This activity is based on the section in Boud’s article sub-titled *Reflection after events*(pp.4-5). The activity is designed to give you experience in reflection and to assist in your preparation for the workshop in Week 8 and your written reflection due in Week 10.

1. Review the descriptors for the graduate qualities [*cultural competence* and *interdisciplinary effectiveness*](https://canvas.sydney.edu.au/courses/40593/pages/gq6-cultural-competence-and-gq7-interdisciplinary-effectiveness-video?module_item_id=1431951). Using ONE of these qualities choose an event from your experiences that from your perspective relates to your chosen graduate quality.

I’ve chosen cultural competence.

1. Use the following three elements from the Boud reading as the framework for your reflection. It is recommended that you give headings for each element and have the reading open to refer to as you proceed. Note these elements are not necessarily sequential and you may move back and forward between them:
   1. *Returning to experience (p.4):*Recall details such as the room, the time of day, season, who was there, what was said. Note down the details you recall. “The role of journal writing here is to give an account of what happened and retrieve as fully as possible the rich texture of events as they unfolded” (p.4).

It was in my room at probably around 5pm. It was around summer, but the weather was good- I was only uncomfortable insofar as what was happening in the situation. I was meeting up with my groupmates for my Academic skills course for the first time, and I was a bit nervous. I had three other group mates, two were a few years older than me, and I was 18 so I was a bit intimidated by them. I can’t remember their names but we can call them Susan, Michelle, and Lilly. Lilly was the oldest and the impromptu ‘leader’ of our little group, and Michelle was the ‘creative director’. Susan was my age, but she was a bit quieter than the rest of us.

We had to decide between a few options to make an academic ‘visual essay’. We chose a question to discuss whether the essay is dead, a topic which we all thought would be fun due to our shared interest in English. We started off optimistically with some shared quips about high school and university English struggles, which Michelle used to create some points for the discussion points we would want to hit, and ideas for how we could visually represent them. Conflict occurred when it became clear that the group was heading towards condemning the essay as a restrictive, archaic art form. I thought this was a risky decision and pushed for the group to move towards at least a balanced stance, which I eventually wanted to push to a negative stance on whether the essay is dead. We continued with this conflict with Michelle and Lilly pushing hard for ‘the essay is dead’ and me pushing for ‘the essay is not dead’. Michelle particularly kept pointing out that more people are skilled in other modes of expression than in writing essays.

We ended the session with tentative plans to meet up again next week, do some research until then, and discuss our ideas with the tutor. I particularly wanted to ask our tutor’s opinion on whether it was wise to take a positive or neutral stance on the ‘essay is dead’ issue.

* 1. *Attending to feelings (p4-5): “*Focus on the feelings and emotions that were (or are) present” (p.4). If the emotional memory is strong recall how you felt. Note down these feelings, you can also use other modes such as videoing your response.

During the situation, I felt trapped and isolated by Michelle and Lilly’s insistence on ‘the essay is dead’. I firmly believed that the art form has merit and the fact that the group seemed to be heading for a more positive stance made me feel hopeless at the prospects of the assignment. Furthermore, because I had just received some bad marks for my previous assignments, I was feeling insecure about myself and my ideas, and the fact that I was being questioned at all- much less by people who were older than me and those I had grown to respect- made me feel like I wasn’t made to be a teacher.

I also felt ashamed at holding on to the ‘essay is not dead’ idea so firmly, but I felt so strongly about it because in a few years I was going to have to teach children that idea myself, and if it was value-less, then my role would be not just pointless- but harmful.

* 1. *Re-evaluation of the experience (p.5):*Return to and re-evaluate the event. How do you see the dynamics differently? Are there no differences? Would you respond differently to a similar situation? How? Why? What have you learnt from returning to the experience?

After re-evaluating the event and discussing it with another person, I realised that I had been acting proudly and unkindly in the situation. After further reflection, I respected Michelle and Lilly more for acting so diplomatically by compromising in a situation where I was unwilling to compromise. I realised that the dynamic in that situation was that I was pushing for my own ideas to be the focal point of the group work, while the other people in the group were trying to inject originality and their personalities into the project, all while protecting my feelings. My insecurity made me discount the value of group work- especially group work with people that have valuably different life experiences to mine. I have since responded differently in similar situations where I have had conflicting ideas to my groupmates because I decided to consciously accept that a person’s disagreement with my ideas does not make me silly or value-less to the team. Just like how I wouldn’t expect someone else to feel value-less if I disagreed with their ideas. Now, instead of arguing for my ideas, I support my group-mates’ ideas more than my own because they push me to think differently.