

MODULE NAME: [OBJ] REFLECTIVE ESSAY
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WORD COUNT:1350

DISCRIPTION

I have currently started an employability skills course in the university of Wales trinity saint David, so far, I have been to the open day where I got see what the university has to offer, we have been given our student IDs and student personal account, I have a met several students in my class who have all been friendly, we have learned a lot on referencing, researching and personal development. Some of the activities we have done include mock interviews with fellow students to prepare us for the real thing. Some of the earliest publications concerning mock interviews as a tool to train communication skills come from medicine (e.g., Simpson.) 1985). We have also been involved in other activities such as question tasks to recap and knowledge check what we have learned so far. We have also had several lectures explaining how to research and reference. Fifteen hundred years into the Christian era and assorted historians were continuing to annotate their manuscripts and reference their sources as they experimented with assorted styles. Richard White of Basingstoke (1539-1611). We have now started our first lot of assignments and have several task units to complete on Moodle which I am not for off finishing.

FEELINGS

At first, I was feeling optimistic during the open day and the first lesson into the course, I felt overjoyed to meet new people and make a fresh start in something new. Dai, Milkman and Riis (2014) stated that the feeling of starting anew encapsulates more than simply specific calendar dates. According to their findings, temporal landmarks should also include relevant life events, “such as developmental milestones, life transitions, first experiences, and occasions of recurrent significance” (Dai, Milkman and Riis). The lecturers have made me feel very welcome and happy, as we progressed, I started to feel daunted by the amount of knowledge I am expected to take in for example listening to the lecturer for over an hour felt overwhelming with the amount of information I was being told, I also started to feel tired of the constant bombardment of words that didn't seem to be sinking in. The debate over what constitutes ‘teaching excellence’ in higher education has reached a crescendo in recent years, no doubt because lecturing styles and techniques are as numerous as they are diverse. The current emphasis in pedagogic literature is that

teachers should try to encourage 'active learning' to make lectures 'unmissable' (Race, [Citation1993](#)).

EVALUATION

What I found good about the experience was the fresh start and the meeting of new people, also the brushing up on my grammar and writing skills have been a tremendous help [Poor grammar and punctuation could confuse or misinform your listeners or readers or make them lose interest in your message or content. To quote André Gide, the French author, and Nobel Prize Winner (1947), 'To read a writer (for me) is not merely to get an idea of what he says, but to go off with him and travel in his company'. Do not get your readers lost in their exciting trips with you. Another good point would be that we do group activities such as interviews with each other and finding out what kind of people we are for personal development. The bad points of what I have experienced so far are the sometimes over explained lectures where only a fraction of the information is going in because of the sheer overwhelming bombardment of information that I am being told over the course of an hour or so straight. Biggs and Bligh do not imply lectures are never appropriate, rather that, an over-reliance on transmissive lectures is less effective than many alternative approaches. CA is archetypically student-centered in its approach, stressing the importance of carefully designed learning activities. 'Lecturing is logistically convenient [however] the learning that takes place in lecturing is demonstrably worse than in other teaching situations' (Biggs & Tang, [2011](#), p. 157). Another thing I have found frustrating was the HWB account which we must use every day, what i mean is there are so many pages and links you must go through just to get to what you are looking for, It can have a stifling effect on you, but with that said it's better to get used to these skills as were now in the digital era.

ANALYSIS

Since being here some of the modules we've been introduced to and the topics we've been learning about didn't really make sense to me such as referencing I didn't see why we needed to find other people's work and quotes as task, it didn't seem beneficial but now as time has gone on I've learned that researching and referencing will always be needed to become a good businessman or manager. Also, I can see a lot of sense in engaging with fellow students whilst learning because it does not feel like you are on your own. Many instructors from disciplines across the university use group work to enhance their students' learning. Whether the goal is to increase student understanding of content, to build transferable skills, or some combination of the two, instructors often turn to

small group work to capitalize on the benefits of peer-to-peer instruction. This type of group work is formally termed cooperative learning, and is defined as the instructional use of small groups to promote students working together to maximize their own and each other's learning (Johnson, et al., 2008). Cooperative learning is characterized by positive interdependence, where students perceive that better performance by individuals produces better performance by the entire group (Johnson, et al., 2014). It can be formal or informal, but often involves specific instructor intervention to maximize student interaction and learning. It is infinitely adaptable, working in small and large classes and across disciplines, and can be one of the most effective teaching approaches available to college instructors.

CONCLUSION

I would go about the course in the same way for most of what I have experienced as it has been a success so far, the activities were doing are an immense help especially when it comes to personal development. West (1959, p. 1) listed the following requirements or conditions needed for the effective use of self: Self-understanding, including abilities and limitations; awareness of one's own needs; and ability to meet these satisfactorily Warmth, flexibility in relationships (give and take), basic personality security Knowledge of personality development Acceptance of the client as a person Dedication of humility, constant eagerness to search for knowledge, a particular skill, in which one is thoroughly comfortable, so that one can provide a sense of security in the use of all skills and offer a basis for relating to the client. the only thing I would change is some of the lectures in which the lecturer doesn't take a break from talking over the course of an hour or more, also I would change the format on which the student HWB site is set up because there's so much to go through just to get to a simple page you may be looking for and its very time consuming and frustrating but obviously is something I'll have to get used to as time goes on.

ACTION PLAN

If I were to do this course again, I would take more time to get used to Moodle and the researching side of the course, I would surf through the online library as much as possible to make it easier to find the citations and the references I need to complete the assignments. Sir Isaac Newton's famous words in a 1675 letter to Robert Hooke, "If I have seen further, it is by standing upon the shoulders of giants," may serve as a pithy reminder that even the most famous scientists depended on their forebears.

(e.g., Simpson. 1985)

(Richard white of Basingstoke 1539-1611)

(Dai, Milkman and Riis, 2014)

(Race, citation 1993)

(André Gide, 1947)

(Biggs and Tang, 2011, p, 157)

(Johnson, et al., 2008)

(Johnson, et al., 2014)

(West, 1959, p. 1)

(Sir Isaac Newton's, 1675)