

## REFLECTION

### Introduction

“Philosophers have valued reflection for as long as there has been such a thing as philosophy”. Philosophy could also be classified as a reflective activity.

Typically, philosophers have assigned a great deal more value to reflection than really in its actuality it deserves, and have more so done so because of what their view of reflection is and it could be said to be terribly inaccurate what it is capable of achieving.

Reflection has mostly been called upon to solve problems that it simply cannot solve.

### Main Body

“Consider the now classic Frankfurt-style account of freedom of the will. There is an important difference Frankfurt insists, between young children and many non-human animals, on the one hand, and normal adult human beings, on the other hand. Young children and many animals have first-order beliefs and desires. Frankfurt allows but they do not have second-order mental states. Thus, consider a 3-year-old child who desires to have some candy and believes that there is candy available in the drawer. Other things being equal the child will act on this belief-desire pair. The child’s action will be jointly caused by her belief and desire, and the belief together with the desire will jointly rationalize the child’s behavior. When the child acts in this way, according to Frankfurt, the child acts freely.”

Adults on the other hand are psychologically more complex. Not only do they have first-order beliefs and desires, but are also capable of reflecting on those beliefs and desires, and by so doing they tend to have beliefs about their first-order states, which results in them having preferences, or desires for certain beliefs and desires.

“Thus, an adult may have a first-order desire to smoke a cigarette, and he may know where he may get a hold of some cigarettes. But the adult may also want to give up smoking, and give the difficulty involved in doing so, may very much desire that he longer have the desire to smoke. Someone else may not have the first-desire to smoke, but. On reflection may fully endorse the idea of acting on the desire.”

### Conclusion

In contrast to reflection-in-learning in health professions (e.g Man et al. 2009) or higher education in general (e.g Mittendorf 2014), little is known of the effectiveness to reflect, and also little is known of reflection in design education.

“Moon (2004) distinguishes experimental learning from reflective learning.” Mental processing is a form of reflection - can be classified as a form of thinking-that we may use to achieve an anticipated outcome or fulfil a longing purpose, or an unexpected outcome could be achieved by being reflective.

## Reference

Hilary Kornblith, (2012). On Reflection

Mittendorf, K. (2014). Leren reflecteren. In F. Meijers, M. Kuijpers, K. Mittendorf, & F. Wijers (Eds.), *Het onzekere voor het zekere. Kwetsbaarheid als kracht in loopbaandialogen*.

Antwerpen/Apeldoorn: Garant

Moon, J. A. (2004). *Handbook of reflective & experiential learning: Theory and Practice*. London: Routledge Falmer.

## TIME-MANAGEMENT

Time-management as discussed in class is an essential skill we have to attain in-order for us to be able to not only be effective in carrying out our academic requirements but also to have a balanced academic-personal life structure. I have personally started having things/events scheduled and also setting up alarm/reminder to remind me of these tasks. This has been pertinent in helping me get not just my daily tasks done and on time but also helping me with my academic life as well.

Time-management is I would probably say is the most single important, challenging, and important skill to develop as a student. In the current environment in which we live in since the Covid-19, most people seem to have enough time either through self-isolating after coming in contact with someone infected with the virus, however we still struggle to find out precisely what we should be doing and when it should be done, and when the art of managing and meeting deadlines – the socio-academic must be mastered sooner rather than later.

Early planning and in fine detail is a trait that some people have which gives them an edge in terms of being able to organize other personal effects; while others positively live on the edge, thriving on the 11<sup>th</sup> hour pressure. We would need to keep on top of a wide range of variety of tasks simultaneously, so effective time-management would have to be a conscious effort one way or the other.

Defined as a form of voluntary irrational delay that has negative consequences on the procrastinating individual, procrastination is a habitual form of postponing actions to a later date or time. Procrastination happens at different times for different people, and it depends on where you struggle to convert your intentions into actions (Pychyl 2010). Some students find themselves procrastinating at the start of an essay writing process, excessive reading and research eventually

becomes a form of distraction in order to put off sitting down to actually writing the essay.

Some students might tend to start their essays early but end up losing steam along the line and struggle to meet deadlines that are far in the future, while their classmates might prefer to leave everything to the last minute, in the hope of using the pressure of a close deadline as motivation.

Dilatory behavior can be linked to the lack of self-regulation or self-management practices in general (Lachenicht 1992), trait procrastination should be associated with lower scores on dispositional Time Management measures. Dispositional Time Management would be negatively related to dilatory behavior and trait procrastination positively related. These associations were predicted in the present-day study. In addition, a mediation hypothesis was examined (Baron & Kenny 1986; Evans & Lepore 1992). These individuals reasoned that it was due to lack of time management capabilities that caused trait procrastinators to exhibit higher levels of dilatory behaviors than non-procrastinators. The presence of such capabilities as a form of self-management would encounter these tendencies.

In my own conclusion, time-management is extremely essential in our day-day life in order for us to be able to set tasks for ourselves, set achievable goals and have the dedication to adhere to these set tasks. Learning from my tutors in class and also reading up online has broadened my view of the importance of time-management and I feel like it is something I couldn't do without. I have set tasks for myself lately that I have been able to complete and also in good time.

## References

Baron & Kenny. (1986); Evans & Lapore. (1992) *Trait Procrastination, Time Management, and Academic Behavior*. [Online] Available at:

[researchgate.net/profile/clarry\\_Lay/publication/209836122\\_Trait\\_procrastination\\_time\\_management\\_and\\_academic\\_behaviour](https://www.researchgate.net/profile/clarry_Lay/publication/209836122_Trait_procrastination_time_management_and_academic_behaviour) (Accessed 21/11/2020)

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## **COVER LETTER**

### Introduction

“It is becoming a difficult task to find an academic position that is best suited for one’s capabilities and preferences. In an extremely competitive environment [1], there are tens of applicants (and often more) per a single position. As a result, the hiring committees judge the quality of the candidates based on numerous criteria, including previous achievements listed in their CVs; recommendation letters from their instructors, supervisors, or peers; technical and presentation skills; and research plans. In many cases, the first encounter with the applicants is mediated by their cover letter. If well crafted, the letter can simultaneously act as an introduction, a first-stage filter, and a cogent, compelling argument for one’s candidacy (e.g., [2–6]). On the other hand, a generic, boring, uninspiring cover letter full of typos will increase the probability of dismissal of the application, oftentimes irreversibly blocking the applicant’s entry to a potential dream position.”

### Main Body

“Rule 1: Before starting the application, make a list of pros and cons for the position. Go beyond the information provided by job ads and institution websites; consult mentors, advisers, and colleagues. Start writing the cover letter only if the pros of application outweigh the cons. This will help you to compose a text in an enthusiastic style.”

#### Rule 2: Remember KISS—Keep It Short and Simple

“This is one of the key concepts in effective speaking and writing. For a cover letter, if not required otherwise by specific formal requirements, two pages are the maximum. Address the letter to a named person. A short introduction serves as a “handle,” i.e., it should get attention from the committee.”

#### Rule 3: Be original, nonconformist, and personal

“Although it is useful to read cover letters of successful candidates, do not get too influenced by their style and content. Be yourself.”

#### Rule 4: Show motivation and sincere interest

“If you are applying for a research position, try to address the following questions: why you are choosing this position; what is exciting about the projects performed in the laboratory; and what part of the project you would like to pursue.”

#### Rule 5: Provide an honest description of yourself

“Provide a glimpse of your personality, possibly in the form of a story that highlights your specific characteristics. Pick a few adjectives that describe you most of the time, regardless of

the situation. You may provide information about the path that led to your interest in a particular field. Be positive.”

#### Rule 6: Highlight your strengths

“How will the lab or institution benefit from having you on-board? List your major achievements and technical skills. State explicitly how your abilities and interests align with the position.”

#### Rule 7: Do not recycle

“If you are sending applications for several positions, do not use the same text and just change the name of the institution. It is important to tailor your letter to the position you are applying for.”

#### Rule 8: Avoid overstatements and false claims

“Overstatements tend to be annoying, and false claims, when uncovered, result in immediate rejection. Do not make yourself look better or more qualified. Avoid pompous metaphors and cliché’s. Be honest and truthful. Do not exaggerate.”

#### Rule 9: Do not underestimate the formal quality of the letter

“If a letter reads well, looks good, and is devoid of spelling and grammatical errors, then the reader will have a tendency to associate those qualities with the candidate.”

#### Rule 10: Plan ahead and do not rush

“When you think, the letter is in the best shape possible, try to put yourself in the position of the recruiter. To do so, set it aside for a couple of days. Such detachment will help you to see flaws that were not obvious at the time of writing. Allocate sufficient time to finalize the letter. indicated above will apply to every country.”

#### Conclusion

“Although a well-written cover letter is only a small step towards a successful job application, it may provide an important advantage by sparking the interest of the hiring committee for that particular applicant. Even if it is not formally required, it should still be included with the application, as it can help to underline the applicant’s qualities.”

#### Reference

Fran Lewitter, Whitehead Institute, UNITED

Tomaska L, Nosek J. (2018) *Ten simple rules for writing a cover letter to accompany a job application for an academic position*. [Online] Available at <https://doi.org/10.1371/journal.pcbi.1006132>

