

Contemporary Challenges Making a Difference.

The reflective model I will use in this assignment will be Gibbs Reflective Cycle Gibbs, 1988).

Gibbs uses six stages of reflexion, description, feelings, evaluation, analysis, conclusion and action plan. “By guiding individuals through these stages, the cycle helps them think critically about their experiences, learn from them, and improve future practice”(McLeod, 2025).

My module was called, Contemporary Challenges Making a Difference. I had a quick look over the module before attending the lectures. I had to create a video pitch on a wicked problem from the module along with two other students that I did not know personally. In the breakout room meeting myself and the other students agreed it would be a good idea to meet up in person as Student X explained she would find it more helpful to her. Student Z set up a WhatsApp group to keep everyone updated on progress and manage meeting attendance.

This first meeting encouraged us to socialize with each other which supported Tuckman Forming Stage (1965) Although Tuchman’s ideas are from 1965, they are still current. In the WhatsApp messages we agreed our first meeting would be online on Teams the following Wednesday. Student X did not make that meeting and did not inform us until we were online. The head of my school kindly allowed us to use the school between 4:00 and 6:00 p.m. so we arranged a day to do this. Student X could no longer make this meeting therefore it was cancelled. Student Z suggested I go to her home one evening so that we could do as much as possible and make a start.

We decided to do our video on teacher burnout. This was not my idea but one of the other students however, I was happy to go along with this idea, I did not know much about teacher burnout but felt this was something I could research quite easily.

When I first had a quick look over the module, I felt anxious as this type of module was out of my comfort zone. Reflecting on the first lecture It became obvious to me that I was uninformed about specific worldly issues. I am a person who does not watch the news on TV and was in blissful ignorance about global issues. I left the first lecture feeling embarrassed by my lack of knowledge but motivated to become more globally aware. Because of my dyslexia and ADHD, I sometimes struggle to stay focused during lectures and rely on watching recordings to fully understand the material. As a result, I did not fully grasp the task before we went into breakout rooms, and I felt unprepared to discuss it with my peers.

In the early stages, Student X’s failure to attend meetings without notice made me feel annoyed and let down, although I hid my disappointment from student X telling her it

was fine as I did not want her feeling self-conscious or anxious. I felt embarrassed emailing the head to tell her we no longer needed the room and found myself feeling quite pessimistic about student X potential to add value to the group.

It was decided that I would start the presentation by defining teacher burnout and its impact on educators. As a perfectionist, I initially overcomplicated the task. Student Z gave me some honest advice to keep it simple which helped me to stop overthinking and work more efficiently.

Reflecting on our teamwork I realised I was too quick to judge student X's lack of engagement at the beginning; her later contributions taught me the importance of keeping an open mind and avoid premature assumptions. This aligns with the analysis stage of Gibbs Reflective Cycle (1988) where practitioners reconsider their interpretations in light of new evidence. According to Tuckman (1965), this was the norming stage of the Tuckman's Model, as this stage is where group members find ways to create harmony among each other.

I have realised that even when I felt irritated, I tended to keep it to myself. This experience reminded me that people may be facing pressures I am not aware of, and that maintaining empathy is essential in group work. Working in a group of three worked well because the team was small, we avoided the usual conflicts and were able to collaborate smoothly and work well. As student Z pointed out, I often fell into the trap of over analysing every detail, which turned straightforward tasks into much bigger challenges than it is. It was eye opening to realise that my drive for perfection was making the video presentation harder for myself and it is something I want to keep in check moving forward.

In conclusion I felt my understanding of complex global issues was limited but this only fuels my determination to dig deeper and learn more. I show resilience by constantly reviewing recorded material to ensure full comprehension. Driven by perfectionism and a growth mindset, I strive to excel by turning every obstacle into a learning experience. According to Carol Dweck's mindset theory I recognise that I have a growth mindset through my willingness to embrace challenges.

I have learned working in a small group worked well for me despite my initial feeling that working with a big group would be easier. This experience has helped me overcome my anxiety towards group work. The personal connections I have built with the other students not only made the task enjoyable but also resulted in friendships. If I have to do group work in the future, I will approach it with much greater confidence and less apprehension.

Reference list

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