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REFLECTIVE REPORT

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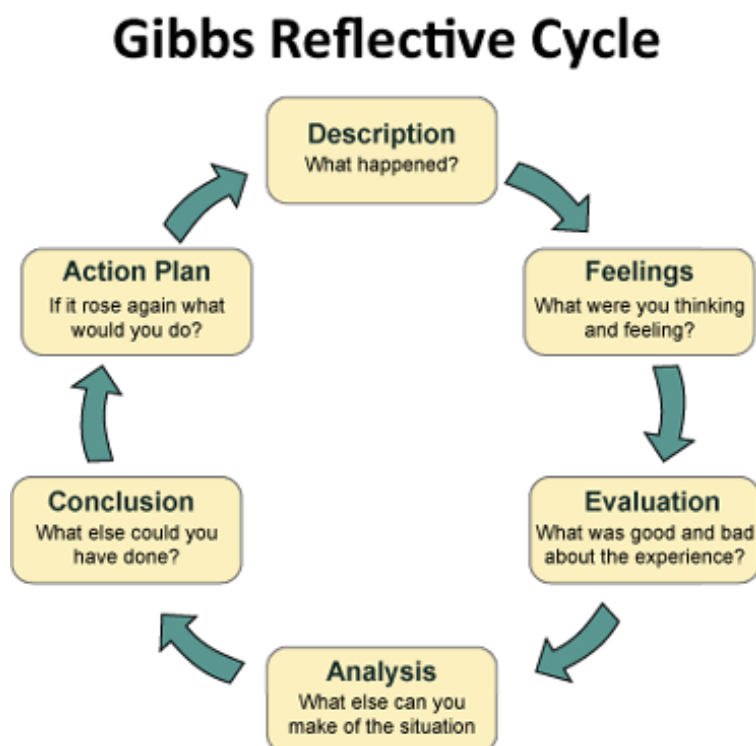
INTRODUCTION

The report uses a recognised model of reflection to reflect on my learning experience of having to prepare and deliver a presentation on my intended career choice. The model of reflection is applied to four key aspects: time management, academic writing, referencing and public speaking.

MODEL OF REFLECTION

The model of reflection that I used to complete this assignment is Gibbs' Reflective Cycle. Professor Graham Gibbs published his Reflective Cycle in his 1988 book "Learning by Doing." It's particularly useful for helping people learn from situations that they experience regularly, especially when these don't go well. (Crowe Associates Limited (2001).

It is a process that includes 6 consecutive steps allowing the learning to identify what I have learnt and to plan for the future by considering things that went well and how to improve things that didn't go so well. I have chosen this model of reflection because it includes multiple steps that encourage me to think about each stage and to engage critically with my learning experience



1. TOPIC 1: TIME MANAGEMENT

1.1 Description

To complete the assignment, I had divided the work into several smaller tasks. The first task was to research and to gather more information about my intended career like Human Resource Professional. The second task was to create a structure of the presentation. The third task was to create the whole presentation by creating interesting slides with sufficient information about the career, the requisite skills etc. The fourth task was to practice the presentation before the presentation date and the last task was to present the presentation in front of live audience.

1.2 Feeling

The presentation had to be prepared and delivered in-class at week 9, which means that the presentation had to be delivered within a short period of time. During the first few weeks, I did not work on the presentation because we were still being taught about the upcoming assessment. Therefore, I only had 4 weeks to complete all of the tasks explained above. This made me feel frustrated and scared that I might not be able to prepare the presentation on time. However, I was also motivated to work overtime in order to create a well-structured presentation.

1.3 Evaluation

In the beginning, I had a very negative outlook on the situation because I was unsure in my time management abilities and the worry that I would not be able to complete the presentation on time seriously affected my motivation. However, the fact that I had managed to separate the workload into smaller and more manageable tasks was very helpful because it was easier for me to track my progress.

1.4 Analysis

The process of having to prepare and present a presentation on my intended career choice was a challenging task that has helped me to develop my time management skills even further. Unintentionally, by breaking the workload into smaller tasks, I have adopted a work breakdown structure that is commonly used in project management to track the progress of tasks (Organ and Bottorff, 2022). The work breakdown structure divides the work into smaller and more manageable tasks, which made me feel less stressed and less overwhelmed by the workload.

1.5 Conclusion

To conclude, time management is an essential skill that is appreciated by employers in many industries (Kojic, 2022). Through this learning experience, I have learnt that I have to remain calmer, and I have to split the work into smaller more manageable tasks in order to feel less stressed about it. In addition, I should not underestimate my abilities and I should be more confident in the time management skills that I already had.

1.6 Action Plan

In the future, I will continue to create work-breakdown structures that will ease my time management and that will help me to plan my work and time more appropriately. This way, I would not have to work overtime to ensure that the work will be completed before the deadline.

2. TOPIC 2: ACADEMIC WRITING

2.1 Description

The presentation had to be written using academic writing (Lowe and Zemliansky, 2010). Academic writing is very different from spoken English because academic writing is clear, concise, structured and backed up by evidence. However, as a first-year university student I struggled to use academic writing because there are many rules that have to be followed.

2.2 Feeling

As a first-year university student, I have never used academic writing before. During the first few in-class activities, our teacher explained the importance of academic writing as well as the rules that have to be followed in order to write in a clear, structured and concise way. My inability and lack of knowledge and experience of academic writing made me feel very frustrated and made me think that my work will be of poor quality.

2.3 Evaluation

Although I had never used academic English before, the access to online learning materials and practical exercises during class helped me to learn about the basic rules that must be followed. This had a positive impact on my work because I managed to produce good quality presentation.

2.4 Analysis

I did not have any academic writing experience prior to starting my studies at the university. However, academic writing is an essential part of any university course so, I had to get used

to it quickly. The presentation that I presented during week 9 was the first assignment that I had to submit and although it went well, the information on the slides could have been structured in more appropriate way and could have been written more clearly and more concise. However, the mere experience of attempting to produce a piece of work using academic language has helped me to develop my knowledge.

2.5 Conclusion

The lack of knowledge about academic language has taught me to make use of all of the available resources that the university is supplying us with. Feedback from teachers, access to online resources such as academic articles from our online articles as well as exchange of knowledge with other students are valuable source of knowledge that I should take advantage of in order to develop my skills as much as possible. These skills are important for my studies, but they will also help me to progress my career as well.

2.6 Action Plan

In the future, I will prepare my assignments as early as possible in order to have the opportunity to submit them for feedback. This way, the teacher will be able to provide me with valuable feedback that I will be able to use to improve my work and to achieve higher grades.

3. TOPIC 3: REFERENCING

3.1 Description

At the end of the presentation, I had to produce a reference list that includes all of the sources that I have cited during the presentation. There are strict rules about in-text citing as well as about the reference list at the end of the work. Using references is an essential part of all assignments because they back up arguments and show where the information has been taken from (Santini, 2018).

3.2 Feeling

Before I started to do the presentation, I was happy with the information that I had gathered during my initial research. However, the happiness quickly faded away when I realised that I have not saved the resources where I have taken the information from, meaning that I was not able to produce correct in-text citations and correct reference list. At this point, I felt very frustrated and disorganised. However, I quickly came up with the idea to use key words in Google as well as in the online library in order to find the sources once again.

After I managed to find the sources again, I felt unsure about the referencing rules, which made me a bit frustrated because this was yet another obstacle in doing this presentation. However, I found detailed information in our in-class learning materials on Moodle that explained the rules of Harvard referencing.

3.3 Evaluation

After I managed to find the resources again, writing the in-text citations was relatively easy because the in-text referencing only includes the surname of the author followed by the year when the source was published. However, writing the reference list was a more difficult task because the references include more information, and the information has to be written in a particular order.

3.4 Analysis

Writing the in-text citations was a quick and painless process because I was well aware of the rules that had to be followed. Despite my lack of previous knowledge about Harvard referencing, the rules about in-text citations is short and straightforward so, it was not hard to add them to the text. However, the references in the reference list include more information and it was harder to write them. For example, the initial of the first name of the author has to be included whereas you don't need to include in the in-text citation. The link of the source has to be included as well as the last date when it was accessed. Moreover, different sources e.g. books, articles, online journals etc. are references slightly differently, making the tasks even harder to complete.

3.5 Conclusion & Action Plan

Shortly after finishing my reference list, I found a short PDF file with clear instructions about how to use Harvard Referencing. In the future, I will refer to this guide in order to write my references quickly.

4. TOPIC 4: PUBLIC SPEAKING AND GIVING PRESENTATION

4.1 Description

Presenting in front of an audience is a scary task especially, if you have not done it before. I lacked confidence because I had never presented a presentation before and because English is my second language. However, I practice in front of a mirror and managed to gain confidence.

4.2 Feeling

I was feeling nervous about having to speak in front of a large audience because I had never had to make a presentation before. However, I was motivated to improve my confidence as well as my public speaking skills in order to deliver an interesting and enjoyable presentation.

4.3 Evaluation

The positive aspect of this learning experience was the fact that I was motivated to do well on my first presentation, and I did not lose motivation despite my lack of previous experiences like this. This contributed positively to my overall outlook on the work and helped me to remain positive.

4.4 Analysis

I managed to prepare myself for the presentation because I realised that nervousness is normal, and that practicing is the key to improve my public speaking skills. Although I still made some mistakes and received critical feedback, growing my confidence was key to perform well during my presentation. However, there are some areas for improvement.

Another reason why I did well was thanks to my strong communication skills. You may have the best presentation in the world, but if you do not have at least basic communication skills, you will struggle to deliver your message and to get anyone to listen to you.

4.5 Conclusion

To conclude, finding a way to boost my confidence and to improve my public speaking skills was key to enable me to deliver an interesting and an enjoyable presentation.

4.6 Action Plan

Practicing in front of a mirror was not the best way to improve my public speaking skills because I was still practicing in front of myself. In the future, I will ask family and friends to be my audience. I will have other opportunities in the future to present in front of an audience because being a confident speaker is an important skill for HR professionals.

CONCLUSION

To conclude, time management, academic writing, referencing and public speaking are key academic skills that all students must possess in order to do well with their studies. Gibbs's reflective model was suitable for this task because it did not only allow me to reflect on my experience, but it also helped me to plan on how I can improve my learning experience in the

future as well. The key factor that I need to focus on is academic writing because there are many rules that need to be followed but it is essential in order to achieve a high diploma at the end of my university time.

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