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Conference or Workshop Item

Title: Embedding digital documentation in creative and pedagogical processes

Creator: Preece, K. L.

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Embedding Digital Documentation in Creative and Pedagogical Processes

Kelly Preece
University of Northampton

Introduction to DECO

Developing **C**horeographic Practice **O**nline

Pedagogical project funded by ILT at the University of Northampton

Aim: to develop an OER to support the development of choreographic practice
Platform: tumblr, using tagging as a navigation tool

Context

Methodology: action research in to my own developing choreographic practice

Module: Foundations in Choreography

Choreographic Work: *Fall and Swell* (2014)

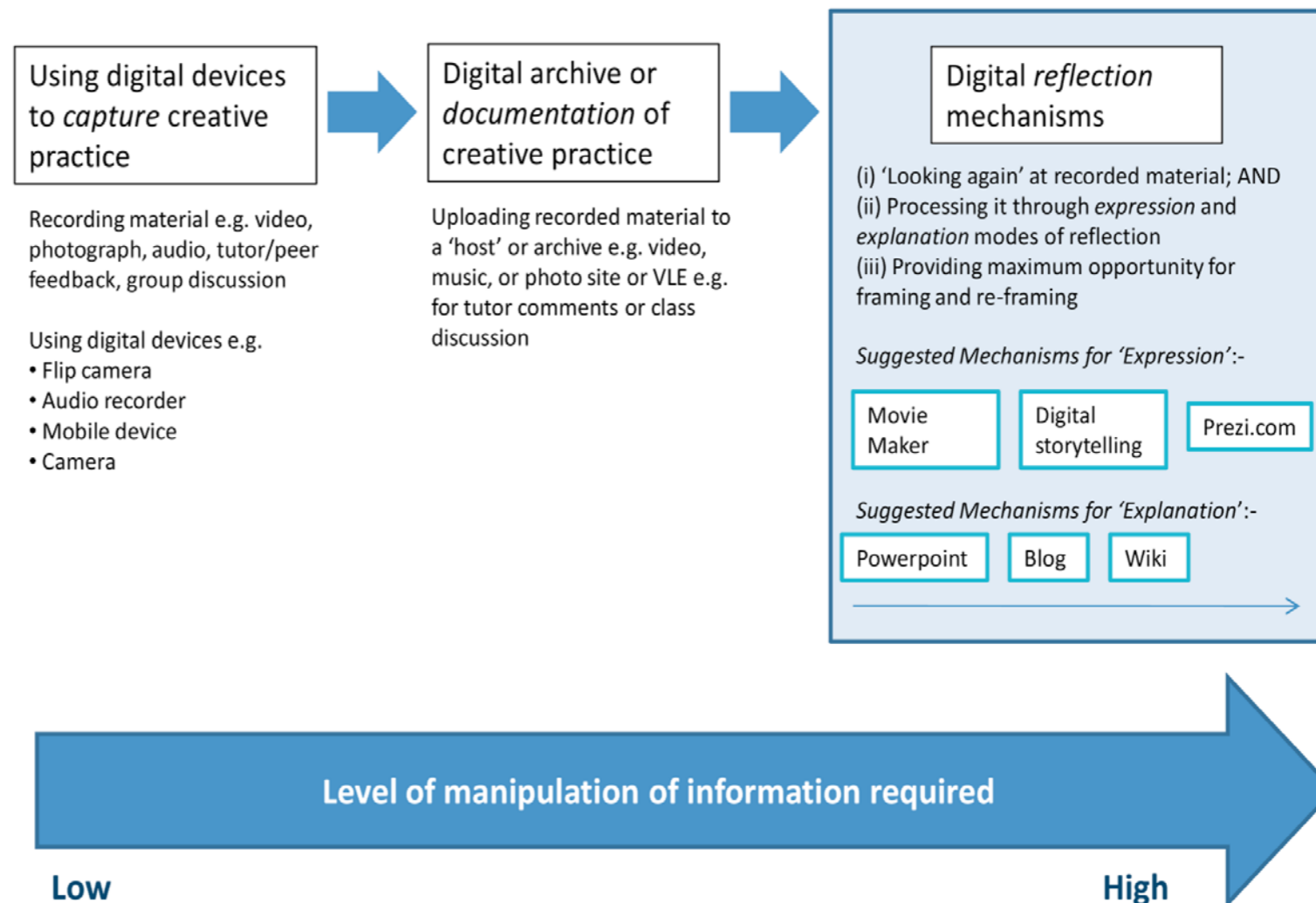Blogging alongside studio work as a blended learning tool for students, and to facilitate my own (digital) reflection

Rationale
Reflective Practice

'Reflective practitioners think about their experiences in practice and view them as opportunities to learn. They examine their definitions of knowledge, seek to develop broad and multifaceted types of knowledge, and recognise that their knowledge is never complete. Reflective practitioners are concerned about the contexts of their practices and the implications of action. They reflect on themselves, including their assumptions and their theories of action of practice, and take action grounded in self-awareness. Finally, reflective practitioners recognise and seek to act from a place of praxis, a balanced coming together of action and reflection.'

(Kinsella, 2001: 197)

Rationale
Digital Reflection

Model of 'digital reflection'

Using digital devices to *capture* creative practice

Recording material e.g. video, photograph, audio, tutor/peer feedback, group discussion

Using digital devices e.g.
• Flip camera
• Audio recorder
• Mobile device
• Camera

Digital archive or *documentation* of creative practice

Uploading recorded material to a 'host' or archive e.g. video, music, or photo site or VLE e.g. for tutor comments or class discussion

Digital *reflection* mechanisms

(i) 'Looking again' at recorded material; AND
(ii) Processing it through *expression* and *explanation* modes of reflection
(iii) Providing maximum opportunity for framing and re-framing

Suggested Mechanisms for 'Expression':-

| Movie Maker | Digital storytelling | Prezi.com |

Suggested Mechanisms for 'Explanation':-

| Powerpoint | Blog | Wiki |

Level of manipulation of information required

Low   High

(Kirk and Pitches, 2013: 226)

Blogging and Tagging

Forms of documentation on the blog include, but are not limited to:

Ideas, stimuli and research for the work

Videos of raw material

Reflections on devising sessions

Rehearsal notes for the dancers

Performance notes and tasks for the dancers

Research materials and presentations on choreography

Tags include, but are not limited to:

Names of sections of the work,

Functions/stages of the process (devising, ideas, refinements, structuring)

Types of posts (rehearsal notes, raw material)

Blog as blended learning tool

In questionnaires, students identified the following:

Preparation for written assessment

Use of hashtags to browse materials and indicate post content

Density of materials

Facilitating rehearsal and performance

Insight in to process

Learning about writing/written skills

Where do we go from here?

Interim thoughts:

Streamlining and focusing of blogging process

Content and tag ideas for OER