



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

## **REFLECTION EVALUATION**

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Course: BABM, Group 1

Module Code: LCBB4002

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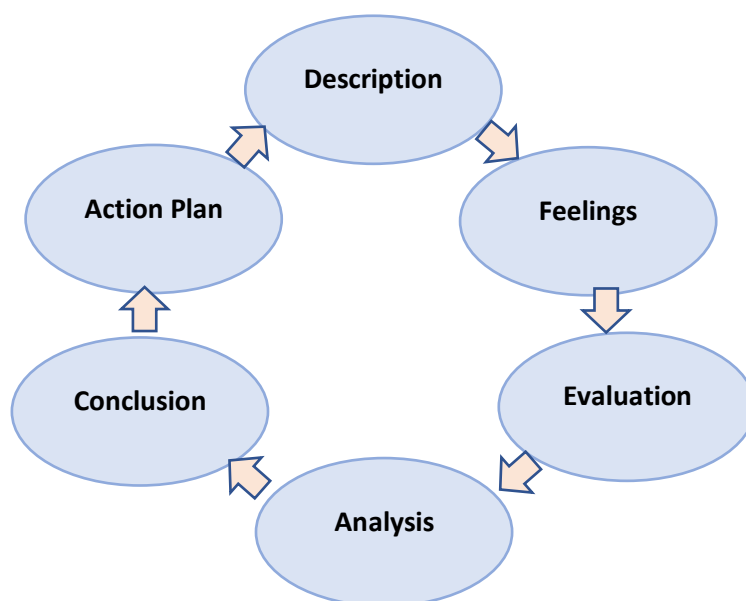
## INTRODUCTION:

Reflection is related to learning that emerged via experience. This is a process that helps us to consider and learn from circumstances (Taylorfrancis.com, 2013).

In 1988 Graham Gibbs has established his Reflection Cycle. This cycle involves 6 elements – description, feelings, evaluation, analysis, conclusion and action plan. The Gibbs' model helps us to think, to discover our thoughts and emotions, to explore our strengths and weaknesses in terms of self-awareness and improving personal development (ed.ac.uk, 2019).

For my Reflection Evaluation, I have chosen to use Gibbs' reflective model. Through this model of reflection I can aware, analyse and evaluate my performance at the university in terms to avoid the mistakes I have made before, to achieve new skills regarding develop my personality and to be more successful as a student in the future.

### Gibbs' reflective model



Adapted by the University of Sheffield (Sheffield.ac.uk, 2020)

## Description

As a student at the University of Wales Trinity Saint David London since the beginning of my first term, I have collided with differences between the UK education and Bulgarian Education. New methods of teaching, distinct way of assessment and, of course, academic English. For example, in Bulgaria at school we usually write down the lessons and after that is easy to learn the new material. But at the university, they expect from us to listen in class and to find by ourselves reliable resources with material for preparation. It took time to realise that the core of UK education is independent learning. One of the most difficult for me was making a presentation.

My first presentation was for the module of Community Engagement. Our task was to perform a role-play scenario within exactly 5 minutes. My role-play was for the HR manager of Nescafe UK. Because I had never made a presentation before I had to start preparation earlier. Day after day I was rehearsing at home in front of the mirror and I was trying to make the presentation for the required time.

On the assessment day I was a little bit late and when I came into the classroom one of my colleagues has already started with her presentation. I sat down at my place and I was waiting for my turn. In the classroom was very quiet, our teacher, usually so friendly and smiling, then was serious and focused on the assessment of our performances. I was listening carefully to each of my colleagues during their presentations. I observed their body language and every time when I met their eyes, I have nodded agreeable striving to encourage them. Finally, I have heard our teacher calls my name. I grabbed my notes in one hand, and I have started my role-play scenario diffidently. Because of the stress I was speaking extremely slowly and I extended my Introduction too much. Gradually in the middle of the presentation, I was able to relax myself and to proceed with my presentation more confidently. I remembered that I must keep eye-contact with the audience and looked at my colleagues in front of me. But just before starting my conclusion, suddenly I was interrupted by our teacher. She said that my time was finished, and I did not make the conclusion of my presentation.

## Feelings

I remember very well my first day at the university. I was happy, excited and so proud that I am a student at one of the best universities in London. I could not wait to start my course, to meet my new colleagues and our teachers. But after the first week of the term my enthusiasm evaporated. Very fast I realised that it will be much difficult that I expected. Because of my lack of academic language, I was frustrated to learn the new words quickly, I reread the lectures and tried to remember everything. At the same time, I had to go to work. My job is this kind of job that is not finished when I leave the office. Very often I work at home too. Because of that I was staying till late in the evenings, woke up early in the morning and if I did

not work, I was studied. I felt tired and stressed. There were moments that I thought I would not make it and I do not deserve to be at the university. Sometimes I had the feeling that no matter how hard I was trying it is not making sense.

The day before my first presentation at the university I was a little bit nervous, but I tried to convince myself that I am prepared well, and everything will go well.

In the assessment day I woke up scared, my stomach was contracted into a ball and a lump was stuck in my throat. In addition, I was late, and I was too worried when I entered the classroom. All the students were sitting quietly, but I could feel their anxiety. While I was watching the presentation of my colleagues, I saw most of them were nervous and just a few looked confident and calm. I became increasingly tense and the waiting has made me more apprehensive. When I finally heard my name, I grabbed my notes and fearfully went in front of the class. I began my presentation hesitantly. My body was shaking, and my hands were trembling I was in a panic. I was trying to watch it ahead but in fact, I could not see anybody. My voice sounded very unnatural, I was speaking too slowly, and I was not sure whether what I was saying had any sense. In the middle of my role-play scenario, I managed my emotions, become more confident and then the words were flowing from my mouth. I was looking at my colleagues, and I kept eye-contact with them for the rest of the time. After a while, I was unpleasantly surprised when our teacher stopped me because my time was up, and I could not make a conclusion of the presentation. I was shocked and confused because I did not notice when the 5 minutes had passed. But the most important was that I was strongly disappointed by myself. It was hard to believe that I could not perform my presentation well as I expected. I was absolutely convinced that I was failed.

## Evaluation

After the assessment presentation day, I spoke with my colleagues to discuss our performances. I was surprised that most of them had the same feelings and sensations like me before and during their presentations. Some of them assured me that my performing was not so bad as I thought. They said that only in the beginning I looked constrained and nervous.

As a part of the task of the presentation, our teacher picked up a partner for everyone and we had to give feedback to each other (See Appendix 1 and 2). According to my partner's feedback, I must be calmer, to keep eye-contact with the audience and she also underlines that I did not have enough time to make a conclusion. In addition, she said that my introduction was good, and my role-play scenario was explained properly.

I received feedback from our teacher as well. She was slightly disappointed with my performance. She expected better outcomes from me because of my activeness and confidence in class. In general, her evaluation was that my role-play scenario was clear, clarified well, with a coherence of the actions. She recommended to me to do not be so frustrated and to learn how to control my emotions because mainly this affected my performance. That's why at the beginning of my presentation, while I was trying to overcome my nervousness and anxiousness, I have lost too much time for my introduction. And in the

end, the time was not enough to make a conclusion. She also advised me to do not try to outrun myself because if I strive to become a good presenter, it's needed time, persistence and practice.

### Analysis

When I looked back to my performance on the role-play presentation, I can explore the main reasons for my inadequate outcomes. I became aware that my major lapse was public speaking fear. The panic of talking in front of people is related to terrifying apprehension to be judged or embarrassed by the audience. This frightening can be observed especially among the foreign language student (Maastrichtuniversity.on.worldcat.org, 2008) as I am.

Rehearsal is very important for a good presentation. When I was preparing my presentation, I rehearsed alone in front of the mirror. But one of the best ways to develop delivery of presentation skills is to rehearse face to face to someone – family members, friends or colleagues. The other way is to make a video of your presentation (FreeManagementEbooks.com, 2013). It will help to overcome the fear of talking in front of a group of people and then explore your mistakes.

Since my first day at university I am suffering from sleep deprivation. I try to balance my job and my study, but the time is never enough. The evening before the assessment day of the role-play scenario I also stayed till late for rehearsing my presentation. According to research for sleep deprivation lack of sleep makes a bad effect on the students and their developmental outcomes (Sciencedirect.com, 2019). I realized that sleep deprivation was an enormous mistake for my presentation performance because instead to be well prepared I felt sleepy and tired.

### Conclusion

When I make a review and examine my experience at the university till now, I realise that I had to apply a different approach. Firstly, do not be so frightened about my outcomes or from the mistakes I have done. Failure is just a lesson that allows us to gain experience.

Secondly, I had not rehearsed my presentation alone. If I had done that a few times in front of my family, it would help me in the process to overcome the panic of speaking in public.

The other thing I had to do is learning to handle my time management properly. If I prioritised the duty for work, the task for the university and spent more time for rest, I would be more relaxed during my presentation.

### Action plan

My action plan includes applying different methods to improve the lack of time management skills and presentation skills. I downloaded a few books and I have already watched some

videos about what is the common mistakes that people make when they deliver a presentation.

I also bear in mind that I must enhance my knowledge of academic English. For me, this is the key element in the process of education. It will help me to understand better the material that they teach us at the university, and, in addition, it will save me considerable time when I prepare an assignment or a presentation.

I am planning to overcome my fear of public speaking. It will not only contribute to my good performance as a student but also will enhancing my self-esteem and my communication confidence in the workplace.

## CONCLUSION

Through this reflective evaluation by Gibb's model I can analyse and evaluate my outcomes at the university. The reflection helps me to explore my mistakes, to observe my strengths and weaknesses and to build an action plan for improving or developing my knowledge. This model illustrates how to learn by experience. Learning is the concept of significance from the past or recent circumstance that assist as a model for future conduct (Sciencedirect.com, 1996). From this perspective, the most important I have learned is that failure is part of the process of success.

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## APENDIX 1:

### LCBB 4002 COMMUNITY ENGAGEMENT

#### Peer Evaluation Role-Play Feedback From

Name of Presenter: **Lydmila Nikolova**

Date: **02/12/2019**

Activity: **Role-Play, Customer Service Supervisor**

|                                                      | Poor | Ok | Good | Excellent |
|------------------------------------------------------|------|----|------|-----------|
| Introduction (Explanation)                           |      |    |      | ✓         |
| Presentation (practical demonstration)               |      |    |      | ✓         |
| Conclusion (how well can you carry out the activity) |      |    |      | ✓         |

Any other comments

The Introduction was excellent. Lydmila gave a brief preview of her presentation and the role-play scenario.

The story of the scenario was clear, very easy to follow and all the details have given exhaustively. During the presentation, her body language has expressed her confidence. She was very calm, kept eye-contact with the audience all the time.

The conclusion was excellent as well. She also recommended how to be avoided in future the issue in the presented scenario.

There was just one mistake – she has finished her presentation a little bit earlier than the time that was given to each of us. Nevertheless, she has tried to manage the time that remained.

Signed: **Stefaniya Milanova**

Date: **02/12/2019**

APENDIX 2:

**LCBB 4002 COMMUNITY ENGAGEMENT**

**Peer Evaluation Role-Play Feedback From**

Name of Presenter: **Stefaniya Milanova**

Date: **02/12/2019**

Activity: **HR Manager in Nescafe UK**

|                                                            | Poor | Ok | Good | Excellent |
|------------------------------------------------------------|------|----|------|-----------|
| Introduction<br>(Explanation)                              |      |    |      | ✓         |
| Presentation<br>(practical<br>demonstration)               |      |    |      | ✓         |
| Conclusion (how<br>well can you carry<br>out the activity) |      |    |      |           |

Any other comments

Stefaniya present her introduction very clear and she explain it all with details. The presentation of the story was very clear as well and well explained, but she adds too many details and unfortunately, she didn't have time for conclusion. Otherwise the scenario was excellent. Her body language was very professional.

She needs to be more relaxed and use eye contact more.

Signed: **Lyudmila Nikolova**

Date: **02/12/2019**