

Strengths

Working with --- and ---was really good for me. Their willingness to compromise in certain areas assisted in alleviating some of the stress I had about our presentation being too long. All of us had similar work ethics (we don't work weekends). This was extremely beneficial in allowing me time to think about various ideas I had for the presentation. I also did not feel any guilt about taking time for myself. Having --- and ---- in previous classes was also beneficial. I was able to work with and compromise in certain areas that I knew might have caused them anxiety. ---- was very detailed and made sure that we covered the articles in our presentation. This was good for keeping us on track. ---- was very resourceful in providing some of the handouts and encouragement for our group. Both of these ladies offered positive resources and talents, which contributed to our group's success. Overall, I think that our group did a good job of assisting each other and continuing even when we ran into obstacles, such as the technical difficulties during our presentation.

Limitations

This was the most difficult group projects that I can recall ever doing. I have never had to be as persistent and uncompromising as I was the past few days. The reason that I was uncompromising and persistent is because I felt we had too many PowerPoint slides. My group finally agreed to go from 21 slides to 16. I also had to persist because I felt that we were separating too much of our material instead of tying it together. This occurred in areas like diversity, motivation, and morale. I was also uncompromising the eliminating the interactive pieces from the presentation. Because a lot of our communication was done by email, at times it became frustrating waiting on responses before continuing in certain areas of the project.

However, once we spoke on the phone certain areas that there had been disagreement were cleared up and agreed upon.

Revisions on presentations

The areas that I would change in our presentation would be reducing the various delivery types. As we were speaking I could see glazed looks come over our classmates faces during some of the topics we covered. I do not believe it was because of the content as much as the delivery. I would tie more of the information into the activities presenting them in maybe two or three manners (ex. Motivation survey and passing out candy). After presenting the topics in those manners I would process more with the class. Another thing I would change would be engaging the class more in discussions. Instead of *talking to* the class I would make the presentation more of a *discussion/lesson*.

Critique of Evaluations

There were numerous positive feedback evaluations that stated we did a good job of keeping the class engaged. This was important to me. I wanted our group to have interactive learning that kept the class thinking and engaged. This was good feedback letting me know that we achieved this goal. Other evaluations suggested the desire for us not to rush through the topics that we discussed. There was also desire for individuals to be allowed more time to discuss their experiences. I also noted that some people wanted to process the activities more. These all were important feedback to me by helping me see people do not want to continually be stimulated. There is a time needed to rest and discuss what has occurred and how it ties into former and current experiences. I learned that there are important learning lessons that can be missed when trying to teach by only what I have learned, instead of allowing others (peers, classmates, coworkers, etc) to share their wisdom in collaboration with mine.