

INCLUSIVE AND EQUITY MINDED LEARNING THROUGH SELF-REFLECTION JOURNALING

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Journaling, in the context of higher education, allows students to use introspection, problem solving skills, and share personal examples (Hyers, 2018). In the medical field, journaling and reflecting have been used to recall field experiences and to process and contextualize experiences in the past (Ortlipp, 2008). To date, there is a lack of research in communication using journaling and self-reflection as a means of evaluation and growth of student knowledge. I applied equity minded pedagogy to challenge traditional methods of white cultural standards in writing through self-reflection journals in multiple Cross-Cultural Communication courses. Students responded to open-ended questions on their experiences in journaling in both a pre and post-test, and completed a final self-reflection paper explaining how they believed they developed cross-cultural communication competency through their writing.

