

This essay will be reflecting back on the initial idea of this assignment. With the use of the O'Donnell Reflecting for Action Model (O'Donnell et al (2012)), using Observations, reflection, information gathering, decision making and then the evaluation, an explanation will be given on possible reasons for the reactions of the group, as well as mature students, to the assignment and expectations of the abilities of the students not just on the fine details of the assignment but in fact the necessity of the students to use technology, video equipment, in order to complete the assignment.

OBSERVATION OF EXPERIENCE

When first reading the assignment, on creating a video in a group, my observation was how the class immediately split into the natural social groups created within the past 18 months and I graduated to my natural social study group. It would transpire that a few students that do not regularly attend the lectures, subsequently did not find a group to join, in order to complete this assignment. I viewed the class as the different sectors of society, as they have naturally moved into. The general view of the class was their lacking in technological abilities with their fears growing of the tutor's expectations of each students' abilities to use recording equipment. From my observation the general feeling was of negativity across the whole of the class, younger students as well as the mature students, which did include myself. Social Identity theory could explain why people seem to gravitate towards each other. According to Tajfel et al (1979) that belonging to a social group can infuse self-esteem and therefore give that person more confidence when faced with a challenge (Tajfel et al 1979), outside of the comfort zones, such as the requirement of the assignment to use video recording equipment.

REFLECTION

When the assignment was given and the assignment studied in more depth, I noticed that the younger students did not have so many questions regarding the upload of the video or even how to create a video. I had many questions regarding the technic for videoing the presentation but felt I could find the answers myself. In an academic environment, when assignments are given which stretch the ability of the student, this could be a representation of how mature students seem to lack the self-confidence and belief in their academic abilities. An explanation of how society move towards familiar groups of people, in order to gain confidence, even create a shield around themselves for their own protection (Tajfel et al (1979).

INFORMATION GATHERING

According to a study carried out on Mature university students in Northern England, simplifying their findings, it was found that mature students had a tendency to use fewer forms of technology in order to lesson their mistakes made but also to increase the efficiency of the learning objective at hand (Sandon R.V (2020). This may explain the faces of fear that was observed when the mention of video recording and uploading the video content was made. This type of recording may not be used by these mature students, but the younger students may have previous experience of using such equipment or have suitable equipment that can be adapted to the task requested.

According to Lee & Choi (2017) , with the use of technology in higher educational learning, it can create a “Higher-level thinking “suggesting that pushing a person’s boundaries”, with the use of technology as the assignment requests, thus increasing their ability to learn, which in turn increases their academic ability.

DECISION MAKING

In order to reflect back on this initial experience, information on why the students acted the way they did when the assignment was assigned should now be investigated. Above have been some explanations into why people have grouped together.

From what has been learnt in the first three sections of O' Donnell's Reflecting for action model, assumptions could be made that the mature students reaction, including my own, was due to the students being "out of their "comfort zones" due to the request to video the assignment (Sandon R.V (2020).

It would seem that it was not the request to the students to video their assignment that concern was most felt, but in fact the mature students feared the technology that they had assumed they would need to use in order to complete the assignment. A moment of thought should have been taken in order to realise the type of technology, which was already in use in day to day life, for instance their mobile phones, they would in fact have few issues with the recording of the video (Sandon R.V (2020).

EVALUATION

Reflecting back, an ideal course of action to take could be to ask the students what type of technology they all use on a daily basis, the most familiar and comfortable to each student. Then possibly explain, if they have use of a mobile phone, what the capabilities of that mobile phone had in order to complete the video presentation. It could also be advised that students could research video recording via online tutorial videos. I am a visual learner and so watching a video on how to carry out a task would be understood more efficiently than being told verbally. It could be advantageous that students possibly have a tutorial with a member of the Media Lab on campus.

Social grouping had taken place naturally within this class due to the students social networking during the previous semester and first year. Some students new to the course or students that do not attend lectures on a weekly basis may not have the choice of natural social grouping, due to their lack of contact with the rest of the students in the class. It could be an idea that these students form a group for themselves. They could relate to one another due to social network situation they have become part of. Barton's (1970) cue questions "What? – So What? –Now What?" (Jasper,2003,p99) could also have been used to create a more open thinking for the students who found this assignment daunting. It would allow the students to stop, take note and stop any anxieties from clouding their thoughts on the assignment at hand. The realisation that in fact the recording of the video presentation was not a taxing use of technology at all and that the capabilities of each student was greater than first thought.

References

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