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Academic and Employability Skills Assignment 2

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Module Number:	BMSW 4001
Module Title:	Academic and Employability Skills (Health and Social Care)
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1. INTRODUCTION

Academic Skills referred to as those skills, group of habits, learning strategies, and tools of time management that enables students to learn and absorb the lesson and put on a good academic life of the students, the learning does not only take place in the classroom, but it also takes place through the number of learning situations that the students go through every day (Hausebo et al., 2015). To make the best experience and take away tips to do better in a similar type of situation, Gibb's reflective model have discussed in detail and applied on three chosen topic such as time management, academic writing, and public speaking and giving a presentation.

2. Model of Reflection

According to several studies conducted and the opinion of the experts, people have claimed that they have learn very best from the experiences that they go through. Graham Gibb's developed a model in 1988 to better analyse the experiences and thus give them a structure (Dourish, 2015). This framework provides a better analysis of the situation and allows the people to perform better in a similar type of situation in the future.

Figure: Gibb's Reflective Model (Stonehouse, 2011)



There are six steps in Gibb's reflective mode: Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan.

- **Description:** The very first stage of the model is the description step. In this step, the situation described addressing questions like What happened? When and where did it happen? Who was present? What did you and the other people present in the situation do? What was the outcome or result of the whole situation? (Nicol et al., 2016).
- **Feelings:** The second step of the stage is the feelings stage. In this stage, the feelings or thoughts of the individual explored, and what sort of impact those feelings had on the overall experience of the individual is also discussed. To start the exploration, the questions can be about what the feelings of the individual in that situation were and what did the individual feel before and after the situation (Ecclestone, 2016). The feelings of the other people in the situation can also taken into consideration.
- **Evaluation:** The third step of the model is an evaluation where the individual has a chance of taking an objective look at the overall situation and the experience itself. The evaluation can help the individual to get a result where things that have worked in that situation along with things that have not worked. It is important for the individual to be honest in this step otherwise, the correct evaluation of the situation will not be possible, and it will have a negative impact on the next stages (Bailey et al., 2017). Both the positive and the negative outcomes of the situation need to identified thoroughly in this situation.
- **Analysis:** The fourth stage of the model is the analysis. In this stage, the individual has a chance of getting meaning out of his observation of the situation, the previous stages have helped the individual to extract meaning from the situation based on queries like what happened, what was the feelings of the people involved. In this stage, the meaning of the information such as why the things have worked or why a particular thing has not worked can be understood.
- **Conclusion:** The fifth stage is the conclusion. In this stage, the overall conclusion of the whole situation such as what happened during the whole situation and the actions taken by the individuals can be discussed. Along with that, what sort of changes to the actions can improve the results in similar situations in the future can also be understood.

- **Action Plan:** The last stage of Gibbs' reflective model is the action plan. In this stage, the individual sets some strategies regarding what he or she would do differently if he or she experiences the same kind of situation in the future (Bryan and Babe lay, 2019). This realization and amended action plan of the individual will enable him or her to perform better in the future.

Covered 3. Topics

3.2 Time Management

In simple terms, the definition of time management refers to the planning and exercising control of time that will be spent on different activities with a view to increasing effectiveness and productivity. The best part of having good time management skills is that they allow an individual to work smarter not harder which further allows him or her to get the job done. Thus, time management is a very important aspect in every sphere of life such as studying and working. Students who have good time management skills use it to their advantage and thus they can get the very best output of this via their academic activities. One thing that I have learned about time management this term is the Pickle Jar Theory. In the pickle jar theory, the jar itself represents the time span of our whole life where the large rocks are the most important tasks that require our attention. The pebbles in the jar mainly indicate towards the tasks that have average importance. Sands represent the small and less important tasks, and the pebbles represent the tasks with average importance (Claassen et al., 2017).

Figure: Pickle Jar Theory (Macan, 2014)



Applying Gibbs' model of reflection to this learning of pickle jar theory has allowed me to reflect upon my experience. Before learning pickle jar theory, I had my own idea of time management and this is to follow a to-do list throughout the entire day and get the maximum number of works done. As I was the only individual involved in the experience, it did not matter much to me. This is the description of the experience. My feelings regarding the event were that while following my to-do list of the work, I was getting a lot of work done but somehow, I was neglecting the important ones or not prioritizing them enough. These were my feelings towards the situation. The positive outcome of the situation was that I was getting most of the work done and the negative outcome of the situation was that the important tasks that needed extra attention were not getting that. This was my evaluation of the whole scenario. In the evaluation part, I did understand the main reason behind that I was not prioritizing the important tasks and putting the same type of effort into all the tasks. This evaluation of the experience helped me to reach the conclusion about applying the pickle jar theory to my time management. It also made me understand to segment my daily to-do list with tasks in three segments such as most important tasks, less important tasks, and tasks with average importance (Macon et al., 2015). Thus, this is my action plan for managing tasks in the future.

3.2 Academic Writing

Academic writing is quite different from normal informal writing as the tone for this form of writing is more formal and is clear and balanced. A sound structure is to be maintained throughout the form, the sentences are written should provide shreds of evidence of research and in-depth knowledge of the area. All in all, the overall writing should be very rich and planned and focused accordingly (Ivanic, 2018). In this term, I have learned quite some new things about how to better write academic reports and I have been using those techniques in my academic writing now. Those are planning the whole report before starting as it gives the report a very concise structure and gives me an overall idea of how the report will look, provide shreds of evidence to support my claims, and show in-depth knowledge of the area that I am writing in. (Ashima and Hogue, 2017).

As for the reflection of this topic, the first stage of Gibb's reflective model is the description, and the description of the model starts with the fact that I needed to write an academic report and I intended to get good grades in that report. I was feeling it intrigued at first as I was not sure whether I will be able to pull a good report at the end or not. This was my feeling regarding the situation. I did some research and went through some articles to find out the ways in which I can better my academic writing skills. This was my evaluation of the situation. In the analysis part, I identified the good and bad outcomes of the situation. The good part was that I had some of the good elements of academic writing in myself and the bad side was that I was not furnishing them, this was the analysis of the whole situation. The conclusion of the situation was that I needed to uplift the quality of my academic writing skill by applying the techniques that I came to know through my research. Thus, my action plan became applying the techniques in the future report and ensuring the characteristics of good academic reports in the future.

3.3 Public Speaking and Giving Presentation

Presentation skills are referred to be as those skills that enable an individual to interact with an audience, transmit the whole message clearly, engaging with the audience through the overall presentation, and get connected with the audience by understanding their mindset and interpreting the thoughts of the audiences. This sort of skill is often recognized as public speaking skills or presentation skills. There are a

few ways in which the presentation and public speaking skills of an individual can be made better. To furnish my presentation and public speaking skills, I did some digging outside my class environment and I came across the four Ps of effective presentation and those are planning, preparing, practicing, and presenting (Haber and Lingard, 2011).



Figure: Four Ps of Effective Presentation (Bradbury, 2016)

As for the reflection of this situation, I had an upcoming presentation and I thought that I need to furnish my presentation skills to do better. This was the description of the situation. I was a bit nervous regarding whether I will be able to pull this off or not. This was my feeling regarding the situation. I did some reading and research of my own to find out the ways and found out that applying out the whole presentation and preparing accordingly can get the nervousness back off and practicing it in front of the mirror and my peer group can boost my confidence to get it done on the actual day of presentation. This was my evaluation of the whole scenario. For the analysis part, I checked that during the practice sessions, my presentation skills were getting better (Van and Becker, 2016). The conclusion brings me towards the fact I should apply the techniques to the actual day of the presentation even though I could not pull off some of them on my last presentation. Thus, my action plan is to make a to-do list before every presentation from now on and tick these four elements after they are done.

Conclusion

The main aim of applying Gibb's reflective model on situations is to come up with action plans on how to do better in a similar type of situation in the future, so it is very important for the individuals to take necessary hints and follow the action plan in the future scenarios.

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