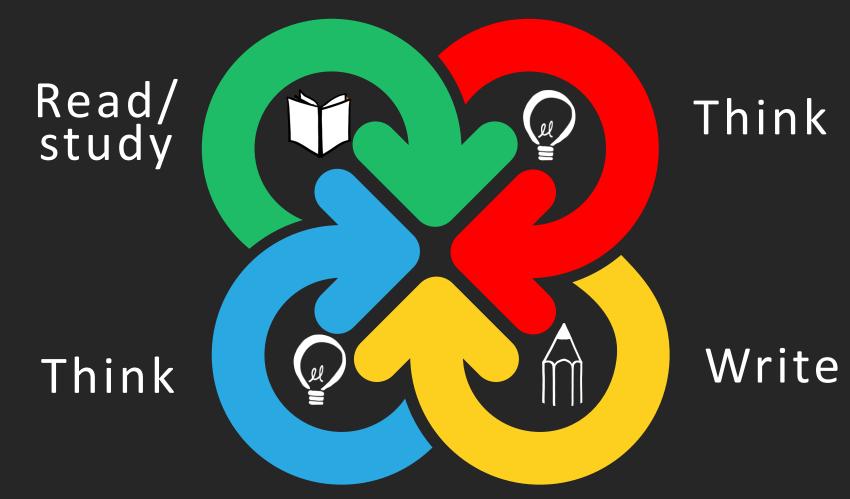
Writing

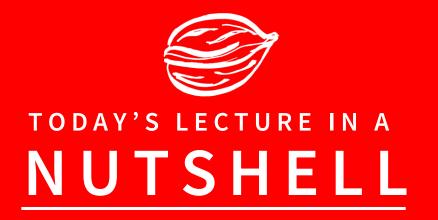
2-3 weeks

Day before

### CYCLIC APPROACH

TO STUDY, RESEARCH AND WRITING





# Writing is thinking on paper

#### ACTIVE EXPERIMENTATION

Trying out what you have learned

### CONCRETE

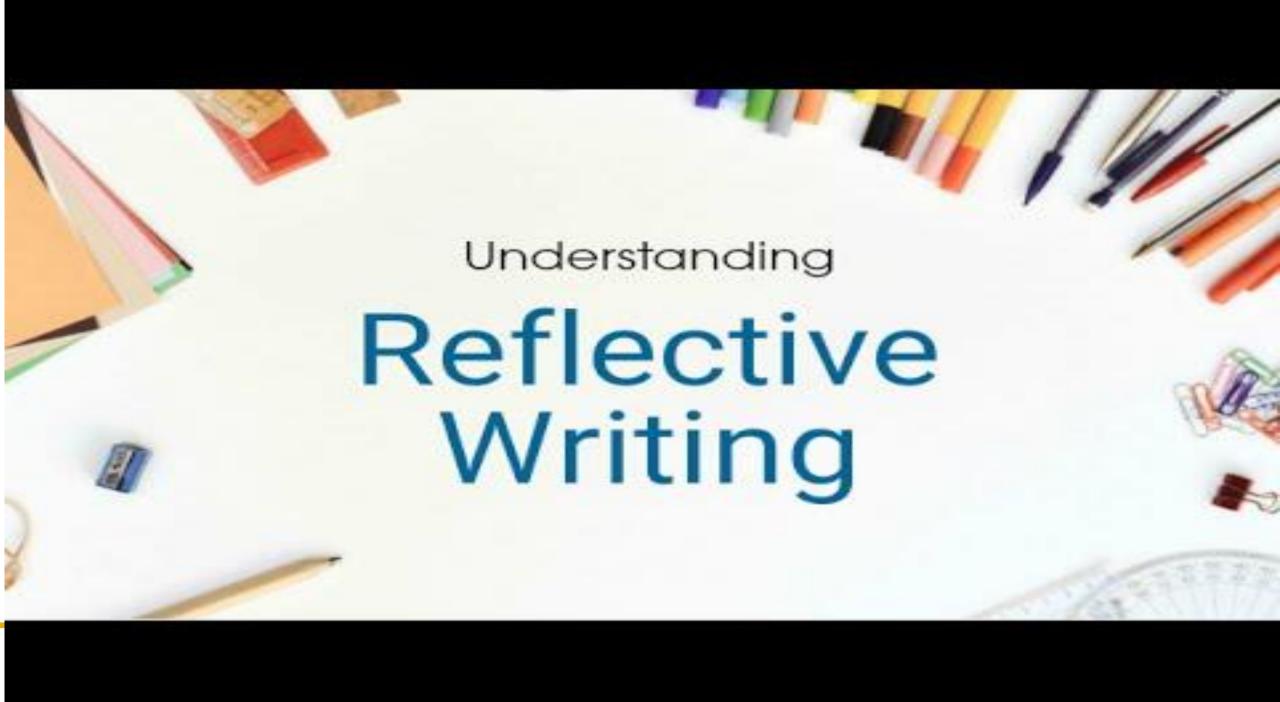
Having the actual experience

#### ABSTRACT CONCEPTUALISATION

Learning from the experience

### REFLECTIVE OBSERVATION

Reflecting on the experience



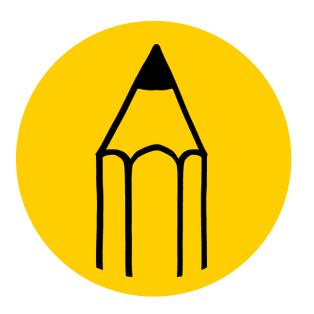
# "Consciously thinking about and analysing what one has done (or is doing)".

(Bolton, 2005)

### **Reflective Writing**

#### helps us...

- Communicate with and understand ourselves
- Generate and refine our thinking
- Experiment and test ideas
- Discover prompts for further action (practical things, ideas to research, etc.)





Reflection involves thinking about why we do things and whether they have gone as we thought they would, why we think they may have worked well, and how we might do them differently next time.

(Grellier & Goerke, 2006).

### REFLECTION

Describe the problem

WHAT?

SO WHAT?

Question, break the problem down further

NOW WHAT?

Come to a conclusion, suggest a future course of action

## Reflective Writing Common Mistake



### Reflective writing

#### **Description vs. Reflection**

- Description =
  - 'What?'
  - Who, what, when, where
  - Context
- Reflection =
  - 'So what?' and 'Now what?'
  - Why, how
  - Analysis
  - Action, application or conclusion





### **GOOD EXAMPLE**

It is now week 4 and it is obvious to me that although the people in this Concrete group got along well, we aren't moving along with the assignme suggested that we might need a leader- someone to keep the group task. I suggested that I would be willing to be a leader if everyone was in agreement. John was fairly resistant to this idea as he felt that we all should be able to work together in a democratic way. I argued that this was the way we had been working and there was only little progress made on the assignment. Davidson et al (2009, p.350-1) define leadership as a "noneyellon ment coercive influence to shape the group's or organisation's goals, motivatellistics behavior towards achievement of those goals and help define group or organizational culture".



### **GOOD EXAMPLE**

**Thinking about** this in regard to the way I approached the group 2. Reflective when I realized that we needed to be performing, I can see I was trying to use coercive strategies to get them to do the assignment the way wanted it done. Upon reflection, it would have been better if I remembered the stages of group formation (Davidson et al 2009, 3. Abstract p.444-5) and considered that we needed to be storming anconceptualisation into a cohesive group first before we could attempt the assignment. should've asked for their input into how we could move forward and then subtly made some suggestions about how to manage this task. In future group work I will now... 4. Active https://www.uow.edu.au/student/learning-carping-carping-refraction

THE UNIVERSITY OF WESTERN AUSTRALIA

### What a reflection is NOT

- 1. a diary entry, emotional dump, a rant or a place to vent
- 2. straightforward decision or judgement (e.g. about whether something is right or wrong, good or bad)
- 3. a standard university essay
- 4. just conveying information, instruction or argument
- 5. pure description, though there may be some descriptive elements.



### **POOR EXAMPLE**

I am so over this group assignment. The others are just soooo annoying! We're supposed to do this presentation together & nobody is doing anything! I tried to get them to consider me as a leader and John started complaining about how we live in a democratic system and we shouldn't hassle each other (like what, who says that!?). He thinks things will happen spontaneously. I was only trying to help get this stupid assignment done & they don't even appreciate the seriousness of this. I can't afford to fail. I've always been a good student and I don't want my WAM to fall because of these frustrating and lazy people. I have to think of my future!

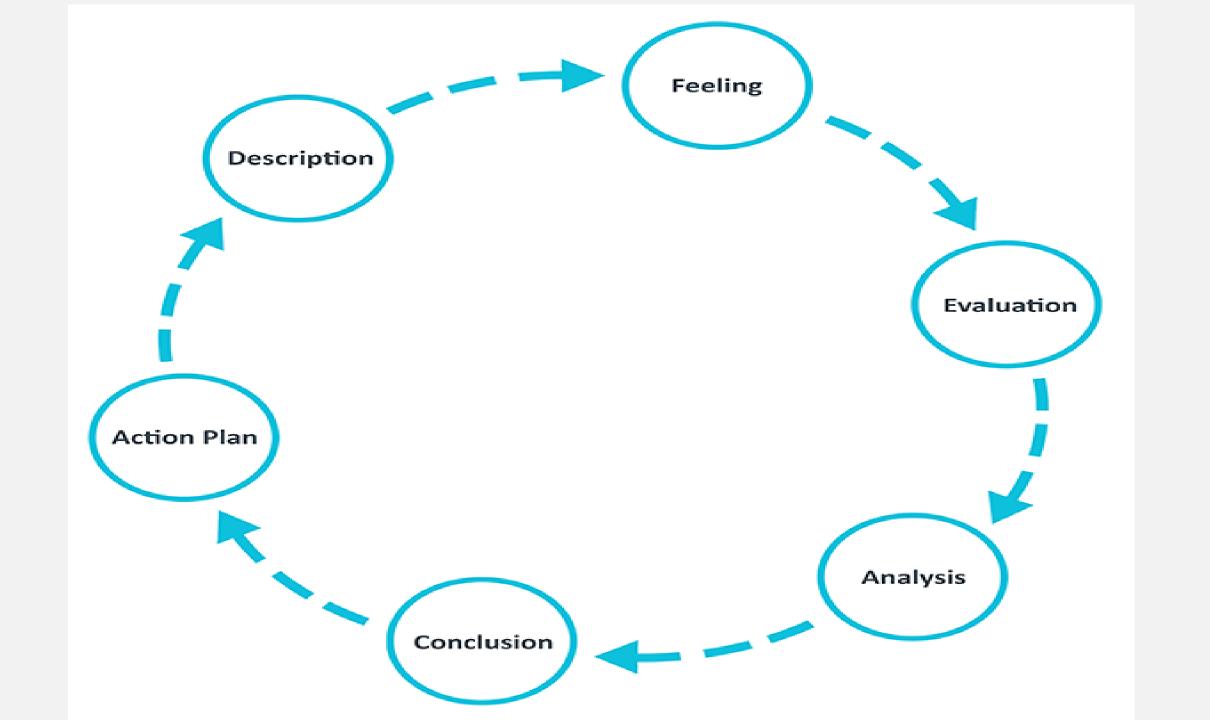
https://www.uow.edu.au/student/learning-co-op/assessments/reflective-writing/



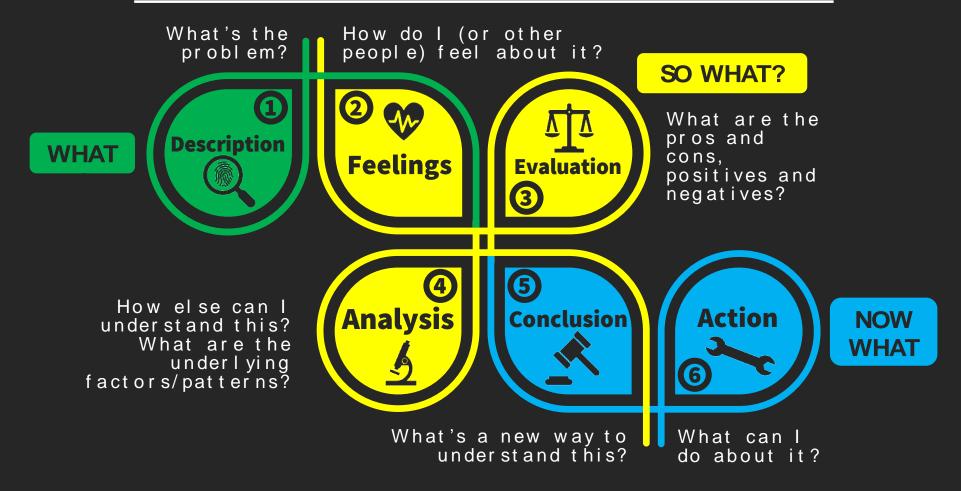
### Takea orea

Back at 1pm

### THE GIBBS' REFLECTIVE CY/CLE



#### GIBBS' REFLECTIVE CYCLE



### **DESCRIPTION** Q

### What's the problem?

- •What happened?
- •When and where did it happen?
- •Who was present?
- •What did you and the other people do?

GIBBS' REFLECTIVE CYCLE



## FEELINGS 💖

#### How do/did you feel about this?

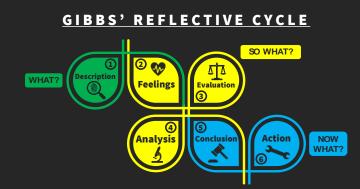
- •What were you feeling during the situation?
- •What were you feeling before and after the situation?
- •What do you think other people were feeling about the situation?
- •What do you think other people feel about the situation now?
- •What were you thinking during the situation?
- •What do you think about the situation now?



## EVALUATION I

## What are the pros and cons, + and -?

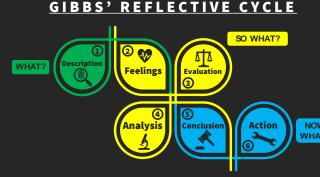
- •What was good and bad about the experience?
- •What went well?
- •What didn't go so well?



## ANALYSIS 💆

### How else can we understand this?

- •Why did things go well?
- •Why didn't it go well?
- •What sense can I make of the situation?
- •What knowledge my own or others (for example academic literature) can help me understand the situation?

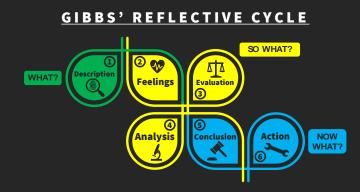


## CONCLUSIONS



## What's a new way to understand this?

- •What did I learn from this situation?
- •How could this have been a more positive situation for everyone involved?
- •What skills do I need to develop for me to handle a situation like this better?
- •What else could I have done?



## ACTION ~

### What can you do about it?

- •If I had to do the same thing again, what would I do differently?
- •How will I develop the required skills I need?
- •How can I make sure that I can act differently next time?

GIBBS' REFLECTIVE CYCLE



#### A SIMPLE PROCESS FOR

## REFLECTION

Describe the problem

WHAT?

SO WHAT? Examine, analyse, challenge, question, deconstruct

NOW WHAT?

Come to a conclusion, suggest a future course of action

## REFLECTION

**Analysing** 

WHAT?
Description
of a problem

Looking backward

## NOW WHAT?

Creative thinking, suggestion for future action or conclusion

SO WHAT?

Critical thinking, analysis, knowledge, feelings, theory

> Looking forward

"Description is important but should be kept to a minimum. It exists merely to in order to put the reflection into

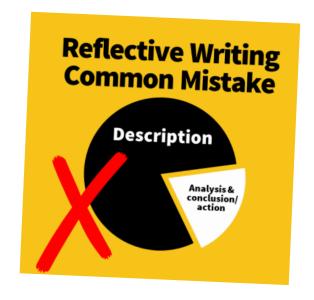
FROM THIS WEEK'S VIDEO

The University of Hull: 'Reflective Writing'

## Reflective writing

An example

I didn't do very well at high school. I got really low marks and I wasn't really into it. My teachers always said I should apply myself more but I didn't. I didn't like school at all. I would never put enough effort into my assignments. I would wait until the night before to do them. I found it really hard to get motivated. I had a problem with procrastination.





## When writing reflectively, rather than concentrating on description (the what, when, who and where), what should we concentrate on?

FROM THIS WEEK'S VIDEO

The University of Hull: 'Reflective Writing'

## Reflective writing

An example (Catie)

#### **An Overwhelming Study Habit**

When studying I find myself focusing too much on content that I already know, using it as a safety net to make myself feel more confident. When I look at things I don't know while studying I have the tendency to become overwhelmed and then I start looking too far ahead, continuing the cycle of getting progressively more overwhelmed to the point that it's impossible to catch up on all the work still to get done. Unfortunately, the implications of this is that I fall behind in my study load due to an inefficient study method.

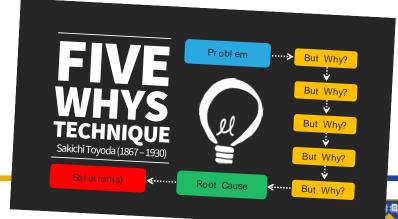


## Reflective writing

An example (Catie)

Trying to get to the bottom of this habit, I ask myself, where does this stem from? I realise that it comes from bad habits formed in High School. It has been a long time since I studied and I had worse habits back then, some of which I have improved on since. However, study was a foreign concept to me back then. In my last year of high school, I put so much effort in, but the results

didn't show in my final scores.



### Academic vs. Reflective Writing

#### What's the difference?



Category	Academic (prof. report)	Reflective (reflective journal)
Language	Formal	Informal
Use of 'I'	No (mostly)	Yes, definitely
Paragraphing	Formal	Loose



## HOW TO Generate ideas and write confidently



## **Generative writing**

#### A way to get your ideas out

- Set a topic
- Put on a timer (say 20 or 30 mins)
- Write
- Write whatever comes into your head
- Don't stop writing until the time is up
- At no point should you judge what you write...
- ...or edit, or correct, or second guess yourself





# Generative writing Choose a topic and write for five minutes

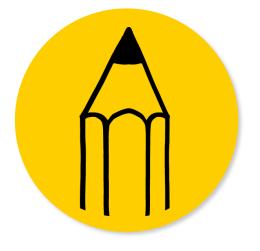




## **Generative writing**

- 1.Being an international student at UWA
- 2. Time management3. Intercultural communication





# Good writing is good rewriting



## **Quick Review**

- 1. "Description is important but should be kept to a minimum. It exists merely to put the reflection into <a href="Context">Context</a>""
- 2. When writing reflectively, rather than concentrating on description (the what, when, who and where), what should we concentrate on? why & how
- 3. Experiential learning enhances creativity, problem-solving skills and critical thinking skills

#### **Reference List**

Bolton, G. (2005). Reflective practice: Writing and professional development. Sage.

Grellier, J., & Goerke, V. (2006). Communication skills toolkit: Unlocking the secrets of tertiary success. Thomson.

### KAIZEN



Kaizen is a business philosophy in Japan that emphasizes continuous improvement in all aspects of life or work. It originated in Japan and has been widely adopted in various industries worldwide. The term "Kaizen" is derived from the Japanese words "kai," which means change, and "zen," which means good or for the better. Kaizen involves making small, incremental changes over time to improve processes, products, or services. It emphasizes the involvement of all employees in the improvement process and focuses on teamwork, discipline, and efficiency.



## Invitations to send Cultural Concepts



 If you can send me a cultural concept originated in your country, I will display it at our weekly lecture.



## NEXTLECTURE Identifying cultural differences in Australian universities and workplaces

