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DICO Toolkit for Digital Career Stories

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Studies on the Value of Cultural Heritage

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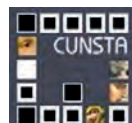
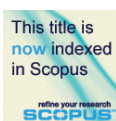
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DICO Toolkit for Digital Career Stories

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Creative writing practices and autobiographical process enabling professional identity work

Ilona Tanskanen*

Abstract

This chapter provides the learning materials used in the professional autobiographical process. The case study and example come from the Arts Academy of the Turku University of Applied Sciences, the implementation of professional autobiographical processes in Contemporary Contexts of Arts Programme studies. The learning material benefits lecturers and tutors in higher education institutes in the learning design of courses that aim to support students' reflective skills. The theoretical justifications are pointed out alongside describing the professional autobiographical process and including practices, study month by study month, although a closer examination of the theoretical basis, transformative learning theory, creative life writing, freewriting and journaling can be found in another chapter in this publication, *Professional autobiographical process including identity work in creative writing practices*. The process includes art-based and creative methods such as journaling, the digital career story, and design thinking. Journaling practices are described in this chapter, but learning materials and practices based on digital career story and design thinking methods are presented in other chapters in this publication. This chapter covers the stages of the process and main practices. The targets, pre-assignments, content and contact class

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activities and assignments of each of ten phases are gathered in table 1. In implementing the professional autobiographical process integration into other courses on the study plan is recommended as well as (short) art-based activities, which fit the needs of the current study group – for example at the start of contact classes. Every professional autobiographical process course is individual – although the learning targets and the core of the process remain the same – as is each student's learning process.

1. *Introduction*

Reflective and reflexive skills are required to overcome the challenges in the unpredictable situations of the workplace, today as well as in the future. This chapter presents and discusses learning materials used in professional autobiographical process. The case study and example come from the Arts Academy of Turku University of Applied Sciences, the implementation of the professional autobiographical process in Contemporary Contexts of Arts Programme studies. Connections to the background theory, transformative learning theory, will be pointed out alongside descriptions of the professional autobiographical processes and included practices, study-month by study-month. Closer examination of the theoretical basis, including transformative learning theory, creative life writing, freewriting and journaling is in another chapter of this publication¹.

The aims and especially the content of the courses incorporating the professional autobiographical process vary among study programmes, but all of them aim at the development of reflexive competence. Art-based methods have proved to be very fruitful in learning such individual and wide-ranging issues². Therefore, the methods of the DICO project can be widely applied in the professional autobiographical process.

This chapter covers mainline practices in the professional autobiographical process and journaling as essential part of it, as implemented in MA studies at the Arts Academy of the Turku University of Applied Sciences. However, some learning materials are not directly transferable, e.g., the literature used in pre-assignments, because it largely consists of Finnish articles and other learning materials. The topics of the materials are to be taken into consideration in implementing parallel courses in other contexts.

So far contact classes have been accommodated to fit the needs of the study group and current context. Implementations have therefore been individual as regards the details. Various art-based methods have been used, e.g., in the beginning of contact classes to foster narrative work and storytelling, such

¹ Tanskanen 2023.

² See Kroth, Cranton 2014, p. 10.

as drawing and writing with the wrong hand, calling students to storytelling with repeats of the instructor's way of clapping hands and telling nursery rhymes. The embodied and narrative methods are discussed in another chapter in this publication³.

2. Case study: Arts and Culture MA Studies at the Arts Academy of Turku University of Applied Sciences

The professional autobiographical process progresses through MA university studies from the very first pre-assignments before the first contact classes to the last reflective report at the end of studies. Although all courses are aiming at the same target, which is a deep shift in professional identity, one of the courses forms a platform for reflecting and fostering progress. In the Contemporary Contexts of Arts Programme studies at the Arts Academy of Turku University of Applied Sciences, the name of this course is simply *The Professional Autobiographical Process*.

The studies in Contemporary Contexts of Arts Programme consist of flexible blended learning combining monthly contact classes on campus or online, continuing normally for two days, and assignments between contact classes to be studied individually and/or in group work, in permanent learning teams or in variable, specifically formed groups. At the end of studies, the students present their completed thesis, and the research and development work, which starts at the beginning of the studies and continues throughout the ten-month contact classes to be finished in the final term.

The professional autobiographical process course is also designed on the same basis. The study plan includes a ten-month period of contact classes and is supported by tutor and peer-to-peer feedback in permanent learning teams.

The professional autobiographical process is individual, and its learning targets are personally defined. The summative evaluation is based on passing through the process, including all assignments and activities. Approval of learning accomplishment requires the student to participate in contact classes, which take place partly on campus and partly online. If it is not possible to attend some contact class activities, the student must complete compensatory assignments.

The learning process is based on the ten-phase transformative learning process⁴. Although the amount of contact classes matches the amount of phases in the transformative learning process, it should be noted that the learning does

³ Herd *et al.* 2023.

⁴ See Cranton 2000; Kroth, Cranton 2014, p. 3; MacKeracher 2012, p. 350.

not proceed in a linear fashion, from the first phase to the last one, and all ten phases are not even distinguishable in the individual learning process⁵. The course of the professional autobiographical process is presented below, step by step, by describing the learning target and the themes of contact classes accompanied by pre- and post-assignments as well as other practices.

2.1. Month 1. My way to MA studies – digital career story and journaling as a means of self-examination

2.1.1. Digital Career Story Workshop

The professional autobiographical process begins in the digital storytelling workshop. The digital storytelling workshop practices are presented in detail in other chapters in this publication⁶.

MA students are to create their own career story using a digital storytelling format, created during a two-day intensive workshop. The aim is to get to know each other in the study group and to reflect on their own personal professional career so far, as well as on the turning points and choices leading to their MA studies.

The pre-assignment for the digital career story workshops includes three tasks:

1. Finding twenty images related to phases leading to MA studies. The images will be used in the digital career story and need to be in digital format.
2. Finding one particularly meaningful image – taken by the student themselves or by someone else.
3. Ensuring requirements: laptop, headset, cordless mouse and Chrome or Firefox browser in the workshop. This equipment must all be available in the workshop.

At the beginning of the workshop every participant, including the instructors, presents their meaningful image and provides the group with information related to their image. At the same time, the group makes the commitment of confidentiality by raising hands, for example, and/or in the e-learning environment. This activity has proved to be very exciting and to impact the formation of the study group.

It is worthwhile investing in the atmosphere of the workshop, aiming to make it a safe, trustful workspace. The contract of confidentiality within the student group is part of that. Clear instructions serve the same goal. The role of the tutor is more to facilitate than teach in the traditional way.

⁵ Matikainen 2022, p. 215.

⁶ Juppi 2023a, 2023b.

The workshop experience, including individual work as well as peer-to-peer discussions, for example, in storytelling circles are powerful platforms for forming groups and group spirit. Personal autobiographical digital career stories help the students to get to know each other. They also offer the opportunity to become visible, to appear, and to be seen and heard. These features have an empowering impact.

The angle of the digital career story is to be chosen, and in the focus is the career of the author so far. One of the possible angles is to tell the personal route to MA studies. The other potential angle is in presenting areas of their own personal profession. The third one is focusing on the future, bringing out views and directions that are the aim of studies.

The option to choose the angle ensures that students do not have to include possible traumatic experiences in their digital career story unless they are ready and particularly willing to do so. When enabling transformative learning, one of the essential issues is to provide the students with a safe, trustful, and respectful environment⁷. That has to be kept in mind in learning design – and in digital career story practices it comes true, for example in the options of choosing the angle.

One of the aims in the digital career story workshop is to enable flow experience for the participants. Taking part in the digital storytelling workshop does not require any previous experience in video editing, but with the support of the guidance it is possible to make moving, personal and multilayered digital stories even in only two days. The possibility to complete the task serves the aim to enable flow experiences as well as following practices:

- The goal of the activity is clear and explained in the beginning – in this case it is to make and present one's own personal digital career story.
- There is the option to get immediate feedback – the students get peer-to-peer feedback as well as support given by the instructors on the process of making digital career stories.
- The option to make choices in the clearly structured process provides the participants with a sense of control over actions – to some extent at least, although the creative process always includes issues that cannot be foreseen or planned accurately.
- There is the possibility for deep and effortless involvement – the autobiographical work in itself usually entails involvement, which makes it possible to step out from everyday life.

These features guarantee the chance to focus on activities so deeply that the sense of time is altered, and the self disappears – but comes back afterwards and is even stronger than it was⁸.

⁷ Kegan 1982, pp. 28, 32, 76-110; Matikainen 2022, pp. 41-45.

⁸ See Csikszentmihalyi 2022, p. 59.

2.1.2. *Introduction to journaling*

The first contact classes of the professional autobiographical process include, in addition to the digital career story, guidance on journaling in meaning of writing diary. Journaling is powerful practice in becoming aware of one's own personal ways of thinking and acting, of one's personal habits⁹. It provides study material for questioning one's own personal beliefs behind the habits of mind. Journaling activities, individual as well as group work, provide the place and space to form inner narratives while opening personal views, thoughts, and emotions, actually telling stories to others in a professional context. The target in journaling practices is to renew the inner (professional) story¹⁰, as well as to find new perspectives and discourses when telling and listening to others in group sessions and learning teams.

In this chapter, journaling is presented as an essential part of the professional autobiographical process, focusing on the assignments. The angle is practical. Journaling is discussed from a theoretical point of view in an other chapter in this publication¹¹.

At each monthly contact class, students are given questions and topics to examine in private journaling. Pre-assignments, other assignments and other prompts serve as a point of departure for personal journaling between monthly contact classes. The assignments and other materials are also included in the e-learning platform (in this case *itslearning*).

At the beginning of each monthly contact class, students' observations and experiences are discussed in permanent learning teams under the guidance of the tutor. The discoveries are also shared in the study group. While the diary remains private, it still offers material to be presented in permanent learning teams in a way in which the student is comfortable.

In addition to the monthly self-reflective work in the form of journaling as well as in form of other assignments, students are to do critical self-reflection at the end of (contact) studies. The post-assignment of the professional autobiographical process includes a reflective essay and discussion with the tutor. The instructions given in the post-assignment are presented in detail in table 1.

2.1.3. *Disorientating dilemma*

Transformative learning theory suggests that adult learners usually need some kind of disruption to motivate them and promote the making of such a big change targeted in professional identity work¹². When we are feeling that our identity is being threatened, we usually try to accommodate the estab-

⁹ See Borkin 2021.

¹⁰ See Hänninen 2000, pp. 56-57.

¹¹ Tanskanen 2023.

¹² Illeris 2014, pp. 90-91.

lished values and practices of the organisation or question or we reject them¹³. In most cases the disruption is needed to make us challenge our own values, beliefs, and expectations because the set of values and beliefs absorbed since childhood is very difficult to change. Challenging the experience of disorientation can therefore be a starting point in the fruitful process¹⁴.

For many artists, the sense of alienation from traditional social expectations is very common and has probably been part of life from early years, even since childhood. Starting university studies is itself a professional turning point and can also open up or be a result of an identity crisis – especially for mature students who have a former degree, maybe even several, and have been working in their field at least two years after BA and before MA studies, many of them much longer. The students may and very likely are facing a mismatch between their earlier social contexts and the social context of the higher education institution (HEI). Earlier understanding of learning and learning habits as well as the professional mindset may come challenged. This may lead to crises of confidence, feelings of strangeness and difficulty, and demands identity work¹⁵.

2.2. Month 2. Journaling practices

The pre-assignment included in the contact classes of the second month has two parts:

1. Introduce yourself as a professional on the Padlet platform using words, images, videos, and other links if needed. Examine the introductions of your classmates on the Padlet platform.
2. Find your own way of journaling, a personal, natural and easy way to do the diary work – whether it would be in the form of words, images, videos, audio, or multimodal expression.

By the second study month, the students have been able to get to know each other in the digital career story workshop and through the digital career stories as well as individual introductions on the Padlet platform. Still the target is to get to know each other better and to form functioning learning teams. Permanent learning teams were formed already during first month's classes, but the compilation of interests is taken into account, and the composition of the learning teams is changed if needed during second contact classes.

In the second contact classes, the experiences of journaling are shared in permanent learning teams as well as gathered to be presented in the study

¹³ Ivanič 1998, pp. 5-9; Kroth, Cranton 2014, pp. 4-5.

¹⁴ Kroth, Cranton 2014, p. 9.

¹⁵ Ivanič 1998, pp. 5-9; Kroth, Cranton 2014, pp. 4-5.

group and in Google Jamboard. The purpose of sharing is to open new options and broaden journaling practices while the students are forming their own individual way of journaling.

2.3. Month 3. Critical assessment focusing on personal areas of own personal professionalism. Recognition of the discourses and archetypes of the field

The aim of reflective work after the second contact classes is to reflect one's own personal professionalism, its contents and areas, and also its needs to develop. The pre-assignment consists of:

1. Reading articles discussing the roles and areas of the artist's professional life and revenue models:
 - Herranen K. Houni P., Karttunen, S. (2013), "*Pitäisi laajentaa työalaansa*". *Kuvataiteilijan ammattirooli ja osaamistarpeet tulevaisuuden työelämässä*, Cuporen julkaisuja 21, Helsinki: Kulttuuripoliittisen tutkimuksen edistämissäätiö.
 - Karttunen S. (2017), *Laajentuva taiteilijuus: yhteisötaiteilijoiden toiminta ja identiteetti hybridisaatio-käsitteen valossa*, «TAHITI», 7, n. 1, <<https://tahiti.journal.fi/article/view/85656/44606?acceptCookies=1>>, 28.09.2022.
 - Merivirta M. (2017), *Taiteilijan uudet ansaintamallit, roolit ja toimeentulo. TaideART-hankkeen satoa*, Sarja B., Tutkimusraportit ja kokoomateokset 28, Rovaniemi: Lapin korkeakoulu.
 - Tanskanen I., edited by (2019), *Taide töissä - Näkökulmia taiteen opetukseen sekä taiteilijan rooliin yhteisössä*, Turun ammattikorkeakoulun raportteja 256, Turku: Turun ammattikorkeakoulu.
2. Reflecting articles read in the diary. Angles for reflective work:

How about your personal professional field? What kinds of areas does it consist of? What kind of new areas might there be? What are your skills and what kinds of skills would you need when aiming at new areas?

At the beginning of month 3 contact classes, the students share their observations concerning the professional areas and roles as well as archetypes in permanent learning teams after introduction to workplace discourses and archetypes. The observations will be gathered in Google Jamboard and also examined in the study group.

2.4. Month 4. Exploration of professional identity. Critical views to storytelling. Framing workplace communications

Critical self-reflection is to be continued between the third and fourth contact classes. The aim is to study the frames, discourses and narratives of the

professional field as well as to reflect a personal professional narrative. The pre-assignment consists of:

1. Listening to the podcast series *Varo kertomusta! (Mind the narrative!* <<https://areena.yle.fi/podcastit/1-50611872>>, 28.09.2022) based on critical discourse analysis of (media) narratives.
2. Reflecting, in diary observations, experiences, thoughts and emotions connected to the workplace and to the field of art and culture. Recalling some workplace situations that have stuck in the mind for one reason or another.

After an introduction to the communications and frames of the workplace, students share their experiences and observations in the permanent learning teams. Findings are also gathered and studied in the study group.

The permanent learning teams are to make the story of the team on the basis of issues, which connect the participants of the team. The team stories are shared in the study group and/or in Google Jamboard.

2.5. Month 5. Planning a course of action for the future

Pre-assignment is connected to the course's recently-completed Future Operating environments. The aim is to study and discuss future narratives and their influence on actions and communities. The students are to reflect the future scenarios, threats, opportunities, and narratives in journaling. At the same time, the students are to present their plans for the research and development work in the thesis.

In contact classes the students first share their observations in permanent learning teams, and then categorise the issues of future workplace into three classes:

- issues that they may influence by themselves;
- issues that they may influence with someone else;
- issues they cannot influence at all.

After categorisation, the permanent learning teams share their findings in the study group.

2.6. Month 6. Acquisition of knowledge. Research and development as personal experience

The pre-assignment is connected with thesis work, with the research and development project. The aim is to study personal research and development experience as well as to find similarities and differences compared with the study group experience. The students have recently prepared and presented their research plans.

In the pre-assignment, they are to reflect in journaling what has been done and happened in their research and development project so far, and what kinds of experiences and emotions there have been with regard to the progress of the project. The observations are shared in permanent learning teams, and the teams present in Google Jamboard figures they have made based on shared experiences in the project work.

2.7. Month 7. Acquisition of knowledge and new skills implementing the new course of action. Artistic Statement

Pre-assignment directs the students:

1. To study at least five artistic statements or parallel texts introducing the artist and their art.
2. To read the following article: Meijers F., Lengelle R. (2012), *Narratives at work: The development of career identity*, «British Journal of Guidance and Counselling», 40, n. 2, pp. 1-20.
3. To reflect reading experiences in the diary.

The activities are aiming to provide skills needed in construing a personal professional narrative. Contact classes include discussion in permanent learning teams examining observations and notices made while studying the artistic statements and reading the pre-assignment article. The students are also guided to discuss how private and public artistic texts differ from one other, and the kind of artistic texts the students themselves would like to present – including values and stance. The findings are presented in Google Jamboard and shared in the study group.

2.8. Month 8. Acquisition of knowledge and new skills implementing the new course of action: Discourses, roles, and identities

The pre-assignment is aiming at learning frames and practices of workplace, and consists of:

1. Studying online course focusing on workplace communication (<https://www.kotus.fi/kielitieto/hyva_virkakieli/hyvan_virkakielen_oppia_verkossa>, 28.09.2022).
2. Reading four articles about the role and practices of language use in workplace context:
 - Piehl A., Tiililä U. (2020), *Viestintä on tärkeä osa kriisinhallintaa*, «Kielikello», n. 2, <<https://www.kielikello.fi/-viestinta-on-tarkea-osa-kriisinhallintaa>>, 28.09.2022.
 - Suominen R. (2019), *Virkakieli koettelee lukijaa*, «Kielikello», n. 4, <<https://www.kielikello.fi/-virkakieli-koettelee-lukijaa>>, 28.09.2022.

- Suominen R. (2020), *Viisi vinkkiä ammattimaiseen someviestintään*, «Kielikello», n. 2, <<https://www.kielikello.fi/-/viisi-vinkkia-ammattimaiseen-someviestintaan>>, 28.09.2022.
- Tiililä U. (2020), *Asiallinen, ymmärrettävä ja selkeä kieli palvelee myös tasa-arvoa*, «Kielikello», n. 3, <<https://www.kielikello.fi/-/asiallinen-selkea-ja-ymmarrettava-kieli-palvelee-myos-tasa-arvoa>>, 28.09.2022.

3. Reflecting the course and reading experiences in journaling.

After a short introduction to workplace communication, the students discuss in permanent learning teams the following questions:

- Is the workplace communication doomed to fail?
- What kinds of narratives are preferred – and you yourself do prefer?
- What is important in workplace communication?

The findings will be gathered into Google Jamboard and shared in the study group.

2.9. *Month 9. Provisional trying of new roles and assessing*

Pre-assignment consists of studying the roles, areas, revenue model and contents of the personal professional identity in the diary. The aim is to become aware of the complex of personal professional identity as well as the possibilities to break into new professional areas that are valuable in professional development.

The contact classes include reflective discussion and sharing in the permanent learning teams. The teams also present their conclusions by making a living statue, which presents the roles, revenue model and contents of the professions in the learning team.

2.10. *Month 10. Building competence and self-confidence in new contexts, reintegration into society and the (work)life of the future with new perspectives*

The pre-assignment consists of:

1. Examining the diary and finding out what kind of changes have taken place in journaling as well as views in the professional field.
2. Looking at professional areas, the revenue model and discourses using the course contents of MA studies in reflection.
3. Taking a specific look at what kinds of roles, revenue models and discourses form the personal professional narrative.

Concluding contact classes aim at presenting personal future scenarios and building professional self-confidence. Contact classes include a future self-por-

trait workshop, which applies design thinking learning material presented in other chapters in this publication¹⁶.

During the month 10 contact classes the last assignment included in the professional autobiographical process is also given. The post-assignment aims to study the progress and change in professional identity and to write the self-reflective report. The instructions are:

Reflect your own MA studies and journaling. Examine your own diary and find out what has changed during MA studies. Pay attention to the contents as well as the way of journaling you have done. Some questions to be kept in mind while examining the diary:

- What kinds of changes have happened in journaling?
- What kinds of connections do these changes have?
- What kind of development can be seen and noticed?
- What are your strengths as a professional?
- What kinds of development needs have you found?
- What kinds of narratives have you been construing? What kinds of discourses do they consist of?
- What kinds of issues form your professional identity now?
- What kind of professional would you like to be and be seen as in the future?

Write 3-5 pages in essay form, bringing out your findings.

At the end of the MA studies, the student and the tutor discuss the learning process using the post-assignment as a foundation. The post-assignments have proved to be useful in guiding students to reflect their experiences, achievements, and professional identity as it was at the beginning of MA studies and at the end of studies. The post-assignment and discussion with the tutor point out the progress and change in professional identity – which were the targets of the professional autobiographical process.

Table 1 collects the issues to be considered and solved in designing the professional autobiographical process as part of university studies and presents the contents, pre-assignments, targets, and assignments and/or activities of the contact classes of each phase.

¹⁶ Féja *et al.* 2023a, 2023b.

<i>Phase/ Month of contact classes</i>	<i>Content/ Topic</i>	<i>Pre-assignments</i>	<i>Targets</i>	<i>Assignment/ Activities of the contact classes</i>
1.	My way to MA studies – digital career story and journaling as means of self-examination	1) Find 20 images related to phases leading to MA studies. The images will be used in the digital career story and need to be in digital format. 2) Find one particularly meaningful image – taken by yourself or another person. 3) You need laptop, headset, cordless mouse and Chrome or Firefox browser in the workshop. Make sure that you have them available in the workshop.	To get to know each other in the study group. To reflect own personal professional career so far as well as turning points and choices leading to MA studies.	Introducing circle using meaningful images as starting points of introducing oneself. Digital storytelling workshop (described in detail in another chapter in this publication [Juppi 2023a, 2023b]).
2.	Journaling practices	1) Introduce yourself as professional on the Padlet platform using words, images, videos and other links if needed. Examine the introductions of your classmates on the Padlet platform. 2) Find your own way of journaling, a personally natural and easy way to do the diary work – whether in the form of words, images, videos, audios or multimodal expression.	To open new options and broaden journaling practices. To find one's own way of journaling. To confirm permanent learning teams on the basis of interests.	Sharing journaling experiences in permanent learning teams as well as in the study group and Google Jamboard.
3.	Critical assessment focusing on personal areas of own professionalism Recognition of the discourses, and archetypes of the field	1) Reading articles discussing the roles and areas of (artist's) professional life and revenue models. 2) Reflecting read articles in the diary. Angles of the reflective work: About your personal professional field: <ul style="list-style-type: none"> • What kinds of areas does it consist of? • What kind of new areas might there be? • What are your skills and what kinds of skills would your need when aiming for new areas? 	To reflect own professionalism, the content and areas of it as well as needs of development.	In the beginning of month 3 contact classes the students share their observations concerning the professional areas and roles as well as archetypes in permanent learning teams after introduction to workplace discourses and archetypes. The observations will be gathered in Google Jamboard and examined in the study group.

4.	<p>Exploration of professional identity</p> <p>Critical views to storytelling</p> <p>Framing workplace communications</p>	<p>The pre assignment consists of:</p> <ol style="list-style-type: none"> 1) Listening to the podcast series <i>Varo kertomusta! (Mind the narrative!)</i> based on critical discourse analysis of (media) narratives. 2) Reflecting on diary observations, experiences, thoughts and emotions connected to workplace and the field of art and culture. 3) Recalling some workplace situations that have stuck in the mind for one reason or another. 	<p>To study frames, discourses and narratives of the professional field as well as reflect personal professional narrative.</p>	<p>After introduction to workplace communications and frames of it, the students share their experiences and considerations in the permanent learning teams. Findings are also gathered and studied in the study group.</p> <p>The permanent learning teams are to make the story of the team on basis of issues, which connect the participants of the team. The team stories are shared in the study group and/or in Google Jamboard.</p>
5.	<p>Planning a course of action for the future</p>	<p>Pre-assignment is connected to the course Future Operating environments, which has been completed recently. The students are to study and reflect on the future scenarios, threats, opportunities and narratives in journaling. At the same time the students are to present their research plans of the research and development work in the thesis.</p>	<p>To study and discuss future narratives and their influence on actions and communities.</p>	<p>In the contact classes the students first share their observations in permanent learning teams, and also categorise the issues of future work-place into three classes: issues that they may have influence on by themselves, issues that they may have influence on with someone else, and issues they cannot have influence on at all. After the categorisation the permanent learning teams share their findings in the study group.</p>
6.	<p>Acquisition of knowledge</p> <p>Research and development as personal experience</p>	<p>Pre-assignment is connected to thesis work, and to the research and development project. The students have planned, and also presented their research plans recently. In the pre-assignment they are to reflect in journaling what has been done and happened in their research and development project so far, and what kinds of experiences and emotions have occurred related to the progress of the thesis project.</p>	<p>To study personal research and development experience as well as to find similarities and differences compared with the study group experience.</p>	<p>The observations are shared in permanent learning teams, and the teams present figures they have made based on shared experiences in thesis project work in Google Jamboard.</p>

<p>7.</p>	<p>Acquisition of knowledge and new skills implementing the new course of action Artistic Statement</p>	<p>Pre-assignment directs the student: 1) To study at least five artistic statements or parallel texts introducing artists and their art. 2) To read article <i>Narratives at work: The development of career identity</i> (Meijers, Lengelle 2021). 3) Reflect reading experiences in the diary.</p>	<p>To study how to make personal Artistic Statement and construe personal professional narrative.</p>	<p>The contact classes include discussion in permanent learning teams examining observations and notes made as well as studying the artistic statements and reading the pre-assignment article. The students are also guided to discuss how private and public artistic texts differ from each other, and what kind of artistic texts the students themselves would like to present – including values and stance. The findings are presented in Google Jamboard, and shared in the study group.</p>
<p>8.</p>	<p>Acquisition of knowledge and new skills implementing the new course of action: Discourses, roles and identities</p>	<p>The pre-assignment consists of: 1) Studying on the online course focusing on workplace communication. 2) Reading four articles about the role and practices of language use in workplace context. 3) Reflecting the course and reading experiences in journaling.</p>	<p>To learn frames and practices of workplace communications as well as to become aware of effects of different kinds of discourses may have.</p>	<p>After short introduction to workplace communications the students discuss in permanent learning teams following questions: • Is the workplace communication doomed to fail? • What kinds of narratives are preferred – and which do you yourself prefer? • What is important in workplace communication? The findings will be gathered into Google Jamboard and shared in the study group.</p>
<p>9.</p>	<p>Provisional trying of new roles and assessing</p>	<p>Pre-assignment consists of studying the roles, areas, revenue model and the content of personal professional identity in the diary.</p>	<p>To become aware of the complex of personal professional identity as well as possibilities to break new professional areas that are valuable in professional development.</p>	<p>The contact classes include reflective discussion and sharing in the permanent learning teams. The teams also present their conclusions by making a living statue, which presents the roles, revenue model and professional content of the learning team.</p>

10.	Building competence and self-confidence in new contexts, reintegration into the society and (work)life of the future with new perspectives	<p>The pre-assignment consists of:</p> <ol style="list-style-type: none"> 1) Examining the diary and finding out what kind of change has taken place in journaling as well as view on the professional field. 2) Pondering the professional areas, revenue model and discourses using the course contents of MA studies in reflection. 3) Pondering particularly what kinds of roles, revenue models and discourses form the personal professional narrative. 	To present the personal future scenarios and build professional self-confidence.	The contact classes include future self-portrait workshop, which applies the design thinking learning material presented in other chapters in this publication [Féja <i>et al.</i> 2023a, 2023b].
Post-assignment	The progress and the change in professional identity	<p>The professional autobiographical process culminates in the post assignment which is the self-reflective report and examines MA studies and the change during them so far:</p> <p>Reflect your own MA studies and journaling. Examine your own diary and find out what has changed during MA studies. Pay attention to the contents as well as your journaling method.</p> <p>Some questions to bear in mind while examining the diary:</p> <ul style="list-style-type: none"> • What kinds of changes have happened in journaling? • What kinds of connections these changings do have? • What kind of development can be seen and noticed? • What are your strengths as a professional? • What kinds of development needs have you found out? • What kinds of narratives have you have been constructing? What kinds of discourse do they consist of? • What kinds of issues form your professional identity at the moment? • What kind of professional would you like to be and be seen as in the future? <p>Write 3-5 pages in essay form on your findings.</p>	To reflect the MA studies, progress, achievements and the change in professionalism.	Discussion with the tutor.

Tab. 1. The professional autobiographical process structure and issues to be taken into account and/or decided when tutoring the process as part of university studies

3. Conclusion

At the moment, the following questions have turned out to be worth considering in implementing the professional autobiographical process in university studies:

- Would it be useful to edit the digital career story made in the first contact classes in following contact classes (at least some contact classes if not all) – or at the end of the process? Would that foster the professional identity work the students are going through?
- What kinds of practices would benefit the peer-to-peer work during the MA studies? Permanent learning teams have been welcomed but also found to be not so functional according to the feedback given by the students.
- How could the process make use of students' competencies? The MA students are already at the beginning of their studies as professionals of arts and culture. How could the student group benefit from the knowledge and skills of its individual members? At what point in the process could the students guide activities supporting the students' progress?
- What kinds of short art-based activities would be useful for the present study group to promote creative work and concentrating on current issues? Such activities are needed, for example, at the beginning of each contact classes. This publication presents some practices which might well be fruitful.
- How to include embodied activities in the professional autobiographical process when the method is flexible blended learning combining monthly contact classes on campus as well as online classes?

The professional autobiographical process has been implemented at the Arts Academy of the Turku University of Applied Sciences since 2015, and the process and practices included have met students' appreciation in feedback. Over these years, the process as well as the assignments included have been developed based on observations and student feedback. In future research it would be interesting to study the quality of the transformations the students are experiencing. What kinds of changes are carried out – level four or five changes using Kegan's model¹⁷?

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¹⁷ See Kegan 1982, pp. 28, 32, 76-110; Matikainen 2022, pp. 41-45.

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