

Reflective Essay: Personal Development During Group Video Project

In this essay, I reflect on my personal growth while working on a group video about ways to reduce obesity in primary schools. Childhood obesity is a major issue today, affecting children's health, emotions, and future opportunities. I use Gibbs' Reflective Cycle (1988) to structure my thoughts, covering description, feelings, evaluation, analysis, conclusion, and an action plan. I will discuss group work, Design Thinking, and my own development, using academic sources to support my points.

Description

For the group video project, the three of us worked together to create a presentation about obesity in primary schools. We chose not to assign formal roles like leader or editor, and instead shared responsibility equally across the group. Each person worked on a set of slides: one did slides 1 to 7, another did slides 8 to 13, and I completed slides 14 to 19. We also each made our own reference slides to make sure our work was well-supported and met the assignment criteria.

Even though we split up the work, working together was still very important. We met in person once a week to talk about our progress, share ideas, and make sure our presentation stayed consistent. These meetings helped us understand the topic better and support each other. Having a dedicated time to check in also meant that any confusion or overlap between sections could be identified and resolved early. We also used messaging outside of meetings to stay in touch and quickly solve any small problems.

We also applied the Design Thinking model to guide our work. During the empathetic stage, we explored the experiences. We used the Design Thinking model to help guide our project. In the empathetic stage, we looked at what children in primary schools experience, considering factors such as diet, exercise, and social factors. In the define stage, we focused on obesity in primary schools as the main problem that needed practical solutions. During the ideate stage, we came up with different strategies, and in the prototype stage, we put our ideas together in the final presentation. I was unsure how effectively we would communicate and whether we would share similar expectations in terms of effort and quality of work. This uncertainty made me feel slightly anxious, particularly as group work can sometimes lead to unequal contributions or misunderstandings.

But as we started meeting regularly and talking openly, I became more confident. I saw that my group members were motivated, organised, and ready to do their part. This eased my worries and made it easier for me to share my ideas and contribute meaningfully to group discussions. After a while, I felt more relaxed and started to enjoy working together. Even so, I got frustrated when I had technical problems with the shared PowerPoint. Not being able to access or edit the file made me worry that I wasn't doing my part. I also felt a bit dependent on others to upload my work, which was hard for me. Still, my group supported me, and that helped me feel better and confident that we could keep working well together.

Evaluation

Overall, working in this group was a good and productive experience. One of our biggest strengths was how we communicated. By meeting regularly and staying in touch outside of those meetings, everyone stayed informed and involved. This open communication style

helped to build a sense of mutual respect and accountability within the group. This made sure we all knew our responsibilities and deadlines.

Another strength was how much we supported each other. When problems came up, like my technical issue, the group reacted positively and worked together to fix it. Rather than placing blame, we focused on finding practical solutions together. This showed we were willing to help each other, which helped make the project a success.

However, there were also areas for improvement. There were also things we could have done better. Not having formal roles sometimes made our work less organised. While it helped everyone take part equally, it could slow us down when we needed to make quick decisions. Also, using shared technology showed how important it is for everyone to have equal access and feel confident with digital tools. Tuckman's (1965) stages of group development. During the forming stage, I felt uncertain and cautious, as we were unfamiliar with one another. This is typical, as individuals often take time to adjust to new group environments.

As we kept working, we went through the storming stage but didn't have much conflict. We faced some challenges, like different ideas and technical problems, but we handled them well by talking and working together. This shows we respected each other, which kept problems from getting worse.

Next, we reached the norming stage, where we set up clear ways to work and built trust. Our regular meetings and open talks showed this. Finally, in the performing stage, we worked efficiently and cohesively to finish the project to a high standard. Our teamwork and support for each other showed we worked well as a group.

Design Thinking was also important in how we worked. The empathise stage made us think more about what children with obesity go through, which made our project feel more meaningful and relevant. It encouraged us to consider the emotional and social dimensions of obesity, not just the physical health aspects. It helped us go beyond just sharing facts and think about real-life effects.

In the define stage, we narrowed down our ideas and made sure our presentation focused on a clear issue. This kept us from going off track. The ideate stage let us come up with different solutions and encouraged creativity and open discussion. This was especially helpful because everyone could share ideas and take part in decisions.

In the prototype stage, we combined our ideas into one clear presentation. This took teamwork and careful attention to make sure all the slides matched. When I had a technical problem at this stage, it showed how important it is to be flexible. Instead of letting it slow us down, we changed our plan and found another way to add my work.

This project also helped me grow personally. One key skill I improved was communication. I learned that good communication means sharing ideas, listening to others, and being open to feedback. This built trust in our group and made everyone feel valued.

In addition, I developed greater confidence in working with others. I also became more confident working with others. At first, I was hesitant to speak up, but as I got more comfortable, I found it easier to share my thoughts. This shows I grew as a person and got more involved in the group. The task required me to think creatively and work collaboratively to find a solution. This demonstrated that challenges can be opportunities for learning and development, rather than simply obstacles.

Conclusion

In conclusion, this group project was a great learning experience for me, both personally and academically. Even though I was nervous at first about working with new people, good communication and teamwork helped me get past that. The process of reflecting on my experiences using Gibbs' model has allowed me to identify specific areas of strength as well as areas where I can continue to improve.

Our group worked well together and showed strong teamwork and problem-solving. Using Design Thinking gave us a clear way to tackle the project, and Tuckman's model helped explain how we grew as a group over the course of the project.

We did face some challenges, especially with technology, but we handled them well and still finished the project successfully. These challenges ultimately strengthened our group dynamic by requiring us to adapt and support one another. Overall, this experience made me more confident and better at working in a team.

Action Plan

In future group projects, I want to keep building on the skills I learned here. First, I'll keep making communication a priority, since it was key to our success. Making sure everyone is informed and involved creates a good team atmosphere and reduces the likelihood of misunderstandings arising. Having some level of role allocation could also improve organisation and efficiency.

Third, I want to get more confident using digital tools and online platforms. Taking time before future projects to familiarise myself with the relevant software would reduce the risk of technical difficulties disrupting my contributions. This would help me work more independently and not have to rely on others if technical problems come up.

Finally, I plan to keep using the Design Thinking approach in future projects. Its mix of structure and flexibility helps with both creativity and problem-solving, which is useful for tackling tough problems. By continuing to apply these frameworks, I hope to become a more effective and adaptable collaborator. Reflecting on this experience has made me feel more ready for future group work and more confident in what I can offer.

Reference List

Gibbs, G. (1988) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Oxford Polytechnic.

Tuckman, B.W. (1965) 'Developmental sequence in small groups', *Psychological Bulletin*, 63(6), pp. 384–399.