

General Instructions

This task asks you to reflect on feedback provided to date on your assessment work, so it is appropriate for you to be reflecting on the impact your actions have had on your performance. Here are some things to think about when looking to refine submissions for this component of the assessment task:

- Has my reflection been on topic or not?
- Is the reflection too general? Have I provided an example, or am I able to provide an example to demonstrate what I am trying to say?
- Is what I am saying focused enough? Or am I just writing down my thoughts as and when they come to me? Am I able to reorganise what I have written to group similar thoughts together (coherence)? Is everything I am saying related to the topics I am reflecting on (relevance)?
- Am I expressing my ideas clearly (clarity), and are they logically linked (logical flow)? Are my sentences too long or complex? Can I make them shorter? Is my grammar correct? Is my tone right, not too formal or informal? Here are a couple of links that could help with this point <http://www.deakin.edu.au/students/study-support/academic-resources/writing-an-academic-assignment> and <http://www.deakin.edu.au/students/study-support/academic-resources/editing-and-proofreading>

Also make sure you have enough time to proof-read your submission before handing in your work. Do not just look for spelling mistakes. Read for meaning as well and be critical. Ask yourself: have I made my point as best I can?

Remember to use capitalisation appropriately ('I' not 'i'), check your spelling and grammar, and make sure everything reads and flows well (reading it out loud might help you here).

Finally, look for evidence of your learning, and upload these documents to your portfolio space. This part of the assessment is as much about reflecting and writing, as it is about curating evidence (artefacts) that is to make sure you can support what you have learnt about Self-management, and how you can improve.

NOTE:

The examples provided in this document are actual submissions for this component of the assessment task. All identification has been removed from the submissions to ensure student privacy.

Good examples of reflection

1. What? (Report)

Time management was one of my learning goals for self-management. I know that to be successful with this I have to make sure that I plan ahead and manage my time well so that assessment tasks are completed on time and by the due date. Also, I know to prioritise my assessments by time frame and difficulty.

2. So what? (Relate/Reason)

Feedback from my 1st Assignment stated that although I provided some very good answers, I showed some incorrect calculations for 2 sections of the assessment. In the past, with similar tasks, I've somewhat had similar feedback in that my calculations were incorrect which resulted in a loss of marks.

3. Now what? (Reconstruct)

This makes me really think about the reasoning behind the re-occurrence of this similar error. In terms of approaching this assignment, I made sure I started early so that I could give myself enough time before the due date. I broke down the assignment into sections based on difficulty and amount of time needed. Although I felt I had managed and planned to complete the assignment in plenty of time, come to the end, I found I didn't have enough time to go over the minor details and edit any miscalculations due to too much time spent on perfecting my written answers and lack of time spent getting the calculations exact.

Feedback

Good reflection, as it is on topic (Self-Management) and it highlights that self-management involves time management, which means to prioritise things, and – in this case – based on difficulty. The student has identified that they are not allowing enough time for working out and checking as a problem that needs to be addressed. However, note that the writing is a bit too colloquial in the So What section, i.e. '1st', 'I've', etc. Spell out instead – first, I have.

1. What? (Report)

From my goals, I have learnt that I need to be more organised and take a more systematic approach to how I study for the subject. I need to work through everything step by step and not worry about what is ahead. I need to focus on the current task at hand so I can do well at my current objective.

2. So what? (Relate/Reason)

I notice that I am very easily distracted and procrastinate a lot. I find it hard to focus so I have been trying to create an environment where I can concentrate the best and make my brain recognise the difference between social time and study time. I know that I am extremely capable, I just need to put in the required amount of work to do the best that I can.

3. Now what? (Reconstruct)

My next steps are to get all my learning out of the way so that I can focus on fine tuning my knowledge for the exam. I find exams very stressful so if I prepare myself well I think I will achieve a better result.

Feedback

This is a good paragraph with key points clearly indicated, i.e. need to be more organised, which involves using a systematic, step-by-step approach, as well as keeping one's

emotions in check, by focusing on the task at hand. The problem is clearly indicated – procrastination, and the student has provided a possible solution. There are a couple of generalisations in the “Now what?” section. One improvement would be to say “My next step is to approach my assignments in a more organised way.”

1. What? (Report)

My learning goals for self-management are revising within 24 hours, making summary for every topic and posting questions to discussion board. I have already made progress on it. I often revise materials in a timely manner. Also I always discuss questions with classmates after class.

I find it more productive and efficient to “teach” classmates what I have learnt and sharing my difficulties and obstacles with them. I find I really understand the topics.

2. So what? (Relate/ Reason)

I still have some difficulties. For instance, I can not finish my textbook questions within 2 4hours after lectures. Moreover, I am not very active in the class. I need to be more confident and keep practicing English speaking skills. One of the solutions to tackle these obstacles is to spend more time on this subject. Also I will ask questions to the tutor whenever I feel confused in class.

3. Now what? (Reconstruct)

In the following weeks, I will spend more time on revising previous topics. At the same time I will start working on a revision plan for our subject given that the examination is coming. I would like to make a consistent commitment on exam preparation. Last but not least, I will also keep up what I have done so far.

Feedback

Good, with clear examples. The second paragraph also introduces a range of other issues than the main one focused on. This might be normal during reflection: when you think of one thing, other things come to mind. There is a good link between the What and So what sections, when the student states that revision takes longer than the 24 hour period envisaged. Also, the student tried to find a solution by stating that more time is required. In the Now what section the student has made a good start on indicating the next steps required to improve.

Example of disorganised thought patterns

1. What? (Report)

My motivation is influenced by my emotions more than I previously thought. Keeping a diary of due dates and other important events helps to relieve the stress of forgetting and is helping plan my work load.

2. So what? (Relate/ Reason)

My strengths are my unwillingness to settle for mediocre work and the willingness to do extra to improve assignments and submissions. I am also willing to listen to different points of view and change mine if someone has a better way of doing things. My weaknesses are still in time management in not spacing out work throughout the week instead of doing it all in a weekend or a couple of days. My assessments have achieved greater than 70% to date.

3. Now what? (Reconstruct)

I will work on planning my work load each day with achievable goals. I plan to use a journal to help with this more goal oriented work loading. My bibliographies have been full of different types of resources but I have not utilised all these resources. My background research for my assignments needs to start earlier.

Feedback

The student has identified that motivation may change over time due to emotions. The student has also provided a possible solution or strategy to deal with this situation, which is the use of a diary or planner to manage stress and organise the work load. More could have been said about how being organised may relieve stress to tie this back to self-management. The So what section does not relate to the What section. The student's thoughts have progressed from stress and organisation to being unwilling to settle for mediocrity. The discussion moves to time management, before moving to assessment results. These thoughts are not linked at all. Finally, the Now what section brings in more ideas, but there is nothing relating all of these thoughts together.