

ACADEMIC REPORT

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Module code: BMSW4002

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Model of reflection

Gibbs' Reflective Cycle, established in 1988 by graham Gibbs outlines a structure that can be used to learn from experiences (Adeani, Febriani, and Syafryadin, 2020). The cycle allows for experiences to repeat themselves, thus allowing a person to learn from activities that went well or did not go well. Although the model is recommended for experiences that have the potential to repeat themselves, the model can also be used to study an experience that happens once. Gibbs Reflective Cycle comprises six stages: answering questions that are outlined in every stage helps in the reflection process.

Description

Description involves a detailed outline of what happened, who was present, where and why you were there when it happened, and finally, what were your expectations of what you wanted to happen.

Feelings

In this stage, one can explore the thoughts and feelings during an experience and how they affected the experience. One explores their feeling before, during, and after the experience. It is also essential to consider other people's feelings about the same experience. Finally, consider your thoughts during and after the experience.

Evaluation

Here, one evaluates what worked and what did not work for this particular situation. One must consider both positive and negative aspects of the situation. You consider other people's positive or negative contributions to this situation.

Analysis

In this stage, you may include literature reviews. Here, you make sense of what occurred, extracting meaning from it. You establish what parts went well or didn't go well and seek to know why.

Conclusions

What are some of the skills you would need to develop to handle such situations

prudently in the future? Here, you summarize what transpired, what you learned, and what could improve future outcomes in the same experience. Here you also consider some of the changes you may find necessary to achieve better results in the future.

Action plan

Here you plan the activities you would do differently to get the best out of a situation. What skills to develop to achieve better experience in the future.

Time management

In our last lecture, we were grouped by the lecturer into groups to tackle class assignments. So, we scheduled to meet the following day at noon in our group. It came to my realization that quite many of our group members came in late. Consequently, their lateness affected our productivity in that we could not finish the tasks at hand on time.

When I was preparing myself to go for the group meeting, I felt so excited that I did not have to do the assignment alone, so I looked forward to having a fantastic experience (Wajcman, 2018). Little did I know that I would be disappointed by some group members who didn't appreciate the virtue of time management. My friends who also arrived on time felt equally disappointed.

Honestly, the experience was a downer for me because we didn't achieve all our objectives, which were to finish all tasks assigned to us for the particular meeting. On the positive side, we were able to combine efforts and come up with excellent solutions for the tasks we were able to cover.

Some of the main reasons we could not finish the tasks on time are because some members came in late, thus limiting the time we had for the group work. Like me, the people who came in on time felt irritated by the latecomers.

Consequently, some of the late members made the meeting start in disunity.

In conclusion, I learned that every minute counts as it eventually affects overall productivity when it comes to time management. If everybody arrived on time, everybody could have had a good experience, and we could finish our assignment on time. A critical skill that could have come in handy during such a situation is teamwork coordination from the group leader to focus our attitude and energy on the task rather than blaming each other.

In the future, when I find myself in such a situation where I have to attend group meetings, I would emphasize that members keep time to avoid disappointments like the ones we faced. I would also encourage the group leader to install penalties on members who came in late.

Curriculum Vitae (CV) Writing

After a reflection on CV writing in last week's lecture, my friends and I felt the need to review our resumes and compare them with what we had learned in class. We observed that all of our resumes had deviations from the structure we taught in class. We all thought we had it right before we did the review.

When I reviewed my CV and discovered it was not as perfect and updated as I thought, I had mixed feelings because, at one point, I thought I had it all figured out about my CV, little did I know that there was a lot that needed to be done to be perfect. My friends felt inadequate. Now that we have this new information we learned in our lecture, we know it's wise to update.

We learned that our CVs were outdated because we had not paid enough attention to the details of the updates that needed to be done. We realized they would not sell us out to the employer if we were to seek internships or jobs with our current CVs. This could have been contributed by our ignorance of failing to review and update our resumes.

We appreciate that the lesson allowed us to know our resumes were inadequate. On the negative side, the CVs were still inadequate unless we did something to update them. The lecturer's knowledge gave us the insight to improve on CV writing. We also exchanged information and learned from each other.

In conclusion, I learned that when I want to write a perfect CV, I must not only rely on my understanding and my knowledge but rather seek help. I could achieve a good CV if I could crosscheck with other people's CVs and follow class guidelines. This is because using other people's strengths is usually adequate.

I planned to re-do my CV all over. I planned to use samples from friends and consider what we were taught in class. I would also research from the internet to explore the latest formats of CV writing to achieve a neatly arranged CV that is also updated. Lastly, the most valuable lesson I learned is that ignorance is no defense.

Referencing

Late last week, we were tasked to write reports and reference them using Chicago, Harvard, and APA referencing styles. When we submitted our reports for assessment, the lecturer noticed that most of us had problems with the way we referenced. Most of us had a list of references but had not done intext referencing. This led the lecturer to teach us referencing as he emphasized intext citation because it's essential to know where a person's article has been referred to when writing a report.

I thought I knew how to do referencing, and I felt good about it, only to realize that I was missing something, which made me, and my coursemates feel very disappointed in ourselves. We had to rewrite our report and base it on our recently acquired knowledge. This made us feel dumb about ourselves for thinking that we were perfect.

The positive aspect of the assignment was that we submitted our reports for review on time, so we never suffered deadline penalties. We achieved this based on the fact that we had some knowledge of report writing. However, it was unfortunate that we did not have a clear picture of what referencing entails. Mainly, our ignorance of thinking we know everything ideally contributed to the situation and led us to re-do our assignments.

Meeting the deadline of submission of our reports went on successfully because we used the information. We had to write the report and reference it the best way we knew how. However, we went wrong on some aspects of referencing. This became a setback as we had to re-do the work. We were able to write a list of references in our reports, and the only mistake we made was a failure to do an in-text citation. The knowledge we all got from our lecturer when he taught us about referencing helped us realize where we were going wrong.

In conclusion, I learned that it is prudent to carefully submit our assignments on time and follow instructions. I learned that if we had the complete information and knowledge to reference our work, we could have saved our time since we would not have to re-do our assignments. Critical thinking skills came in handy and will help us in the future to avoid getting assignments wrong.

When given a similar assignment, I would research parts of the assignments that I felt unsure of in the future. I would do sample reports and reference them using different referencing styles to perfect my skills because practice makes perfect. It is also encouraged that I should be time-sensitive to meet deadlines as much as I want to submit a well-done report.

Public speaking and giving presentations.

We scored poorly in the task during a presentation we did in class after discussing the assignment in groups. Although we had done excellent research on our assignment, our presentation was considered poorly done. The lecturer assessing us said that we failed in some public speaking skills in that we didn't address the audience's concerns, we were bored, and we went over the allotted time.

Having had invested our time in writing a good report. We felt confident that we would deliver well and get a good score (Gruber and Kaplan-Rakowski, 2020). However, during the actual presentation, we felt disappointed as we didn't deliver the way we thought we would. We extended the time-slotted to us, thus boring our audience. Additionally, we could not consider the concerns of the audience. It was very frustrating for us not to achieve our set goal.

The presentation had a share of both things that went well and those that didn't go well. One of the things that went well is that we prepared a good report, were it not for the fact that it was a presentation, the results could have been different. On the other hand, however, we failed in our presentation. We mainly contributed to this because we did not rehearse our report thoroughly.

Mainly things went in the wrong direction, we made a poor presentation, and the main contributor is that we did not rehearse well. Some of the group members were not confident enough to make the presentation. We also did not consider the positive impact of involving the audience in our presentation to overcome the boredom.

This experience made us come to some conclusions. We learned that a good report could be meaningless if the delivery of the presentation is poor. We also learned that the results could have been better if everybody had rehearsed and given a good presentation. We also could have divided the presentation tasks among ourselves according to the areas each person felt confident about. Finally, we concluded that learning from our own mistakes is not something we would wish to happen in the future.

In the future, if I found myself in a position where I am supposed to give presentations, I would do it differently to avoid making the same mistakes all over again. The skills that I would use are good teamwork and team coordination. Additionally, I would assign presentation tasks according to group members' capabilities. Time management is a skill that would come in handy to maintain the audience's attention without sounding boring.

Reference List

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