**AY2020/21 Semester 1**

**Self-reflection form**

**“It is not sufficient to have an experience in order to learn. Without reflecting on this experience it may quickly be forgotten, or its learning potential lost.” (Gibbs, 1988, p.9)**

Watch your recorded presentation to **evaluate and reflect on the quality of your presentation practice** against the performance criteria, and identify strategies that improve your understanding and skills in order to perform better in a similar task. Be prepared to present this form and **discuss your strengths and challenges** with your tutor during the conferencing session.

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| **Name** | | **Jianning Zhuang** | | **Group** | **4B** |
| **Topic** | | **Lumped Circuit Abstraction** | | **Date** | **21/08/2020** |
| **Presentation criteria** | | | **What went well?** | | **What would you change?** |
| Language Use | * Grammar is accurate * Key concepts are paraphrased for the audience * Cohesive devices are used appropriately to connect ideas for the audience | | **I would say my use of language is appropriate and I checked many of the more technical phrases against credible sources online.**  **I started almost every slide with indicators such as “In particular”, “Coming back to the…”, “Consider the…”, numerics, “in summary” .** | | **Perhaps a more engaging presentation with more rhetorical questions.**  **I could have tried to paraphrase some of the more technical phrases.** |
| Delivery | **Vocal**   * Pronunication is accurate * Volume, pace and vocal energy are appropriate and convey confidence and enthusiasm * Speech is fluent | | **I feel like I did a good job with my enunciation considering I had to say words and phrases like abstraction and electromagnetic phenomena multiple times throughout my presentation.** | | **My pacing was slightly fast as I had quite a bit to cover in 3 minutes even after cutting down heavily.** |
| **Appearance**   * Posture, eye contact, facial expression and gesture indicate effective communication in engaging the audience | | **Some upper body movement and facial expressions?**  **Use of hands limited as they were restricted to controlling the slides.** | | **Maybe stand up for the next presentation to have better posture.**  **I could smile more.** |
| Visual Aids | **Design**   * Assertion-evidence approached is demonstrated * Visuals enhance audience’s understanding * Colours and layout choices increase readability and appeal * Secondary sources are cited | | **Drew my own circuits.**  **Layers of abstraction visual shows the gist of what abstraction is.**  **Tried to build on message of prevalence of abstraction in CEG** | | **More assertion evidence based**  **Cite every diagram, source.**  **Focused to much on theory rather than message of abstraction** |
| **Technique**   * Visuals are in sync with the presentrs’ words * Visuals are referred to and well explained * Visuals are used to direct audience’s focus strategically | | **Visuals match what were said.** | | **Some techniques for presenting through zoom could be using my cursor to draw attention to different parts of the slide to enhance effectiveness.** |
| **Technique**   * Visuals are in sync with the presentrs’ words * Visuals are referred to and well explained * Visuals are used to direct audience’s focus strategically | |  | |  |

Reference:

Gibbs, G (1988). *Learning by doing: a guide to teaching and learning methods*. Oxford: Further Education Unit, Oxford Polytechnic.