



# Assignment 2

## Learning in the Digital Era

Module Name: Learning in the Digital Era

Module Code: ACCA 4025

Student Name: NASEER SARDAR

Student ID: 1252875

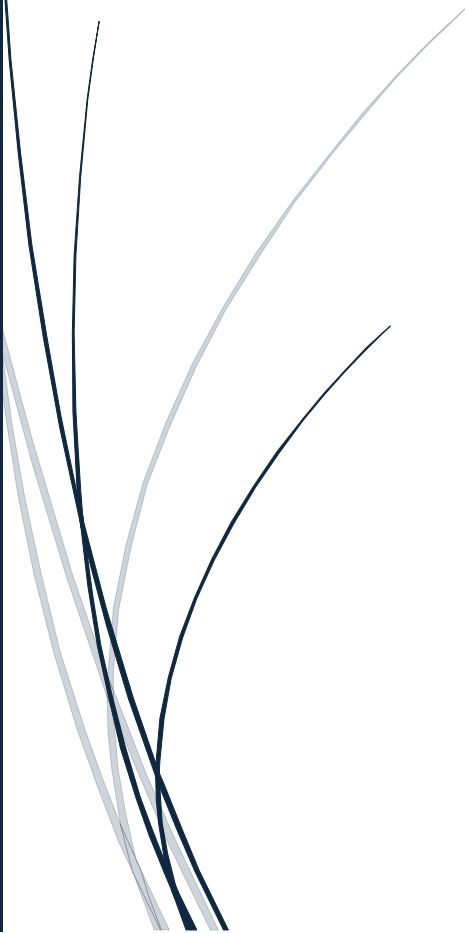
Lecturer's Name: DR FAHAD AMMED

Group: 3

Video Link:

<https://youtu.be/AOgEsKWUK04>

UNIVERSITY OF WALES TRINITY SAINT DAVID  
LONDON CAMPUS



## Table of Contents

|                           |           |
|---------------------------|-----------|
| <b>Introduction .....</b> | <b>2</b>  |
| <b>Main Body.....</b>     | <b>2</b>  |
| <b>Conclusion .....</b>   | <b>17</b> |
| <b>References .....</b>   | <b>17</b> |

# Introduction

In this document we will discuss and focus on the gibbs reflective model considering 3 different tasks that includes Self evaluation, Professional development plan with smart goals and traits gained from the self reflection. In all the tasks we will discuss and elaborate each individual point more specifically using different tools that will help to achieve overall goal that is to use gibbs reflective model practically.

## Main Body

Write one/two sentences.

**Video Link:**

Slide 1      **COVER PAGE**

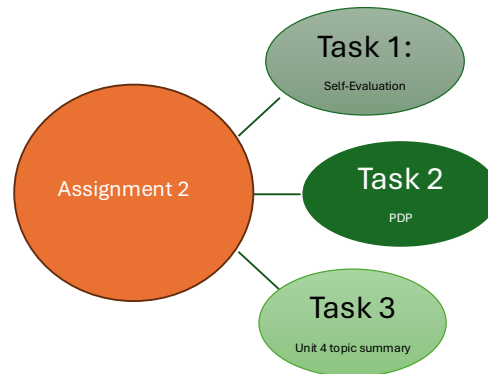


A presentation on Self-Evaluation,  
Professional Development Plan and  
Assigned Topic Summary

Module Name: Learning in the Digital Era  
Module Code: ACCA 4025  
Student Name: NASEER SARDAR  
Student ID:1252875  
Lecturer's Name: DR FAHAD AMMED  
Group3

Slide 2      **CONTENTS**

# Contents



Slide 3 **INTRODUCTION**

## Introduction



Welcome address



Introduce yourself

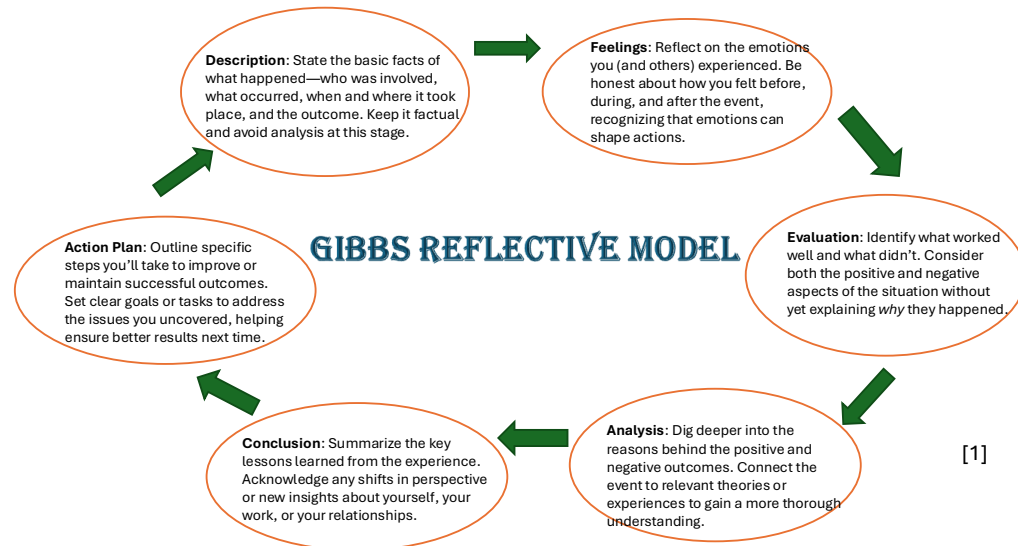


Introduce the topic of  
your presentation

Slide 4 **MAIN BODY**

**Main Body**

## Reflective Model



### Gibbs Reflective model:

1. **Description:** Gibbs' Reflective Cycle begins with the description stage, which forms the basis of the entire reflection process. This stage's main objective is to give a precise, factual, and objective description of the experience or event without going into analysis, interpretation, or sentimental input. Establishing a precise and succinct knowledge of what happened is the aim.

2. **Feelings:** Gibbs' Reflective Cycle's second stage is devoted to examining and evaluating your own and possibly other people's feelings and emotions throughout the incident. This entails thinking back on early responses, later emotional changes, and possible feelings of other parties. This phase is more about making room for open introspection and developing self-awareness than it is about evaluating or analyzing your emotions. This phase is essential for gaining emotional intelligence and comprehending how emotions affect choices and behavior.

3. **Evaluation:** The assessment stage is the third phase of Gibbs' Reflective Cycle. During this stage, the emphasis is on evaluating the experience critically by determining what went well and what didn't. In order to get a thorough understanding of the event,

this entails taking into account both the positive and bad aspects of the experience in a balanced manner.

4. Analysis: The analysis stage, which is the fourth in Gibbs' Reflective Cycle, focuses on understanding the circumstances and deriving a deeper meaning from the experience. The understanding obtained from the stages of description, feelings, and evaluation is directly expanded upon in the analysis step. This is the point at which you combine those components to create a more complex comprehension of the event and its consequences.

5. Evaluation: You compile the knowledge you've acquired during the reflective process in this stage. It's where you clearly articulate the lessons you've learned from the event, how your perspective has evolved, and what you'll do differently going forward. This phase entails combining knowledge from the earlier phases and deriving significant conclusions from the experience.

6. Action Plan: This stage focuses on transforming introspection into catalyst for both professional and personal progress by putting the insights from the earlier phases into a tangible plan for improvement. This entails detailing how to apply lessons learned to improve personal and professional development in future circumstances, identifying precise actions, and creating preventive plans for situations like this.

4. Analysis: The analysis stage, which is the fourth in Gibbs' Reflective Cycle, focuses on understanding the circumstances and deriving a deeper meaning from the experience. The understanding obtained from the stages of description, feelings, and evaluation is directly expanded upon in the analysis step. This is the point at which you combine those components to create a more complex comprehension of the event and its consequences.

5. Evaluation: You compile the knowledge you've acquired during the reflective process in this stage. It's where you clearly articulate the lessons you've learned from the event, how your perspective has evolved, and what you'll do differently going forward. This phase entails combining knowledge from the earlier phases and deriving significant conclusions from the experience.

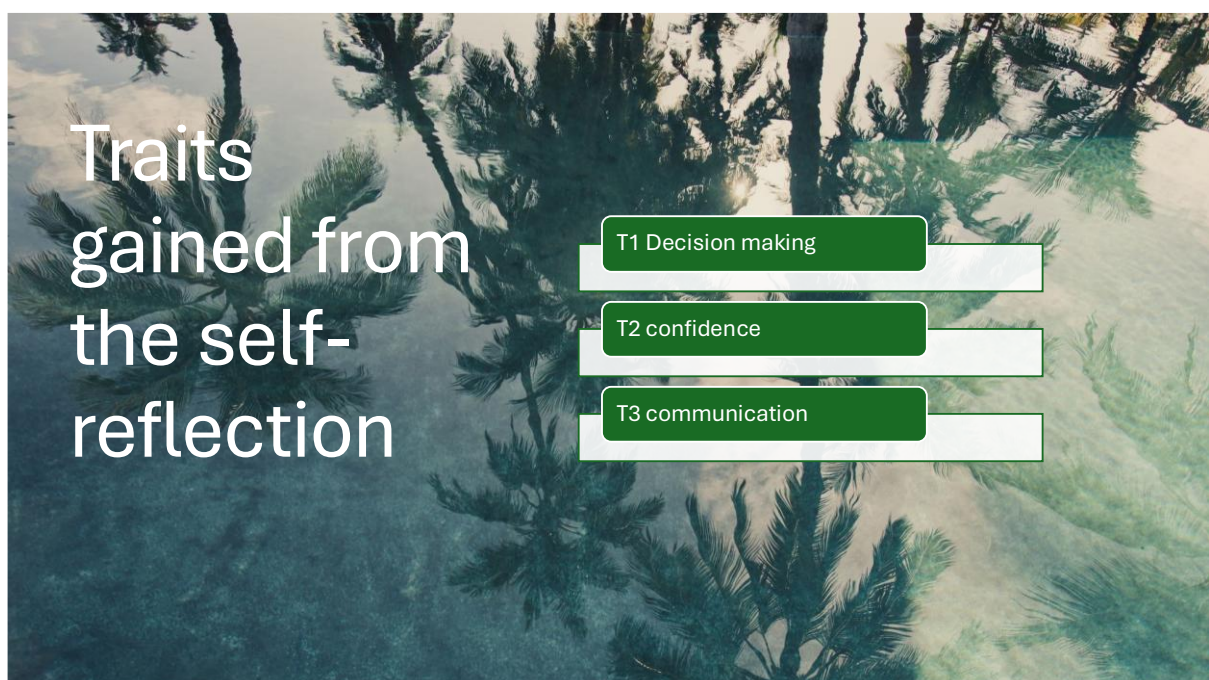
6. Action Plan: This stage focuses on transforming introspection into a catalyst for both professional and personal progress by putting the insights from the earlier

phases into a tangible plan for improvement. This entails detailing how to apply lessons learned to improve personal and professional development in future circumstances, identifying precise actions, and creating preventive plans for situations like this.

## Task 1: Self-Evaluation

| Strengths                                                                                                                                 | Weaknesses                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• team player</li><li>• Multitasking</li><li>• I am a good listener</li><li>• Flexibility</li></ul> | <ul style="list-style-type: none"><li>• time Management problem</li><li>• Decision making</li><li>• Doing academic Reference</li><li>• Public communication</li></ul> |

Slide 7      TRAITS GAINED FROM THE SELF EVALUATION



**Brief explanation:**

Slide 8      PROFESSIONAL DEVELOPMENT PLAN

## Task 2: Professional Development Plan with SMART Goals

| Goal to Achieve   | Personal Action Plan          | Resources and Support required                                          | Development Opportunity with Professional Qualification | Performance Measurement             | Expected Completion Date |
|-------------------|-------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------|--------------------------|
| Computer skill    | Online short courses          | Online platforms and links                                              | College, teachers                                       | Tasks related to the skills         | May-2026                 |
| CONFIDANCE        | Social circle                 | Will join different social groups, societies                            | Will learn                                              | Presentations, leading small groups | April-2026               |
| COMMUNICATOI<br>N | Networkin<br>g with<br>people | Be part of college societies and activities, volunteer work, work place | Will learn networking with people                       | Group involvement in activities     | April-2026               |
|                   |                               |                                                                         |                                                         |                                     |                          |

**Brief explanation:**

## Task 3

### 1: What Is Learning Agility?

- The capacity to learn, unlearn, and relearn; • The ability to apply prior knowledge to novel situations
- Learning from mistakes rather than avoiding them; • Being receptive to criticism and change [2]

### 2: Why Learning Agility Matters

- Helps people succeed in changing environments
- More important than grades or qualifications alone
- Employers value flexible and adaptable workers
- Encourages lifelong learning

### 3: Types of Motivation

- **Intrinsic motivation:** personal growth, passion, values
- **Extrinsic motivation:** money, grades, recognition[4]
- Intrinsic motivation leads to lasting change
- People perform better when they feel autonomy[3]

### 4: How Motivation Supports Learning Agility

- Motivated people seek new challenges
- They accept failure as part of growth
- Motivation encourages persistence
- Drives continuous improvement

### 5: How to Change Bad Habits and Become a Better You

- Habits are automatic behavior's
- Bad habits are formed through repetition
- Willpower alone is not enough
- Systems and environment matter[4]

### 6: Steps to Change Bad Habits

- Identify the habit trigger
- Replace bad habits with positive ones
- Start with small, realistic changes
- Be consistent and patient

### 7: Becoming a Better Version of Yourself

- Focus on progress, not perfection
- Build habits that support your goals
- Learn from failures[5]

## Brief explanation

**Video transcript:** *Why the school you went to is no match for learning agility* by Big Think

Learning agility is, in my opinion, one of the most crucial abilities that people can possess when considering the skills of the future.

Furthermore, what is learning agility? Learning agility is essentially the capacity to pick up new skills fast and keep up with emerging trends in your particular field. "Does this person that I'm interviewing have learning agility?" is a question that hiring managers may have. You know, ask them, "What did you learn last week? What did you discover the last month? What did you discover the previous year?"

It will help you determine that person's type of learner. Do they read a lot of books? Do they devote a significant amount of their own time to researching emerging trends in their field? If this is the case, they will be the most useful workers you can have in the future because things change so quickly every year that it's difficult to anticipate what capabilities you'll need. Therefore, the most useful people are those who can genuinely pick up talents before you even know which ones are most significant.

In the book, I argue that corporate learning has traditionally concentrated on three main areas: managers, leaders, and high-potential individuals. However, that means that 80% of your employees are not participating in the learning initiatives that the majority of businesses prioritize. So what are the 80% of your employees supposed to be doing if the company's not focusing on you?

Therefore, I believe that there is an incredible trend in which people are realizing that the entire workforce needs to be skilled, not just the 20% who hold managerial or leadership roles. Because everyone is at a different stage of their learning regardless of their position, I believe that the trend is more toward personalized learning. As a result, corporate learning organizations that try to implement one-size-fits-all programs don't usually match what each individual employee might need.

With personalized learning, you may determine your strengths and limitations for a particular function as well as your skill gaps, which can help you either improve your current position or get ready for future employment.

Therefore, I believe that for a long time, we have been trapped in a paradigm where hiring managers is based on a candidate's educational background and degree. And those are really important criteria to consider before hiring someone.

However, one of the questions we frequently ask is, "If I ask you about your education, you'll tell me where you went to school and where you got your degree," even though it may have been ten or fifteen years ago.

A. Does that truly reveal your true knowledge and abilities? As a result, I believe that the workforce of the future will be more concerned with talents and what people can actually do than with their educational background. This is because,

if you were to question someone about their health, they might respond, "I ran a marathon ten years ago." Does that accurately describe your state of health? Not at all.

How do they communicate in the language of skills, then? And how can we help people express the skills they possess and the skills they require? And if hiring managers can start focusing more on skills rather than degrees, I think that they'll be a lot more effective ways to get people in the workforce based on that rather than traditional credentials.

---

[2]Source: [Why the school you went to is no match for learning agility](https://www.youtube.com/watch?v=9uOGlk38aEc)  
(<https://www.youtube.com/watch?v=9uOGlk38aEc>)

## **Video transcript:** *Learning agility and how motivation drives change* by Talks at Columbia

Many thanks for it. I watch TV. You're undoubtedly unfamiliar with this outdated technology. It preceded social media. Nevertheless, I watch it. Additionally, an AT&T commercial that features a military veteran playing golf but lacking legs really got my attention. His legs are prosthetic. He is playing alongside professional Jordan Spieth. Thus, the brief commercial depicts him setting up for the ball, swinging, and making a stunning drive. I play golf now. To be clear, I don't play golf. All I do is play golf.

Do you recognize that distinction? However, it was amazing to watch him hit that ball with prosthetic legs and what it took for him to be able to do so because he had to acquire new abilities and fail most of the time. It's interesting. However, he gained knowledge, and it was amazing that he could strike the ball the way he did. I have no idea how long it took him to accomplish it. Most likely, it wasn't overnight. Yes, without a doubt. But keep an eye out for that. But you don't watch TV. No. I didn't notice that. You participate in streaming or other comparable activities. I'm unable to keep up. In any event, that is one of the learning agility instances I will discuss.

The one I want to go into a little more detail about. It was just last week. For US Army War College senior fellows, the college offers a program. The fellow lives with me for a year while I participate in my research group, attend auditing

sessions, and other activities. The current one is Monica Washington. She has been in the Army for a long time and is a colonel in my learning agility work group. She only received her next assignment last week.

South Korea will be her next task. Additionally, she is assuming the role of brigade commander, which entails approximately 4,000 personnel. Nonetheless, the type of military community in that region of South Korea is managed by this specific brigade. She therefore has a mix of citizens, South Koreans, and military personnel. Can you imagine how difficult it would be to manage that kind of organization? When I asked her about it, she responded,

"Well, if you think about it, I'm probably going to be like a mayor of a small city." She needs to acquire new skills, but they will be quite different from those she has previously utilized. She thus studied learning for a full year.

There are two parts to becoming an agile learner. You must be driven and possess a specific set of abilities. Thus, if you find yourself in a novel circumstance and are unsure about what to do... Then, what do you do? The idea is to give things a try. Therefore, the motivation component is all about one's readiness to take a chance when trying to handle novel situations when they are unsure of exactly what to do. Therefore, asking for feedback on how you're doing goes hand in hand with taking risks, regardless of how damaging the action may be to one's self-esteem. You face the risk of embarrassing yourself, which is essentially the narrative of my life.

Relevant terms for what learning agility means is two major components of learning agility **flexibility**:

- being adaptable, not rigid, when trying to do something for the first time,
- and getting feedback as soon as possible.

By the way, the biggest problem with learning agility for, that people don't do is ask for feedback. You know what I mean by that? Because you run the risk of the person telling you. So, people just don't do it. But to learn is extremely important. So flexibility and **speed**—that is, experimenting rapidly. And if they don't succeed, they should move on and attempt something else immediately rather than slipping into a slump. That is not the same. Thus, a key element of learning agility is speed and coming up to speed as quickly as possible.

What is the issue that humanity faces? When we fail to achieve our goals, we become defensive. being protective of that. Therefore, we constantly struggle to be flexible in our learning and so on.

So in summary for right now, **learning agility is a combination of motivation and skill** ability. Therefore, the motivation is being prepared to deal with novel and possibly unclear events by acting in a way that keeps one involved. Maintaining interest is crucial to the learning process. Therefore, the ability to

immediately assess the effects of these acts determines what to do next in order to continue learning.

Learning agility is still in its early stages. We're just getting started. We are attempting to truly comprehend what it is. However, as Jason and I have already discussed today, it's a hot topic. As a result, we must embrace it right away, which is the main goal of the research. This is a concept that we adhere to, which implies that there are individual differences in how people learn, so we must consider individual differences. However, the more goal-oriented you are, the more likely it is that you will be more adept at agile learning than otherwise might be.

And you must be open to new experiences and learn from those. So, the measure that is in progress is a behavioural measure, not a clicking or cognitive one. That's too hard. For me to get into your head that will take several years. And some of you have heads I don't know that I really will.... Never mind.

But so, the parsimonious way is to measure behaviour. Here's some sample items:

- • Request comments on my performance from my peers. Put differently, the question is, "To what extent do you do that?"
- • Increase my knowledge and proficiency through formal education and training. You maintain your pace. For heaven's sake, you read, and so on. I am aware that I am preaching to the choir.
- • Accept demanding new positions and assignments.
- • Talk to others about my errors. Do you act in that way? You must have faith in the individual, don't you? That is an issue.
- • In any case, collaborate with coworkers who have various backgrounds or roles to exchange viewpoints. Do you collaborate with individuals who are different from you? That will be useful.
- • Try out unproven concepts by putting them to the test. obtaining information regarding its effectiveness, similar to an experiment.
- • To comprehend what transpired, critically assess work-related incidents with others. We refer to that as an after-action review. The army refers to it as reflecting. Finding similarities between divergent viewpoints is another example of flexibility.
- And get up to speed quickly and so forth.

So, the reliability of this instrument is in place. It's reliable. It means that if you take it at time one, and you take it at time two, the scores will be consistent. We don't know what to do about defensiveness, and that works against you. The validity part that's what we're doing the research on now, and we're making progress on that. And I keep telling my students: validity is the fun part. Reliability was hard work- took five years by the way- to get it to be reliable. But now we're doing the validity: Does it measure what it says it measures? And that's the fun part you're just going to have to take my damn word for it.

## **Video transcript:** *Michael Jordan 'Failure' Nike commercial by United Sales Pros*

I've missed more than 9000 shots in my career.

I've lost almost 300 games.

26 times, I've been trusted to take the game winning shot and missed.

**I've failed again in my life. And that is why I succeed.**

---

## **Video transcript:** *How to change bad habits and become a better you by Sprouts*

A habit is a set of thoughts that result in automatic actions. The advantage is that we don't have to repeatedly consider our options. It simply occurs and may have positive side effects.

However, a negative habit can also harm us or prevent us from moving forward. We can learn and unlearn them, though, just like anything else.

But first, let's try to understand where they come from.

Our brains develop established habits of thinking as a result of experiences. Let's use a comparison between what occurs on a farm and what occurs inside your brain to explain this. There is a mailbox, a chicken shed, a farmer named Joe, and his vegetable garden. Farmer Joe walks to the vegetables first thing every morning, checks on his hens, gets his mail, and then returns to the house. His footprint on his property becomes increasingly noticeable after a few days of this activity. The trace turns into established pathways after a few months. In his mind as well as on his farm

Joe finds his affection for all living things in a wonderful dream one night. He releases all of his chicks the following day. The amusing thing is that he continues to stroll blindly from the vegetable plot to the poultry shed without changing his behaviour. The trace on the ground, and inside Joe's brain are now just too deep.

To leave the path of habit, we must go down a new road. This takes time and multiple repetitions of our new desired behaviour and willpower to keep going.

A habit is often a response to a certain **trigger**, which follows a **routine** and usually ends with a **reward**. This is also called **a habit loop**. Joe's trigger is the vegetables. As soon as he waters his last tomato, he starts his next routine to automatically walk to the chickens. His reward is to find eggs. And because rewards release dopamine, a neurotransmitter that makes our brain first happy and then hooked, we get stuck and can't let go anymore. Joe's sister lives in the city. She has a funny habit. She instinctively glances at the screen whenever she hears her phone. For the most part, it's just a random, unimportant message. Even if something far more significant was going on at the time, this still occurs. In the hopes of receiving a sweet reward and some of that addicting dopamine, the sound of the phone sets off a ritual.

Journalist Charles Duhigg suggests rethinking the habit loop in order to break a habit. Let's say you enjoy going to the movies, but you always overindulge in the sweet popcorn. The popcorn stand you pass every time you go to the movies is your trigger in this instance. Purchasing that popcorn is part of your habit. Snacking while watching the movie is your reward. You can replace the routine while maintaining the trigger and reward to break your habit. Get salty popcorn instead of sweet. Perhaps even fruits later. Remove the trigger if a major issue arises. Give up purchasing movie tickets. If we are unable to

leave our phone alone, we can turn off all the notifications. And if we have friends that get us into situations that can trigger a bad habit, we can make new friends that don't.

Some habits are tricky. Procrastination for example. There is no clear trigger, routine or reward. It just happens. Habits like that can be changed in tiny steps that leads to small rewards. Next time you procrastinate, try to make some short breaks in which you focus. Your trigger can be the full hour on your clock. Once you hear it, focus on your work even if it is just for 5 minutes. After, reward yourself with a piece of chocolate. The very first day you do that, you will already create some new traces in your brain and the next day some more. After a few weeks, it will be easy to walk down that road. Many small steps added together make a big difference over time.

After all, we still have our entire life in front of us. And to become successful, good habits are probably our best bet. As the famous poet John Dryden wrote: "We first make our habits, and then our habits make us."

Tell us. Have you ever learned or unlearned a habit? Please share your experience in the comments below!

---

## Conclusion

- This presentation includes 3 tasks which includes Self evaluation, Professional development plan with smart goals and traits gained from the self reflection. The main focus of the assignment is Gibbs reflective model and how to practically apply it. I reflected on myself, about my weaknesses, my strengths, areas to improve. It helped me to identify areas in which I need to improve and the model facilitated me on how to identify the problems, how to analyze it and how to evaluate it. After completing this assignment at the end I was able to critically think and evaluate different practical situations of my life.

## References

[1] Simply Psychology, "Gibbs Reflective Cycle", Simply Psychology. <https://www.simplypsychology.org/gibbs-reflective-cycle.html> (accessed Dec. 14, 2025)

[2]Source: Why the school you went to is no match for learning agility  
(<https://www.youtube.com/watch?v=9uOGIk38aEc>)

[3]Source: Learning Agility and How Motivation Drives Change  
(<https://www.youtube.com/watch?v=ORQz5Fadlio&t=56s>)

[4]Source: How to Change Bad Habits and Become a Better You  
(<https://www.youtube.com/watch?v=vdo0h3DQQmw>)

[5]Source: Michael Jordan "Failure" Nike Commercial  
(<https://www.youtube.com/watch?v=CgW48mBQJ14>)