Conference or Workshop Item

**Title:** Embedding digital documentation in creative and pedagogical processes

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**Version:** Presented version

[http://nectar.northampton.ac.uk/7338/](http://nectar.northampton.ac.uk/7338/)
Embedding Digital Documentation in Creative and Pedagogical Processes

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Introduction to DECO

**Developing Choreographic Practice Online**

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
Methodology: action research into 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
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 into 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