Individual Response Essay
Social Issues Project: Eating Disorders

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FNES 106 – Professor Tietje
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Essay reflecting upon ‘Social Issues’ group project analyzing challenges and obstacles, benefits, adjustments and solutions experienced while collaborating and producing the informative presentation.
There were many challenging obstacles in completing the Social Issues Project. Group projects generally indicate a necessary cooperation and compromise of all individuals involved. The first dilemma faced by our group was deciding how to specify the topic of eating disorders in a coherent, equal, and organized division amongst four people. Once deciding upon four subtopics or categories within eating disorders, there was a need to organize how the project would be presented as a whole compilation combining the four categories and distributing equal speaking time for each member. This became the group’s most challenging part. Since the time allotted was twelve to fourteen minutes, it was discussed and agreed upon that each person would have three minutes to speak with an estimation of ten PowerPoint slides. This seemed rational, equal and fair to all members as well as the audience. As a listener, I would rather hear different perspectives and variety rather than the monotony of one voice controlling the entire presentation. Also, too much information is difficult to absorb and give respected attention; however, this seemed the endeavor of one member of the group. Each time we discussed the completion and compilation of all separate efforts, this member would decide to add more information and more slides, producing redundant information, as well as adding to the total time it would take to speak in a comprehensive manner. Rather than listen to the opposing argument stating that it is unnecessary and creating a need for information from the other members to be removed and the need for us all to speak too quickly to be understood, she continued time and time again to ignore any rationale. The unnecessary length of the introduction and conclusion totaled five minutes speaking time, for which the unjust penalization would be reflected in the grade I earned and paid for as an individual.

The most beneficial part of this project was the information I researched. It was entrancing. Often times, I superficially research broad spectrums of the topics on YouTube to gain a “feel” for the information. Hearing others speak passionately, emotionally, and in a context which relates to their own life’s struggles provides a strong perspective and understanding. Since our topic was eating disorders, there was limited information surround my subcategory of binge eating, mostly because of the judgments it incurs, but there was boundless information relating to anorexia and bulimia, even though binge eating is more prominent in the population, the awareness has yet to follow. However, what touched me was this documentary following the story of an eight year old girl with anorexia. Originally from curiosity, the documentary was addicting. I had to know what happened, how it happened, how it was resolved, if it ever was. What I’m trying to convey, is that it is the research that is often the most beneficial to myself to allow for different perspectives and broadening knowledge.

If there were an opportunity to change the past execution of this project, changes would originate at the foundation; the division of responsibility and restrictions would have been made more clear and evident. Rather than an individual assuming the leadership role, efforts would have been made to be more equal. Submitting the opportunity for one of the individuals in the group to assume the leadership role was not beneficial to the chemistry within our group, it was antithetical to the transcendence which could have been achieved. Had we communicated with better understanding of each other’s views of execution, the product could have better benefitted, rather than translating to the audience a redundant blur of supersaturated information.