Submission Title: Baltrunas Tomas Portfolio

Individual/general

Group 106

2 topics:

Problem solving

Context: A significant part of this module is problem solving, which includes using a systematic problem solving model presented in the lectures. In the beginning I didn't do too well and was close minded regarding problem solving steps and strategies, seeing them as "cheating or breaking a silent rule". But my attitude changed as the semester progressed and I believe that I improved.

As a **strength**, I should **continue** solving problems using a system and being motivated when I am successful at solving a problem, thus becoming more open minded to such systems and more able to solve other problems.

- Eg: Being guided through the professor's problem solving system, I solved the "piano problem" from the labs, a problem which before seemed to be impossible and dumb. After this I was happy to problem solve systematically and recalled this event when solving other difficult problems.

For **weaknesses**, I sometimes tunnel too much on solving a given problem, so I need to **stop** my Einstellung of applying same approach to different problems and step back.

- Eg: I failed to do well on class quizzes with unseen problems, often running out of time due to focusing too much on the strategy of filling out tables with data to get a pattern. But a lecture activity where you had to count seats in a room illustrated that there's many approaches to solving a problem, each with a differing efficiency.

My another **weakness** is not fully internalising the module's problem solving system, so I should **start** practicing problem solving more.

- Eg: I don't feel confident that I can use the problem solving strategies at any time and especially during quizzes. But the lecturer's advice was to practice more using the problem solving system, at home and such.

Metacognition: learning/thinking

Context: Metacognition, thinking about thinking and learning about learning, is related to many other aspects of this module, such as problem solving(learning about solutions and strategies), creativity(knowing how we think), and critical thinking(learning selectively instead of absorbing everything). Overall, I think that I could recognise or understand most of the metacognitive theory, but I'm not sure how I'd manage to execute it in practice.

For **strengths**, I should **continue** learning about learning.

- Eg: I already knew theories like diffused and focused modes of thinking, but I also learned new models like Bloom's Taxonomy and Dreyfus model of skill acquisition, giving me opportunities to improve my metacognition further.

Stop with my **weakness** of sticking to old ineffective learning methods by trying out new ways.

- Eg: For maths studying I often passively read over the notes. But then I didn't learn much or do well in the problem-heavy topic of counting. However, this module's Problem Based Learning in labs and lecture activities did teach me things. So transferring that, I should do more hands-on maths problem solving in the future.

Start applying metacognitive theory effectively by externalising with a checklist.

- Eg: My **weakness** is that I can't look back well due to forgetting much of what I did and the way I studied throughout the semester, so to remember and reflect upon what I did I should use a checklist/to-do list.

Group Project

Group 106(no change)

Groupwork

- **Continue** performing as a group - assigning work, getting things done, communicating, etc - and forming by getting to know each other more as time passes.
- **Stop** piling the team up with demotivating work and making mistakes in work due to not reading the specification carefully.
- **Start** using group roles like energiser and reader better by getting the energiser to motivate not only after we get work done but also before and during work, and the reader to periodically read over Loop/email.

Creativity or Lateral Thinking(not covered in Individual section)

- **Continue** generating ideas individually and then pooling them together as a group.
- **Stop** contaminating our lateral thinking with outside sources such as other groups' ideas and blocking our creativity with group members not voicing their ideas.
- **Start** formally allocating time for individual brainstorming and idea incubation/diffused thinking time over the weekend and coming together the next week to share ideas together.

Critical Thinking and Decision Making(not covered)

- **Continue** making decisions when time requires it but still consulting other group members for their critical feedback.
- **Stop** making decisions without first consulting the group and being too overconfident with them, but also stop trying to get appraisal from group members on every little decision.
- **Start** prioritising decisions and using Trello or such to manage feedback and what was decided.

Information Gathering and Research

- **Continue** being able to gather information using Google Search and Loop, and then using technology like email attachments, chat links and screenshot images to reference and research the information later in a timely manner.
- As a group **stop** ceasing research once the minimum amount of information is gathered and myself stop wasting resources spending too much time in the research stage.
- **Start** ensuring that research is coming from multiple sources, and preview information sources, selectively reading them for a set amount of time.

My (own individual) presentation skills

- **Continue** memorising the main points of my presentation, thus being able to present by not looking at the material but by facing the front and making some eye contact with the audience.
- **Stop** presenting too much information, especially when there is still room for prioritisation and cutting-down, so that I could have pauses in my speech.
- **Start** speaking more clearly to the audience by rehearsing the presentation out loud, including asking a friend to rehearse with to avoid the fear of looking strange due to talking to myself.

Word count: 953 (542+411)