

STUDENT SELF-REFLECTION

Name

Alexandra Beatrice Crisan

Student id number:

2208395

The module title:

Foreign Languages and Cultural Awareness

Your lecturer name

Lisa Bassler

I chose to use Gibbs' Reflective Cycle, to critically reflect on my self-development during the preparation of my presentation. This experience was a valuable learning.

At the outset, I had a basic understanding of the topic I was going to present. I had collected various sources of information, including books, articles, and online resources. I began the research and preparation process with a clear idea of the main points I wanted to cover in my presentation.

Initially, I felt a mix of excitement and anxiety. I was excited about the opportunity to learn more about the subject and share my knowledge with others.

As I delved deeper into my research, I realized that my initial understanding of the subject was quite superficial. This realization was both humbling and eye-opening.

I decided to approach the subject from different angles and consulted a variety of sources, including academic papers and experts in the field. This helped me develop a more comprehensive understanding of the topic. I also attended workshops on public speaking to enhance my presentation skills.

Through extensive research and practice, I gained a much deeper understanding of the subject than I initially had. I learned that true expertise often requires ongoing learning and a willingness to explore different perspectives. Additionally, I improved my public speaking skills and gained confidence in presenting complex ideas.

Looking forward, I plan to continue my learning journey by staying updated on developments in the field. To further enhance my presentation skills, I intend to practice regularly and seek feedback from mentors and colleagues.

Throughout this experience, I asked myself several self-reflective questions:

What motivated me to choose this topic for my presentation, and how did my motivation evolve throughout the process?

How did my initial understanding of the subject compare to my final understanding?

My initial understanding of the subject was relatively basic. I had a general grasp of the key concepts but lacked the depth of knowledge that comes from thorough research. I began to appreciate the complexities and nuances, which led to a more comprehensive and nuanced perspective by the time I completed my presentation.

What challenges did I encounter during the research and preparation stages, and how did I overcome them?

I encountered several challenges during the research and preparation stages. One major challenge was information overload, as there was an abundance of material available. To

address this, I developed a systematic approach to categorize and prioritize sources, ensuring that I focused on the most relevant and credible information.

How did I feel during the presentation itself, and what did I learn from that experience?

During the presentation, I experienced a mix of nervousness and excitement. The experience taught me that preparation and practice are key to overcoming presentation anxiety. It also reinforced the importance of clear communication and engaging with the audience through questions and discussions.

What strategies did I use to improve my public speaking skills, and how effective were they?

To enhance my public speaking skills, I attended workshops focused on presentation techniques. Additionally, I sought feedback from colleagues and mentors, which helped me refine my presentation skills.

In summary, this self-reflection using the first person has allowed me to explore my motivations, the evolution of my understanding, challenges faced, and strategies employed during my self-development journey.

References:

1. Gibbs, G. (1988). *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford Centre for Staff and Learning Development.
2. Moon, J. A. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. Routledge.
3. Schön, D. A. (1987). *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. Jossey-Bass.
4. Brookfield, S. D. (1995). *Becoming a Critically Reflective Teacher*. Jossey-Bass.
5. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.