Introducing
learning logs
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The following guide to learning logs is a mixture of introductory information, practical advice and examples. Technical jargon and academic specialist terms are kept to a minimum. If you wish to look into some of the ideas being outlined, you’ll find plenty of information online about the learning concepts being discussed; you can start by searching for the key terms which are shown in bold type.

Introducing learning logs

Whether they are called journals, logbooks, workbooks, notebooks or something similar (sometimes these terms are prefixed with contextual or development to create some unusual sounding terms) they are essentially the same thing; something you create to document and support your learning.

If you have previously studied the visual arts, the chances are you may have already been using something similar. If you haven’t you’ll probably find creating and using a learning log a new experience, possibly unlike anything you have done before.

Activities associated with a learning log can take place in a traditional sketchbook. Sketchbooks tend to be used for observational or inventive drawing or manipulating media and are produced either as a form of finished work, or to develop work intended for some other format, often larger in scale.

It's sensible to keep your sketchbook work separate from your learning log. However, you may want to add some visual work/sketches/colour into your learning log to remind you of something/explain something. You can always copy images from sketchbooks into your log as reference. In other words, there may be some overlap. However, make sure you have a specific sketchbook and another book for your reflections and notes.

Whatever your previous experience and whichever your subject, it’s important to appreciate that using a learning log is an important part of your studies, it’s also highly beneficial in supporting your personal development as a creative practitioner.

The following information introduces topics including; why you should use the log, how to use it and what form it can take. There's also guidance on how to start your log and use it to support your studies. Much of this information may be new to you and in the early stages of your studies you may need to re-read it.
A new experience?

You are probably wondering how a log looks and works, and if they are similar to anything you’ve used before. For simplicity, imagine a combination of a scrapbook, notebook, and possibly a diary – the kind where you write your inner thoughts.

“If you are confused by learning logs, relax, you’re not alone. All of my 40+ students have little or no formal art education, and the log is always their number one query. The good news is that with a little time and practice it all becomes quite straightforward.”

OCA tutor

The learning log supports your learning

Your log is used to record your experiences, thoughts, feelings and reflect on your learning activities such as; courses you went on, exhibitions visited, books read, discussions had, internet sites browsed, TV programmes watched etc.. Rather than just record what you’ve been doing, it’s important to add your personal comments, what do you think about the material you have encountered and how does it help you with your studies?

As you develop your ideas and ways to produce and present your practical work, use your log to record and reflect upon the development of your work; problems you have encountered and solved, or not solved and what you have learned from these activities.

Over time your learning log should develop to demonstrate that you have an increasing grasp of the context of the subject you are studying; that you have seen various artists’ works, or read about theories or concepts which relate to your subject or your creative projects. The learning log is a place to record day-to-day project and exercise work but is not simply a diary of what you’ve done.

A Learning log is:

- a personal record as well as an element of work for formal submission for assessment
- a form of self expression, often developing into a significant piece of work
- something to help you plan, develop, reflect upon and collect evidence of your learning and skills
- a tool to encourage you to think carefully about your learning
- used to record what you have learned, experimented with and thought about
- a way to help your tutor see what and how you have learned
- organised in a manner which suits you and your tutor and is appropriate for assessment
- organised how you wish, can look neat or dishevelled - as long as it’s legible!
How is important is the learning log?

It is important to appreciate why the log is so valuable in assisting you in your studies and creative work. Your learning log is a learning resource for you and your future studies at OCA. Its an important aspect of your progression on the degree pathway. Your learning log also provides an opportunity to demonstrate how you are adding value to studies beyond the confines of the course materials. If you aren’t convinced by the benefits of using the log, you’ll probably won’t use it properly or experience the benefits.

“At the OCA, universities and art schools I’ve taught in, I’ve found that regardless of a student’s previous experience, or how capable they think they are or might be, it’s always the students who understand how to use the log and importantly practice using it, that make the most progress in their studies.”

OCA tutor

If you are planning to have your work assessed, remember that the log forms a substantial part of the learning context mark of 20%. You could fail if you do not submit your log, or your log is not produced in a manner which adequately demonstrates how you arrived at your final submission of work by documenting the route you took to get there.

If you don’t intend to submit work for formal assessment, don’t ignore the log as it offers significant benefits. Committing to using it will enable you to significantly enhance your experience and achievements. It fosters the development of a greater understanding of the subject and creative approaches to developing your ideas and finished work.
Examples

The images below are an A4 book which has been used to compile a learning log by photography student Rob Brisco for the level one course called People and Place.

It contains a visual material relating to established photographers, the student’s own work in progress, sketches, notes and diagrams used to develop the student’s work. This material is accompanied by analysis and reflective writing.
Below are images from Brook Hayes’s blog for the Visual Communications level one Graphic Design course.

These pages document Brook’s developing work and how she is examining ways to present her work. These are just examples and it’s important to remember that every log is different since its developed from your experience and takes a form which reflects your approach and preferences for learning. When deciding whether to use either a blog or conventional paper-based approach for your log, there are a number of factors to consider. These are examined in the section titled “analogue or digital log”

It is important to view other student’s logs, examine different approaches to studying and learning and the various ways to develop a log. You can find online blogs, by searching the OCA student forums. Good quality logs are often showcased in the OCA weekly email sent to all students. Go to weareoca.com and type learning log into the search box you will find lots of videos of tutors talking about student logs and blogs.
Developing your log using reflective writing

When using your log effectively you'll be learning in a manner known as reflective practice. It’s worth examining what is meant by reflective practice and reflective writing.

The act of reflection may be simply described as an activity which causes us to make sense of what we have learned, why we have learned it and how that particular piece of learning took place.

**Reflection can help you to:**

- better understand your strengths and weaknesses
- identify and question your underlying values and beliefs
- acknowledge and challenge possible assumptions on which you base your ideas, feelings and actions
- recognize areas of potential bias or discrimination
- acknowledge your fears, and identify possible inadequacies or areas for improvement.

"Reflection leads to growth of the individual – morally, personally, psychologically, and emotionally, as well as cognitively".  

( Branch & Paranjape, 2002).
Writing reflectively means describing what you have learned, how it is relevant to you and how you will use any new information, knowledge, skill, or technique in the future? The chart below illustrates the cyclical process of writing reflectively about a learning experience, and how this in turn can initiate further activities. Use the bullet points as a reminder of how to write reflectively.

- what did I do?
- how do I think/feel about this?
- how well (or badly) did it go?
- what did I learn?
- what will I do differently next time?
- how will I do it differently next time?
- what have I achieved?
- how have I put any theory into practice?
- how does what I have been doing lead to me becoming better at a skill?
- how can I use this to plan for the future?
- how can I use this to plan new learning experiences?

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Description</th>
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<tbody>
<tr>
<td>If it arose again what would you do?</td>
<td>What happened?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Feelings</th>
</tr>
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<tbody>
<tr>
<td>What else could you have done?</td>
<td>What are you thinking?</td>
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<table>
<thead>
<tr>
<th>Analysis</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>What sense can you make of the situation?</td>
<td>What was good and bad about the experience?</td>
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</tbody>
</table>
**Reflection takes time**

At first it may seem difficult to reflect upon your own learning but with practice you’ll find it becomes much easier.

For many students a major obstacle to learning through reflection is devoting sufficient time to it and consequently failing to explore their experiences in depth. If you don’t allow enough time you’ll probably be tempted to write simple descriptive notes in your log, without genuinely engaging in reflective writing. Such short-cuts will not lead to meaningful insights or positive change in your learning and during assessment tutors are able to easily recognised this style of writing. Put simply, allow yourself enough time to use and hopefully enjoy reflective writing.

**Changes associated with reflection**

It is interesting to note that research has identified a number of positive changes in perception and behaviour associated with reflective practice:

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
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<tbody>
<tr>
<td>Accepting</td>
<td>Questioning</td>
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<tr>
<td>Intolerant</td>
<td>Tolerant</td>
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<tr>
<td>Doing</td>
<td>Thinking</td>
</tr>
<tr>
<td>Descriptive</td>
<td>Analytical</td>
</tr>
<tr>
<td>Impulsive</td>
<td>Diplomatic</td>
</tr>
<tr>
<td>Reserved</td>
<td>Being more open</td>
</tr>
<tr>
<td>Unassertive</td>
<td>Assertive</td>
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<tr>
<td>Unskilled communicators</td>
<td>Skilled communicators</td>
</tr>
<tr>
<td>Reactive</td>
<td>Reflective</td>
</tr>
<tr>
<td>Concrete thinking</td>
<td>Abstract thinking</td>
</tr>
<tr>
<td>Lacking self awareness</td>
<td>Self aware</td>
</tr>
</tbody>
</table>

*(Adapted from C Miller, A Tomlinson, M Jones, Researching Professional Education 1994, University Of Sussex).*
Using tutor reports on your blog

You are encouraged to reflect and report on the feedback you get from your tutor in your Learning Log. You may wish to past or insert your tutor reports into your learning log. However, if you keep your log online as a blog, then it’s important that you don’t upload your tutor reports to your blog without the permission of your tutor. Your tutor may feel uncomfortable about your personal feedback being made available on the web. Some tutors may agree if your report does not contain their name. Others may not mind anyway. However, the rule is to be sensitive to tutor wishes on this, and check with them before uploading a report. Make sure, if you do upload your tutor report that it goes up in its entirety.

Start developing your Learning Log

Following are three “stages”, which you can used to start practicing your skills start an effective learning log using reflective writing. Stages two and three build on the activities and skills developed in the previous stages. Developing and practicing these skills takes time and you could expect that it takes on average approximately four months full-time study to progress to stage 3. You will however start to appreciate the benefits of these activities immediately.

In these notes, the term “creatives” simply refers to artists, designers, photographers, film makers etc..

Stage one – looking, selecting and recording (visual research and analysis)

Often as part of their studies, and especially in the first year, students are regularly asked to examine well-established creatives who they find interesting or useful in helping them develop their project work. It might be that you are interested in a specific piece of work, or the way the practitioner makes their work, or even an idea on which the work is based.

When researching a practitioner, start by collecting one or more images of their work and make some notes on them (it’s important to look at a creative who is firmly established, well known and written about - you’ll see why as you read on).

Start by collecting images and basic information such dates, media type, names of the work and author. Then reflect on any material collected, why do you feel these images or artist are important to you?

Start by describing the work, consider how its appearance (marks, lines, shape, tones, colours textures, overall composition etc.) help to communicate the impression you get from it. Sketching simple diagrams alongside an image can be useful when describing parts of it.
It is important to progress from simply describing the image to analysing it and reflecting on what and how you feel the image communicates - so begin to extend your enquiry.

As a new student you may be unsure or feel uncomfortable writing about the material you’ve collected. You may be anxious about writing your thoughts and “getting it wrong” or in some way “missing the point”. Don’t worry and remember that in the arts there aren’t any right or wrong answers, just different opinions. At this stage it important to regularly practice visual analysis and reflective writing skills and expand your understanding of the visual. There are plenty of books to read about analysing images, your course learning materials should also offer you examples of things to consider and ways to approach this activity.

**Summary of stage one**

This activity is essential if you are to grow your understanding of the visual arts, how images are constructed and how they may be interpreted. All students do this, they always have and always will, because it is essential to enabling them to appreciate how they can communicate in their work.

Using your log, aim to collect several images each week and practice this activity. You’ll find you develop confidence in using the specialist language used to describe images and objects and better analyse how artists and designers communicate.

*Technically, when describing the visual through qualities of mark, line, shape, tone, colour, texture, composition, form etc. your analysis uses what is known as formal visual language. This activity is known as visual research and visual analysis.*
Stage two – going further & deeper (contextual research)

As you develop confidence in stage 1, aim to deepen your understanding of the material you are interested in. You can do this by reading associated articles in specialist magazines, reviews or passages from books written by professional critics, watch documentaries, visit exhibitions etc.. Aim to identify, record and reflect on events or experiences which influence how a creative develops their work. Include the relevant parts of information into your log (it is important to always include the author’s name and the source of the text, so it is clear that their writing is not your own). Highlight interesting parts of any text copied, ensuring you write your own reflections alongside any material you find. Do you agree with the opinions of others, have they changed the way in which you understand the work?

As you progress, you can expect to gain a deeper understanding of the work and creatives you are interested in, appreciating how others interpret work. You might find contrasting opinions, or that others interpret the work in many different ways. Creative work is often compared with other creative work, either current or historical; reflect on whether such comparisons help your understanding. Write reflectively on what have you learnt, how has your understanding changed and what can you take from all this research and use to develop your own approach to working?

Summary of stage two

By now you’ll have spent significant time looking at, reading about and commenting on the creative work of others. You’ll be aware of other factors which have affected the production of the work being examined. Consequently you’ll be developing a greater understanding of the work and what affects or informs its creation. You’ll be making notes on all you’ve found and also thinking about what all this means to you and your own work.

This activity takes time and practice so don’t expect it to go smoothly, especially in the beginning. The key is to practice this activity regularly, ideally a couple of hours each week. As your analytical and critical skills develop you can expect to gain a greater appreciation of how to examine and investigate work and ideas which interest you. As you progress, expect to gain the confidence to make carefully considered judgements about how to develop your own creative work.

Technically, these activities are known as contextual research - activities which support deep learning. These activities consolidate and extend your analytical skills, contributing significantly to reflective practice.
“Students often ask about submitting the ‘right’ quantity of work in their log. Of course it’s about the quality of material included, analysis and reflection. In the past I’ve had students literally wheel-in a big suitcase crammed full of folders, but you have to question how could they find time to engage in a meaningful reflection of all that material and produce their work to a sufficient standard? Conversely a relatively thin journal often indicates a student probably hasn’t widened the scope of their enquiry enough, or their reflection hasn’t been sufficient to spur them on to experiment with their work.”

OCA tutor.

Stage three – analysing your work (critically-informed practice)

Alongside the activities described in above steps, you’ll be thinking about, developing ideas for, producing and presenting work for course assignments. The research, analytical and reflective skills you’ve been practicing will be invaluable in helping you establish a context for your work, direct its development and make decisions about how to develop your ideas, produce and present finished work, in a manner which is sensitively acknowledges your concepts, subject matter and the manner in which viewers encounter your work.
In the early stages of an assignment, you’ll be scrutinising the assignment brief to identify relevant keywords, concepts and specific instructions which you need to consider and respond to. In your log reflect on what the assignment requires you to do. Write about any concerns you have and problems you might encounter. Are there any weaknesses in your current skills which you need to develop? Are there problems with your work that your tutor has made you aware of and which you intend to work on?

Prepare an action plan to address these points. What ideas do you have for researching material? Do you plan to visit any exhibitions or will you be working online and from books? Are there any books from the reading list or specialist magazines and journals which will be of use?

In the early stages of a project it is often useful to use mind maps to rapidly explore connections and associations with key concepts or ideas you are concerned with.

To be really useful make sure your mind-maps are extensive and consider making a number to reflect key areas of your work.

Find out more about mind maps at: [http://en.wikipedia.org/wiki/Mind_map](http://en.wikipedia.org/wiki/Mind_map) (*but don’t make a habit of using wikipedia for other research for your course*).

Be prepared to respond with additional research on keywords or concepts which come to mind as you develop your work.
It is important to write reflectively as often as possible during an assignment, and especially after completing significant activities such as:

- Making research photographs or sketches
- Attending an exhibition, talk or discussion group,
- Completing a period of targeted research
- Receiving feedback from your tutor
- Developing a range of initial ideas,
- Successful or failed tests and experiments
- Completing the development of your work
- Deciding on what and how to present work
- Significant problems
- Significant breakthroughs

Your log should document all of your practical work; include sketches, photographs, screenshots from computer software, prints and any test pieces you produce. Alongside a brief description, include your analysis and reflection on what you are doing, why it is important and where it might lead your work.

**Summary of stage three**

Your ability to analyse and reflect on your own learning activities, performance and work is essential if you are to identify and understanding how best to develop your creative projects. As your work develops there will be points at which you have to make important decisions about which direction to proceed with your work.

Good quality analysis and reflection will assist you in ensuring you make choices which allow you to develop your work in a carefully considered manner - from initial idea, through production to final presentation.

Your ability to rationalise and justify your decision-making will provide you with the confidence to develop your work towards a personally satisfying conclusion which meets the course aims.

A high quality reflective log is able to provide assessing tutors with a clear indication of the nature of your thought processes and the manner in which you have developed your ideas, work in progress and final submission.

As you progress through levels 2 & 3 (HE levels 5 & 6) and beyond, you’ll find increasing opportunities to to be autonomous in your learning. Your ability to think and write reflectively will be valuable as you encounter these challenges.
Writing self-evaluations

Courses will normally request that you submit a written evaluation along with your final work and log. If not specifically requested alongside individual assignments, it is always good practice to write one. As a guide approximately 500 words (about an A4 page) should be sufficient.

If you’ve been practicing reflective writing in your log, you should not find writing an evaluation especially difficult.

Here are a few pointers to help you when writing your evaluation:

- Refer to the course learning aims and objectives, writing reflectively on your performance against these. You’ll find the learning aims and objectives in the course introduction, usually as 4 or 5 bullet points after text which reads: “By the end of this course you’ll be able to…” or “On successful completion of this course you’ll be able to…”

- If your evaluation reads like a diary or simply describes a list of activities or events, it probably will not truly reflect your experience, how you approached your work and felt about its development.

- Avoid writing your evaluation at the last minute. Allow yourself time to read back through your log and use it to help you.

- Reflect on any significant incidents, including negatives ones; how do you feel they helped shape your experience and work?

- Reflect on what you’ve learnt; how can you use your experience in the future, including how to do things differently?

- The evaluation is not formal academic writing like an essay or report and can be written in an informal or conversational style.
Continuing your studies and beyond (PDP)

The activities described in the three stages above occur from the first day of your studies and continue for as long as you are studying and practicing the visual arts. You can expect your reflective practice to assist you in Personal Development Planning. Your deeper understanding of your skills, abilities, working preferences and creative aspirations will support sensitive and careful decision-making about your future aspirations, enabling you to direct your studies in a manner which provides you with the necessary skills and experiences for the future. Which course or module should you take next? Maybe there are additional skills or techniques you need to acquire? As you reflect upon different types of project work you’ve experienced, you’ll gain a greater awareness of your strengths, creative activities you enjoy most, or are important for your creative career.

Your ability to engage in these activities for the purpose of planning your progression is known as Personal Development Planning (PDP). This is defined as being “a structured and supported process undertaken by an individual to reflect upon their learning, performance and/or achievements and to plan for their personal, educational and career development” (QAA guidelines for progress files 2001).
Regarding copyright

You may be unsure about copyright law and how it affects your use of material subject to copyright; the inclusion of images in blogs. The following guidance is on how to work with material subject to copyright (it does not however constitute legal advice).

Regarding copyright the law is complex. The aspect of law which affects you is known as fair use or fair dealing. Essentially it means you are able to include copyright material, making a single copy for research or private study. To you comply with the law you must:

• reference all unaltered work and its source (author’s name, website address etc.)
• provide a short critique (your analysis of it)
• not include any part of the work in your own creative work,
• not use it in any way for profit (ie. use it merely for research whilst a student)
• not alter or resize work and never scan images which are not already available freely online

Follow ALL of these guidelines and use should comply with what is termed *Fair Use or Fair Dealing* and it is acceptable for students whilst studying.

If in doubt don’t post it, provide instead a link to the authorised source. A useful primer on this topic maybe found at: [http://www.copyrightservice.co.uk/ukcs/docs/edupack.pdf](http://www.copyrightservice.co.uk/ukcs/docs/edupack.pdf)

UCA have a page dedicated to academic integrity which contains a wide range of resources, regulations and advice, including information on copyright. Use the following link. [http://community.ucreative.ac.uk/article/20193/Academic-Integrity](http://community.ucreative.ac.uk/article/20193/Academic-Integrity)
**Analogue or digital log?**

When deciding whether to use a blog or paper-based approach for your log, you will need to be aware of the benefits and potential problems of using either approach. The following table outlines some important factors.

<table>
<thead>
<tr>
<th>Paper-based</th>
<th>Blog (online)</th>
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<tbody>
<tr>
<td><strong>Pros</strong></td>
<td><strong>Pros</strong></td>
</tr>
<tr>
<td>Spontaneous to use</td>
<td>Easy to revisit posts, and add and amend new comments later.</td>
</tr>
<tr>
<td>Ideal for sketches and diagrams</td>
<td>Quick and easy copying of web links, images, video clips, passages of text etc..</td>
</tr>
<tr>
<td>Simple and easy to use.</td>
<td>Can be viewed on any computer.</td>
</tr>
<tr>
<td>Portable</td>
<td>Is easily shared with tutors and fellow students.</td>
</tr>
<tr>
<td>Able to develop into a significant physical object.</td>
<td>Easy to populate without spending lots of time on layout etc.</td>
</tr>
<tr>
<td>Ideal for keeping brochures, flyers etc.</td>
<td>May be viewed by tutors between assessments.</td>
</tr>
<tr>
<td></td>
<td>Supports dialogue as viewers can post comments on your work.</td>
</tr>
<tr>
<td></td>
<td>Easily backed-up.</td>
</tr>
<tr>
<td></td>
<td>Preferable if you have illegible hand writing.</td>
</tr>
<tr>
<td><strong>Cons</strong></td>
<td><strong>Cons</strong></td>
</tr>
<tr>
<td>Expensive to post.</td>
<td>Need regular access to a computer with a good reliable internet connection.</td>
</tr>
<tr>
<td>Potentially may not available whilst with a tutor (for up to 1 month at a time).</td>
<td>Need to learn blogging system.</td>
</tr>
<tr>
<td>Possibility of being lost in transit.</td>
<td>For many, typing is not as spontaneous or as fast as writing.</td>
</tr>
<tr>
<td>Not readily available for other students to view and comment on.</td>
<td>Not easily portable.</td>
</tr>
<tr>
<td>Writing must be legible.</td>
<td>Blogs can be shut down without notice.</td>
</tr>
</tbody>
</table>

You may already have a preference for one approach or another. Fine art students tend to be more comfortable with traditional analogue media and may to prefer using paper-based logs, whereas photographers and designers, tend to use technology often and may prefer digital media. Of course there are always the exceptions.
Public or private blog

All blog interfaces provide the option to make blogs private (password controlled) or public (open for all to view). Some students are shy about making their blogs public. However OCA encourages students to make them publicly accessible since this way other students can look at your work and reflections. In addition tutors won’t have any difficulty accessing the blog. In reality if you make a blog public its unlikely that unknown members of the public will come across it.

A combined approach

It is possible to combine the benefits of the two approaches. Regardless of your discipline, it is a good idea to carry around a small notebook which you can use to write your thoughts, make notes and sketch ideas. These pages along with any other paper-based sketches and notes, can be scanned (or photographed) and uploaded to a blog. This way you can produce a rich and engaging mixture of handwritten notes, sketches and online material. Your tutor may have a preference for a particular approach so when you start a course contact them for their advice and guidance.

If you are interested in using a blog but are inexperienced or concerned about how to proceed, the OCA has a range of helpful material to assist you. Refer to the student handbook and online resources.

Which blog interface?

There are a number of blog sites you can use to set up a blog. There’s Blogger, Tumblr, Blogspot, and Wordpress to name but a few. At OCA we favour Wordpress. Its not the simplest blog site to use (Tumblr is probably the easiest to use) but it does enable you to create some important navigation features that are essential if you are going to represent your work for assessment. OCA has a Wordpress template that we strongly recommend students use in order to create a blog. There is a help document on setting up a Wordpress blog on the OCA student site in a section called orientation. The critical aspects on keeping a blog is to remember that your tutor and probably assessors will need to be able to find exactly what they want to look at, and quickly. Because of this you must create a menu of categories or tags, not by date, but by course section, project and assignment. You must ensure that the tag system you set up reflects the structure of the course and makes it transparent to the tutor and assessor which bit of the blog relates to which course section.
Note: If you plan to use your online blog to deliver all the course outputs, rather than just your learning reflections (which some photography students choose to do), then you will have to structure the blog very carefully indeed. It’s not within the scope of this document to describe how to do this, its an idea to discuss this with your tutor.

Backing-up your log

Learning logs can become lost in the post, blog accounts can be closed down without notice or have pages deleted in error. Whichever method you use, bear in mind a few safeguards to ensure you have a backup of your work.

Digital files (including online blog pages) are not considered backed-up until they are copied across three physically separate devices held at least two different locations. In practical terms this means that alongside your blog you should keep an up to date copy on your computer (e.g. as a collection of text documents and images (Microsoft Word files will suffice). These files should also be regularly backed-up onto a CD/DVD or more conveniently a USB stick. You can also use cloud technology making use of services such as Dropbox, which allows you to store files securely on a server at no cost (until you use a significant amount of space).

Before posting a paper-based log, it’s essential to prepare a backup of it by taking photographs or photocopies of each page. Discuss with your tutor if they are happy to receive a CD/DVD containing detailed photographs of your log rather than the log itself.

When posting any original work, including paper-based logs, ensure you use secure (registered or tracked) postal service. Whilst digital images can never replace a sketchbook or log, if the original is lost at least tutors will still be able to assess your work.
This is a page from Lucie Bromfield's learning log. The page contains various drawings and notes. The top left corner shows a figure drawn with pencil, while the top right corner shows a figure drawn with black ink. The middle left page has a drawing of a landscape, and the middle right page has a drawing of a figure in a black and white tone. The bottom left page has a drawing of a landscape with a black and white tone, and the bottom right page has a drawing of a landscape with a black and white tone. The text on the page is in pencil and appears to be a detailed description or reflection related to the drawings. The page is well-organized with a mix of illustrations and written notes, providing a comprehensive view of Lucie Bromfield's artistic and reflective process.