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Reflective Report

Student Number:

Introduction

This report will present a reflection of my learning experience in the module with a specific focus on time management, academic writing, using the library and gathering relevant information, and public speaking and giving presentations. The reflection will be based on Rolfe et al.'s (2001) reflective model, which is composed of three basic questions: 'what?', 'so what?', and 'now what?'. The first question, 'what?', should present a comprehensive description of the events that occurred, and the specific experience identified and selected for further development (Rolfe et al., 2001). The second question, 'so what?', provides a deeper analysis of the specific experience selected using literature and other resources to present a comprehensive insight into the matter (Rolfe et al., 2001). This stage demonstrates a deliberate attempt to objectively understand the meaning of the situation and experience. The final question, 'now what?', presents a plan for the actions to be taken to enhance my practice based on what was learned from the experience (Rolfe et al., 2001). This entails a simple action plan composed of key pointers related to what will be done and the means of assessing improvement in practice. The report will present a full

reflection of each topic separately and will draw on credible literature sources to delve deeper into each topic.

Time management

What?

At the start of the topic, I was sceptical about learning anything new because I was convinced that I possessed sufficient experience from my personal life related to all elements of time management. I had previously read many resources related to effective management and was aware of the significance of time management from my experiences with schedules in school and at home. However, I quickly learned that my scepticism was irrelevant after the first minutes of the lesson because I realized that I was not responsible for managing my time effectively in the past. This is because my schedules were always planned by other parties, such as the school administration. The topic taught me about the importance of priorities, and I learned how to rank my schedules and deliverables based on their urgency and importance.

So what?

The lesson learned from the topic resonated with Cottrell Stella (2019) and Mohammad Karim et al.'s (2015) study, as they stated that the main aim of time management is the allocation of sufficient time to think about one's duties and tasks as opposed to performing more tasks in a shorter period. Rammer (2019) further suggested that time is an invaluable intangible resource that is essentially a factor of pressure in every context. Therefore, prudent time management is a reliable tool to deal with this challenge. The topic inferred that such variables as delegation, prioritization of activities and tasks, planning for personal and occupational matters, and proper management of meetings significantly influence time management.

Mohammad Karim et al. (2015) concluded that goal setting is the link between these variables and should be the first step in the process of time management.

Now what?

Based on this information, I realized that I need to enhance my approach to goal setting to effectively manage my time. An effective goal-setting strategy would demand that I fully understand both my intrinsic capabilities and the nature of my external environment. Therefore, I learned that I should commit to a consistent assessment of my ability to meet all my expectations within the stipulated time limit before providing my assurance. This implies that I will continuously take inventory of the resources that I possess whenever I am presented with a new or additional duty or responsibility. This will ensure that I can balance all the variables contained in effective time management presented by Mohammad Karim et al. (2015) and Cottrell Stella. (2019).

Academic Writing

What?

I was initially apprehensive about going into this topic because I believed that I would have a hard time articulating my thoughts in formal text. This is because I previously struggled with adopting neutral positions to any academic subject. All discourse that I had tackled prior involved my leaning towards either a conservative or radical approach to the main topic. Therefore, I was either a supporter or opposer of any problem statement.

However, my experience with this topic during the module gradually improved my objective reasoning. I learned that the core principle of academic writing is to attempt to meet all truth conditions related to a specific proposition without bias. Therefore, the topic taught me that I should always evidence my claims with credible literature to ensure that I provide irrefutable axioms in my process of writing academic papers.

So what?

The lesson learned from the topic resonates with the view held by Kyriakos and Tenaris (2018) that writing is a predictable and rational activity presented in hegemonic academic discourse to target publication in the appropriate journals. Therefore, it is experienced as a sensuous, embodied, social, emotional, and identity-related activity by the writers. Badly (2009) suggests that academic writing provides a language to discuss courage and vulnerability, which consequently disrupts the masculine order of traditional academia. Therefore, contemporary literature suggests that a writer's core requirement is creativity which is influenced by their love for advancing society's existing knowledge of certain phenomena (Kyriakos and Tenaris, 2018).

Now what?

The lesson learned from the academic writing topic reinforced my perception of creativity as the central motif of effective writing in academia. I realized that my creativity must be matched with an equal attempt to validate any personal claims regarding a particular topic of interest. One of the ways that I could enhance my level of creativity is through extensive reading of literature related to any subject that I am interested in. This activity would provide me with a wide range of conflicting perspectives where each is backed with reputable evidence to support the individual claims presented by the authors. Therefore, I should improve my culture of reading by incorporating a reading schedule into my time management practice.

Using the library and gathering relevant information

WHAT?

Before the topic, I was wired to believe that all the informational resources I would ever require would be simply acquired through any of the many online search platforms. My personal and occupational experiences in the past reinforced this view. This is because I had experienced some level of success as I would often get quick answers to any of my queries from a simple online search. However, my experience in the topic showed me that this practice was limited in scope and failed to provide conclusive and comprehensive explanations to my queries. I learned that most of the credible information is stored in conventional brick-and-mortar and limited digital libraries. The topic taught me the importance of libraries in indexing information specific

to a specific topic and how I can utilize this feature to aggregate relevant and credible information.

So what?

The lesson from this topic is congruent with the findings by Stoddart and Godfrey (2020) in their study about learning in library curriculum center spaces that the use of space in libraries is associated with diverse types of learning. They demonstrated that the use of libraries by students was associated with two fundamental outcomes of learning on campus: communication and learning and integration (Stoddart and Godfrey, 2020). This means that my use of the library and the process of acquiring relevant information established a unique way for me to communicate the impact of my learning experience with the academic institution's stakeholders. Solomon and Bronstein (2021) further asserted the importance of clarity in the practice of the contemporary gathering of information by liberal professionals. This is based on the need for the reduction and ultimate elimination of the reliance on obsolete or partial grounds, as well as the enhancement of the quality of service that I would be expected to provide to my patrons that rely on my expertise.

Now what?

The topic established the necessity for me to conduct a comprehensive inventory of myself to fully understand my unique learning style. This is because it would ensure that I identify and utilize the information-gathering procedures that best suit my style. Therefore, I intend to leverage all the learning styles available to me and select the best. Afterward, I intend to further familiarize myself with the library environment to enhance

my learning style. This should ensure that I can acquire relevant information on any topic of interest that I intend to explore in the future.

Public speaking and giving presentations

What?

I have always found public people who can speak persuasively in front of a sizable crowd while remaining composed in the face of uncertainty about the audience's reaction to them fascinating. I firmly believed that public speaking and making presentations were special skills that could only be held by a select few people prior to my presentation. However, my presentation related experience convinced me that it is an acquired skills just like many others. This is due to the extensive planning process and regular practise that are required. The presenter's level of expertise in the issue has a big impact on how well they do in the specific topic or in the presentation. I therefore discovered that in order to ensure that I create proper presentation in future, I must perform in-depth study into the issue to be discussed utilising a suitable information gathering techniques. Additionally, I discovered that confidence in public speaking is gained by regular practise, which calls for preparing for all potential audience reactions.

So what?

Grieve, Woodley, Hunt, and McKay,(2021) provide evidence in support of the topic lesson by showing that many students who are required to give public speeches struggle with

dread, physical symptoms, detrimental effects on the university, ambiguity about the subject, practicing and preparation, the anxiety of being assessed, and a need for greater practical support were among the six themes that the authors highlighted (Grieve, Woodley, Hunt, and McKay, 2021). The researchers advise those who must deliver public speaking giving presentations to improve their communication skills in order to lessen some of the anxiety related to public speaking giving presentations. Currently, many tertiary institutions mandate this for all students.

Now what?

During and after giving my presentation, I discovered that I need to put more effort into developing my communication skills to improve my public speaking ability and give presentations. This should build on my confidence and enable me to express myself better. Therefore, I intend to identify and participate in public speaking workshops offered by the learning institution to learn more about communication skills and get an opportunity to practice my public speaking skill with competent and seasoned individuals. I also intend to research and read more about public speaking to expand my knowledge about the features of authentic public speaking. Authors like Grieve (2020) provide invaluable advice on how to reduce the fear of public speaking, such as becoming aware of one's vulnerability, being oneself, and controlling the desire for perfection.

Conclusion

This reflective report sought to provide a discussion of my learning experience in the module. The report utilized Rolfe et al.'s (2001) reflective model to illustrate my unique experience with

the following topics: time management, academic writing, using the library and gathering relevant information, and public speaking and giving presentations. The model's framework also enabled a comprehensive analysis of the lessons learned in each topic using credible literature to validate my experience. Furthermore, the model enabled me to develop action plans to enhance my understanding of the lessons learned from each topic. This reflective report further illuminated that each of the topics presented is intrinsically linked because the proficiency acquired in any of the four topics could be utilized in each of their unique contexts. For example, proficiency in the use of the library and gathering of relevant information could be used to improve my academic writing skill and it would be acquired through effective time management practice. I have also learned that a reflective approach to learning is necessary for personal and occupational development because it enables me to identify and address my weaknesses, improve my areas of strength, and identify any potential threats and opportunities in my learning experience.

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