

An Evaluation of My Learning Through a Presentation: Who Are Your Advocates?

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When I was told at the end of the previous semester that in my internship, all staff, including graduates, were required to present at the 2022 SDSU Leadership Summit, my chin hit the floor and a million questions went through my brain. Some of these included that if my internship ends, “what does this mean for me?” “Do I still present?” “What is required of me?” and others. I was then asked to be a co-presenter with some of the other graduates in the office who are also in my program.

At this offer, I jumped at the opportunity and had fun working with these individuals and coming up with what we wanted to present on. We took some time brainstorming ideas and thinking through what we wanted to do. As seen in the title of this paper and the artifact, we decided upon advocates and how to determine who yours are and how to reciprocate that out to your network. We had fun doing some research in this area and bringing in quotes and data, but also finding video clips online of a recent movie that helped with the networking aspect of advocates. We pulled in a clip from Ron’s Gone Wrong where Barney explains to Ron who friends are, and shared how this can help determine who is in your network and who’s network you are in. We then associated this clip with how to build on your network and to advocate for others in your network.

As I have reflected on my experience through this project, and with working with fellow graduate students, I have learned that there is a lot that can be processed when thinking together. We were able to provide methods of working with people’s own networks in a way that can help build on student development. We worked through how to help one’s own professional network through leadership strengths and reflection on individual networks (PLO 1, PLO 2, PLO 3, PLO

5, PLO 7, and PLO 8). My team and I presented on how one's own network and advocacy leads to working with differing leadership approaches and the vast diversity of their network (PLO 3) by providing an activity that allowed them to map their network and think of individuals who are in different areas of their life and how strong on a connection they have with these individuals. We provided data from existing literature (PLO 6) and information to allow people to reciprocate the energy and advocacy they receive back onto the others in their networks.

Reflecting on my goals I had set for myself to complete through this program, I realized that this presentation partially completes an old goal I had set for myself at the start of the program, the goal to “to leave a lasting impression or change in the SDSU community.” By participating in this summit, and presenting on a topic I am passionate about, allowed me the opportunity to leave a lasting impression. The difficult part to this, is that at the end of my first year, I removed that goal, and put in its place another more attainable goal. Because of this, I am unable to say that I have completed any goals, whether original or revised, by working through this project. Although this doesn't work towards completing this goal, this project does work within the realm of the goal of “ [obtaining] a full-time role at San Diego State University prior to graduating with my degree.” Working with these individuals and presenting at this summit gives me more experience and knowledge that I could use to aid my goal of obtaining a full-time role here at SDSU.

References

SDSU PELSA. (2021). *Curriculum*. ARPE | College of Education | SDSU.

<https://education.sdsu.edu/arpe/ma-student-affairs/curriculum>