



LEARNING IN THE DIGITAL ERA

Assignment 2

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Task 1 – Self Evaluation



REFLECTION & GOALS

Strengths:

- Dedication, working under pressure, time management
- Transferable across school, work, and personal life
- Example: Balancing tasks as a Degree Apprentice

Weakness:

- Insecurity and self-doubt, seeking reassurance
- Confidence will improve with experience

Trait:

- Humility: Acknowledging mistakes and learning from them
- Difference: Strengths are developed; traits are natural qualities

BELBIN TEAM ROLE

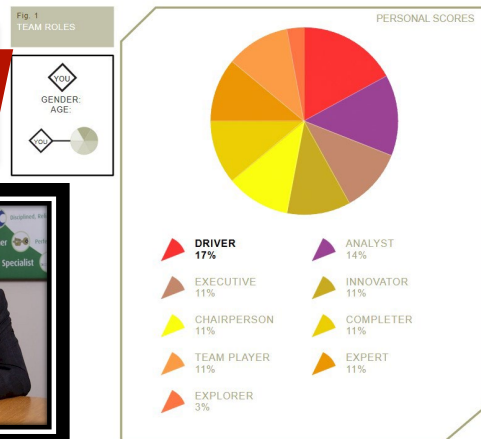
- Created by Dr Meredith Belbin.
- A total of 9 personal roles; my results identified that I am a driver.
- Shapers are highly motivated, decisive and enjoy healthy completion.
- However, they can be impatient and come across as negative.



Figure 1 = [4]

Driver

The driver is generally very ambitious and energetic. He or she may appear as impatient and impulsive. The driver is a strong motivator and will challenge others at crucial times. Although the actions of the driver may sometimes seem somewhat emotional, they do play a crucial role in pushing the team forward to succeed.



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MYERS -BRIGGS TYPE INDICATOR

- Constructed by Katharine Briggs and Isabel Briggs.
- Debater - ENTP -T.
- Strengths include; Creative problem Solving and adaptability.
- Weaknesses; Direct communication and inability to focus on routine tasks.

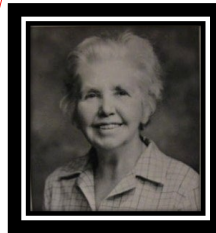


Figure 2 = [5]



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COLOUR QUIZ

- Developed by Carl Jung.
- Completed in my workplace, results returned 'Cool -blue.'
- Strengths include an ability to work with detail and following processes.
- Weaknesses may be a tendency to be overly cautious.

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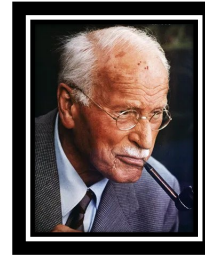


Figure 3 = [3]

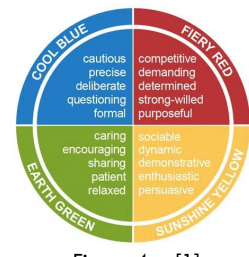


Figure 4 = [1]

Communicating with someone with high Blue energy

DOs

- Be clear, specific, factual
- Give time for reflection
- Provide detail in writing
- Remain focused
- Set an agenda before and summary after
- Start with info and context
- Ask lots of questions especially why's
- Have a Plan B – share alternatives/opinions
- Support your point with examples/anecdotes
- Give them all the info – don't withhold

DON'Ts

- Put them on the spot
- Jump to conclusions
- Send meaningless thank you emails
- Don't do the work
- Get too emotive about plans in progress
- Waste time
- Waffle



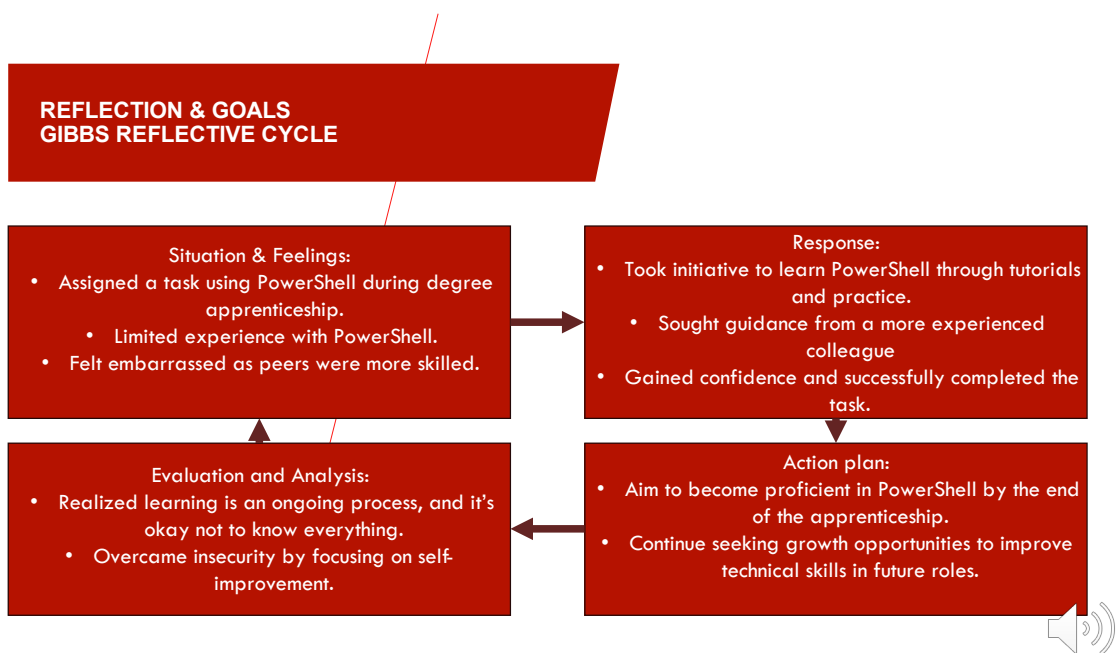
Figure 5 = [2]

Task 2 – PDP

A link to view/download the PDP from its cloud storage

[PDP](#)

A screenshot of the task answer from e.g. the PowerPoint or video presentation.



PDP

- Establish skills in PowerShell. Utilising LinkedIn learning course.
- Develop confidence within the workplace through team socials and mentor programme.
- Improve typing speeds and accuracy to contribute to overall work productivity.

Development Plan				
NAME: Tristan Budenis		STUDENT NUMBER: 2428021		
COVERING THE PERIOD FROM: 28/01/2025		TO: 31/07/2025		
Planned outcome Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or "more of the same".)				
What do I want/need to learn or develop?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
(Specific & Relevant)	(Specific)	(Achievable)	(Measurable)	(Timebound)
Establish skills in PowerShell	I will first identify an online course that fits my requirements of learning. As I have no previous knowledge of PowerShell I will be trying to locate a beginner level course.	LinkedIn Learning course I found covering the basics. This course is suitable as I have limited knowledge and wish to understand the basics and how I can apply skills to my current job.	I will measure this as a success by completing the course. Additionally, I will measure that if I am able to utilise skills/abilities learnt through the course in my day-job.	My target date for completion is by the end of my first year of university. This is a realistic goal as the course is only 2hrs 30mins long. I can complete sections of the course around my university and office work.
Develop confidence within myself and the workplace	I will focus on building relationships with co-workers and actively participate in any team socials. This will help me speak up more in meetings and around the office.	To complete this I will identify an individual to be my mentor. This mentor can give feedback and assist me in navigating difficult situations I have currently with my colleagues.	A measure of success for this skill would be being able to speak up once per team meeting. This will highlight an increase in confidence in the workplace.	My target date for this would be 6 months. This gives me adequate time to apply my plan and utilise my mentor.
Improve typing speed and accuracy.	I will establish a daily routine of using typing exercises to improve speed and accuracy.	I will utilise resources such as TypingTest.com to complete exercises that cover all levels of typing. This resource will teach me correct typing form to achieve high accuracy and speed.	I will measure success through accuracy and speed. Currently when taking baseline tests, I am achieving a 95% score at 45-55 WPM. My goal is to achieve a consistent score of 70 WPM at an accuracy of +95%.	An appropriate target date to complete my goal would be 3 months. Through short daily exercises in my routine, I can develop this skill.

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Development Plan

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Task 3 – Unit 4 topic summary.



SECTION 1 – REFLECTIVITY AS A MINDSET

What is reflection?

The process of thinking critically about experiences to learn and improve [7].

Why is it important?

Helps with personal and professional growth through deeper self-awareness.

Key aspects:

- Learning from experiences (successes and failures)
- Questioning your own assumptions
- Understanding how your attitudes, beliefs, and values shape your thinking
- Developing a reflective habit or mindset

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Figure 7 = [8]

SECTION 2 – MODELS OF REFLECTION

Gibbs Reflective Cycle (1988)

A structured model with six stages:

1. Description
2. Feelings
3. Evaluation
4. Analysis
5. Conclusion
6. Action Plan

Encourages deeper thinking and helps identify development goals. [10]



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Figure 8 = [9]

Section 3 – Locus of Control [11]



Figure 10 = [11]

Refers to how much control you have on your life.

Internal locus of control.

External locus of control.

External forces.

Importance of reflection.

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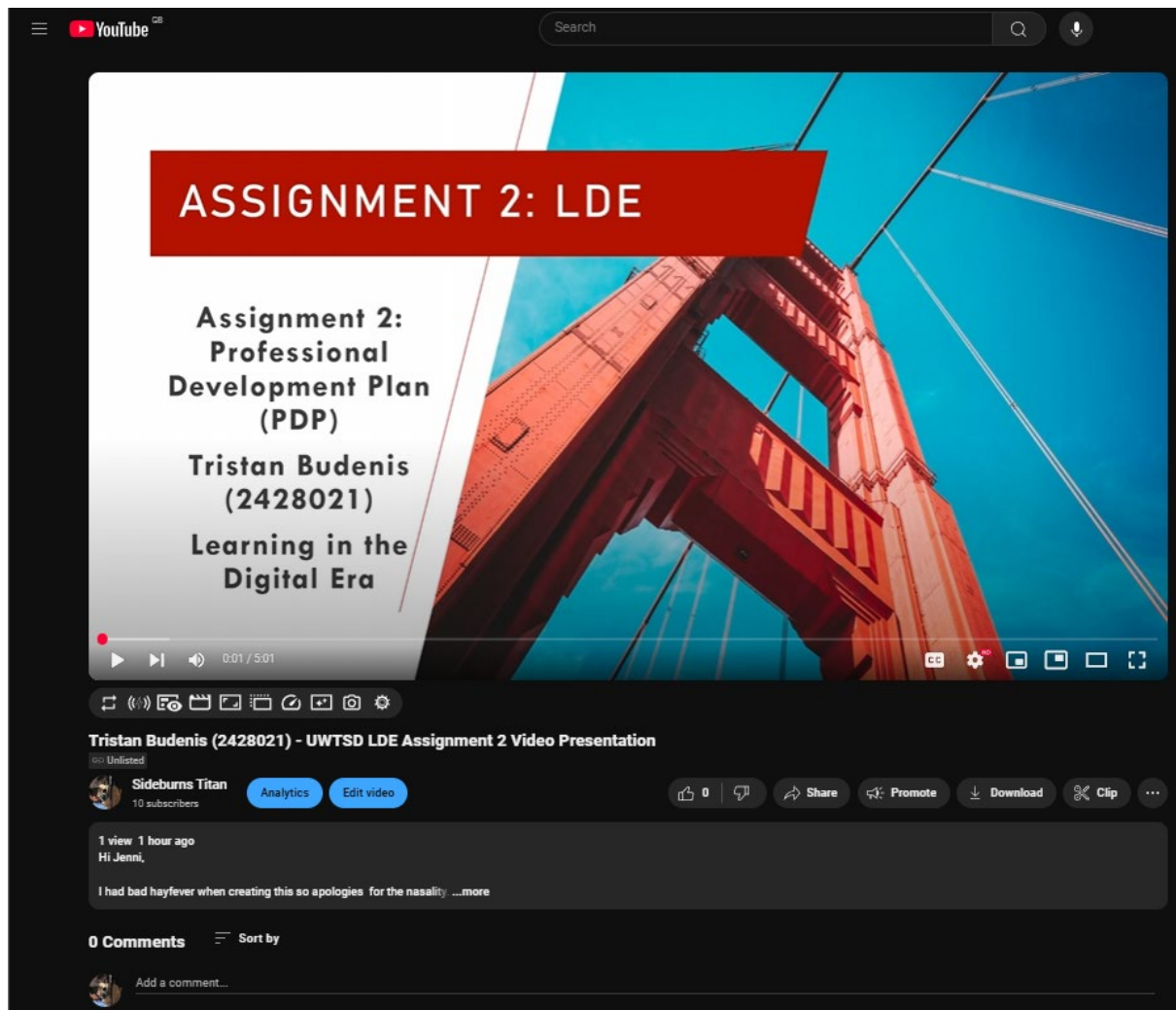
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Task 4 – Video presentation

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[Video](#)

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[Activity - Video presentation.pptx](#)