

Aspects of presentation essay



**ASSIGN
BUSTER**

The reflective model I have chosen to use is Gibbs model (Gibbs 1988).

Reflection can be depicted as a cycle (Gibbs, 1988). First an experience must take place, this is sometimes referred to as a critical incident in this context, new feelings about the event must be acknowledged and the outcome evaluated, recognizing both the good and the bad. This is then thought about and understanding sought.

Consideration is given to other possible course(s) of action and finally consideration needs to be given to what you would do in similar circumstances on a subsequent occasion next time a similar event happens,).

Stewart et al (2000) suggest that the learning outcome to be desired from every student in higher education is that of a reflective practitioner, equipped with skills of lifelong learning. Encroaching refers to a “ scaled-down teaching encounter designed to develop new skills and refine old ones” (Trot 1976 cited in Asana, 2007).

It involves a simulated teaching session where students practice-teach in a laboratory that involves a faculty supervisor, the demonstrating teacher, peers, a video supervisor, video recorder and player, and a television monitor. The gains in encroaching depend on how the teacher demonstrators reflect and improve on their skills after formal evaluation and personal introspection (Asana, 2007, 2007).

Borer (1990) cited in Judith Peacock, 2001) describes teaching as a dynamic endeavor which serves to build bridges between the teacher's understanding and the student's learning. He emphasizes that ' great teachers create a

common ground of intellectual commitment. They stimulate active, not passive, learning and encourage students to be critical, creative thinkers with the capacity to go on learning' via experiences and strategies which are carefully planned and continuously examined. Teaching is not merely transmitting knowledge, but transforming and extending it as well.

It is the process by which the learning stage is set (Ludwig Peacock, 2001) The outcomes of reflective practice for rebellions are considered to be the ability to critique their practice, identify their own learning needs and take responsibility for continuing their professional education (Clarke et al, 1 996; Stewart et al, 2000; Griffin, 2003) This is a reflective account of my 10 minutes micro-teaching presentation as part of my academic requirement as a third year undergraduate in the department of nursing and social work studies (learning disabilities) using Gibbs reflective cycle (1988).

Gibbs model of reflection incorporates the following: description, feelings, evaluation, analysis, conclusion and an action plan. The model will be applied to this essay to facilitate critical thought, relating theory to practice where the model allows. My chosen topic for the micro-teaching session is promoting personal hygiene with people with learning disability.

My rationale for chosen this topic borne out of my believe that good personal hygiene contributes to the overall physical , psychological, social and emotional health and well being of service users, sometimes often ignored by professional health workers and service users alike.

Therefore part of my overall aims are for my colleagues to understand how personal hygiene habits promote present and future health of our service

users and also promoting personal hygiene among our service users is part of our duty and responsibility as future joint practitioner. The topic of the teaching session aims to achieve my set objectives and learning outcomes (see appendix). Choosing the topic was strenuous for me and also how to research for the subject and how to present to the student, in order for them to gain more knowledge and also improve on the one they already have.

The lecturer has given several methods to use when teaching according to Knowles, M (1990) argues that adults learning is life centered compared to children who are subject centered in orientation to learning. For the purpose of this micro- teaching is an assessment to assess the learner against a standard and the lecturer to check up my skill acquisition and to clarify the way perform at the presentation and on the basis of my assessment.

According to Gearing & Coleman (1996) this type of assessments called " task model" of standards that does provide a description Of what the individual would have to do in order to demonstrate competence.

As part of my process of planning and reparation, I undertook assessments of the learning needs and also considered how much the student knew and how in-depth my teaching will be. According to Miller and Byrne (2002) stated that assessments gather information with a specific intention. My intention was to find out the group different learning styles and thought of how I was going to involve the student in their learning with a simple reason we all learn differently.

I used questions and answer and also quiz which was carried out by the student.

Oliver et al (1994) argues that, as a teacher we need to help the student to identify areas to develop and as well as to correct negative behavior in order to help them to maximize strength and minimize weakness. During the planning stage I have made it my priority the ability to manage my time, and working to a deadline, develop skills in presentation, written and oral communication including voice modulation and articulation, enthusiasm, gestures, non-verbal cues, clarity of explanations and examples. I have also brushed on my organization skills, the structure of session, strong opening and closing, good transitions between sections, clear learning objectives, effective use of time, good pacing and to engage the student maintaining eye contact and use of real-life examples. I have also engaged myself with effective use of teaching aids (handouts, power-point).

I spent quite a lot of time planning the presentation because I believed that it is the key to having a successful session.

I believed that my objectives were appropriate and that the materials I have prepared met my objectives. The planning that I put into the session made my job a bit easy as far as teaching was concerned however I was so nervous at the beginning of my presentation. I attend every evening of encroaching class give me different valuable lessons. And in these sessions I have got a new experience. The first group that did their presentation, I got a chance to be an observer for my peers' teaching practice.

I did not observe my peers' performance in student' point of view anymore because I did play a role as a student and also as an observer, but as I sat at the room and observe them commenting and evaluating them. For me this

Was a good chance to observe my peers' performance specifically because through observing like this made me more focus on their teaching competences in detail. Then, I could compare my own competences with their. The most important and the most valuable lesson is that was motivated to perform better when it was my turn to present.

By seeing their performances and observing their competences from different point of view made me realize that there are a lot of important points I often missed.

Hammerless-Teacher and Orisons (2005) states that peer observation is where peer observers act to provide observer an objective view of the teaching session and to review and reflect on that experience in a way that informs future thinking and practices. Hence, the presence of a peer in the classroom provides an additional dimension Of the session which can be missing from personal journaling.

The presentation phase was very nerve racking however with the knowledge that the key therapeutic tool nurse uses is oneself (Stuart and Lariat, 2001), did self exploration which helped to bring my self awareness to light; through this I was able to stabilize myself concept with adequate level of self esteem from my initial nervousness and anxiety during the presentation. However, what occurred during the 10 minutes I ended up teaching was quite an eye penne in terms of exposing my strengths and weaknesses as a teacher and about what students are really like in the classroom.

I learned a few things about myself after going though this experience of teaching. Getting started for me in terms Of public speaking has always been

a problem for me. I build up the anticipation so much that it consumes me when first begin speaking. Start slow and my voice was shaking but after a while, get comfortable speaking and found myself interacting and actually enjoyed the experience. Encroaching has several advantages. It focuses on sharpening and evildoing specific teaching skills and eliminating errors.

It enables understanding of behaviors important in classroom teaching.

It increases the confidence of the learner teacher however I noticed that when I just finished presenting my voice was quite dry and scratchy. Had not realized the amount of speaking a teacher needs to do in a class period, let alone during the day. Consequently, my pacing was quite slow. In evaluating my presentation, I believe that I have tried my best.

Even though I realized that I still made some mistakes and missed some important points like the cultural believe of each individual to personal hygiene. For example I used the word" THEE often which shouldn't have used .

ISO, I was almost running out of time. Think that it is hard to manage the time especially in speaking class and felt that it is easier for me to lead reading class or writing class than speaking class.

My peers' performance gave me self-reflection about how to be good presenter and what I must to do. I do believe that experiences are the best teacher. Learned that teacher should encourage students to be more active and enthusiastic as a result of this presentation. I learned that as a teacher,

we should make appropriate caching materials which suit to the students' level.

I remembered my peers' saying that said, "elf you want to be a teacher, teach them from your heart.

It will help you to overcome every problem. " I kept it always in my mind. At the first time I thought that the presentation will be hard to teach, I started to practice from my heart, I felt that the micro-teaching more interesting and become more confidence within myself especially when I saw my peers concentration and becoming very interesting in the subject matters. In future if I have to present micro-teaching on any topic, I would change any things in order for the sessions to be more effective for the audience.

I would speed up the pacing of the discussions, would project my voice, would control my nervousness and careful used of language this experience has definitely shed some light into many aspects of presentation. However, from the feed back I got from my peers and the lecturer identified my areas of strength, as the good introduction, good aims and objective, good link to practice and policies, good knowledge of the subject and lastly the quiz. Reflection is often seen as a skill that is important for both students as earners as well as for teachers in their professional development.

Much research has been done about the role of reflection in education and teacher training.

It can be concluded from these writings that the ability to reflect as an educator has a desirable outcome. Some positive outcomes include

educators being better able to understand the thinking behind their teaching thereby leading to greater self-knowledge and awareness. (Quit and Gill, 2001). This in turn makes reflection fundamental to the professional development of educators Wheaton and Smith (2006) states that there are 4 broad approaches that promote reflection.