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Reflection Assignment
Module code: BMSW4001
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1.0 Reflective on my presentation

To having an experience, is not sufficient to learn, it is vital to reflect upon this experience to not forgot it. Thoughts and feelings generated during reflections can lead to concepts and the tackling of new situations with effective generalizations (Gibbs 1988). I will use Gibbs reflective cycle to reflect on my experience of creating a power point and delivering my presentation in class.

Description

For the presentation, my topic was: why is training so important? To design my presentation, I watched the tutorial and followed the steps to insert different elements on my slides.

I began with a blank slide on which I wrote about the topic and described why it is important for employees to get in training.

On the next inserted slide, I wrote why training is beneficial to the organizations that invest in the training of their employees.

On the third slide I spoke about the benefits of training to the employees and organizations. Then I used bullet points to write into the text box, and I selected an animation called appear after trying many others.

On the fourth slide which was the last, I thanked the audience and asked for questions.

For all the slides I choose to put in the images representing training which I found on google, I copied and pasted them to the slide, resized them and dragged them to the right sections.

Then I decided to change the page colour from white to pink on the first three slides and to blue on the fourth slide. I also inserted text box designs and transitions from my options on power point, previewed it and saved it. It took me three days to finish my power point slides.

The presentation was supposed to be done in five munities and it took place online. As I was not the first to present, I watched my classmates present and heard the feedbacks they got from the lecturer.

When my turn arrived, I had some technological problems. Unfortunately, my laptop does not have a good microphone and I did not have headphones to use. So, I emailed my work to the lecturer who uploaded and displayed it on

Microsoft Team to enable me to begin my presentation. To solve my microphone problem, I used my phone to log into Microsoft Team and I started my presentation. I kept eye contact with the camera, I spoke fast, but confident. I finished my presentation in about three and a half minutes. Once I finished, I received feedback from the lecturer.

Feelings

While designing the slides, I felt that the tutorials helped me to make a presentation which I appreciated. I also found it easy to import images into my slides and enjoyed editing them with animations and rehearsing my presentation.

Before the presentation, I had plenty of time to prepare because there were twenty-four presenters before me. Although I was ready to deliver my presentation to the best of my ability, I doubted the outcome.

During my presentation, I was frustrated and anxious because I felt like I was in a hurry. Once I started to speak my voice tone was poor, I felt that I lost my self-confidence and I tried to conceal it. However, I gained my confidence back as I continued to act positively while I presented. Towards the end of the first minute, I slowed down so that I could finish within the recommended time frame. Eventually I started to speak clearly, and I felt relief at the end of the presentation.

The feedback of the lecturer made me happy because it was positive. The lecturer mentioned that my presentation was good, and my voice was clear although, I finished early.

Evaluation

I thought, my power point was very attractive and focused on the key message to keep my audience attention. I also think my slides were well presented, the animation and transition were good, the pictures, images and colours matched well.

However, my constant referral to the tutorial made me realise that I need to improve on my digital skills. Also, because I presented quickly, I did not use all the time allocated to me. During the presentation, I noticed that my communication skills were not that great.

Analysis

I think I designed my slides well because, I was constantly referring to the tutorials to help me follow the steps on how to insert different elements on my slides. Because I practiced and revised my presentation many times, I delivered the presentation to the best of my ability. In addition, having a positive mindset during my presentation helped to get a positive feedback about my work.

The technical difficulties which I faced made me frustrated before the presentation. Though I sorted the technical problem, my loss of confidence and anxiousness were because I was already frustrated. Consequently, my presentation began poorly, I spoke fast, and I was done very quickly.

I also think that, if the presentation took place in the class, I would not have experienced the technical issues I faced. But I appreciate the online presentation because it expanded my presentation experience.

Though I appreciated the lessons I learn from others, the fact that I was the twenty-fifth to present made me lose focus, question my ability to perform well and contributed to my technical issues.

Conclusion

I learnt that; power point slides are a good tool for presenting. I am confident that I can create a power point with animations, transitions, images and deliver it to an audience. I need to improve on my digital skills to enable me use power point more effectively. I also need to improve on my level of diligence, to help me better prepare for a presentation and avoid technical issues.

Action Plan

The next time I need to make a power point, I will apply Gibbs (1988) learning by doing model to help me to improve on my ability and knowledge of presenting. I will also continue to refer to tutorials to help me grow in my digital and presentation skills.

To minimise the consequences of losing my self-confidence during a presentation, I will ensure that I check my online and offline technical setting and apply due diligence before I begin to present. I will also be more aware that technology could sometimes be unreliable and make provision for other alternatives to avoid getting frustrated.

Reference List

- 1- Gibbs, G. & Great Britain. Further Education Unit, 1988. Learning by doing: a guide to teaching and learning methods, London: FEU.