

Module Name: ACADEMIC Skills

Module Code: LCLM 4001

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Reflective report

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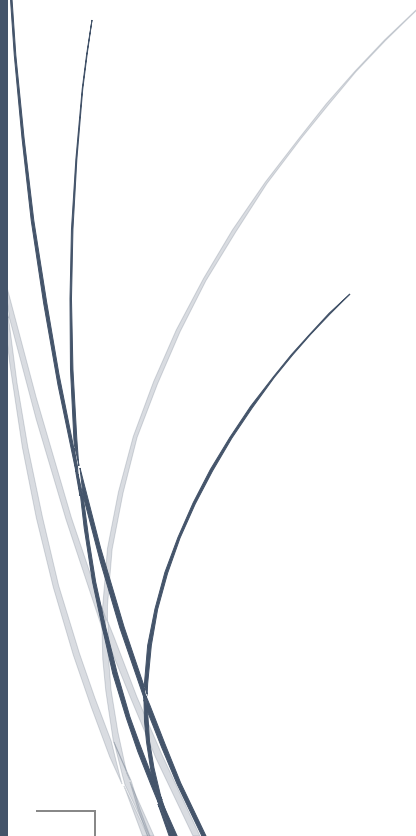


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Introduction

Higher education success requires the development of many academic skills, allowing most students to effectively complete assignments, engage in important thinking, as well as meet all academic standards. My development in three very important academic skills, Academic Writing Skills, Reflection Skills and Paraphrasing Skills, was thoroughly evaluated by this reflective report. Gibbs' Reflective Cycle (1988), a six-stage model, guides many learners through at least six

reflective stages, prompting them to carefully examine their experiences. A systematic approach to reflecting on learning as well as self-improvement is provided by six specific stages: Description, Feelings, Evaluation, Analysis, Conclusion, in addition to an Action Plan. Strengths, weaknesses, along with areas for improvement are identified by this model through many structured self-assessments. This report analytically evaluates my learning's evolution throughout the module, recognizes several achievements, as well as outlines at least three specific actions for my continued development in these key academic skills.

Reflection Using Gibbs' Reflective Cycle

Description

Academic Writing Skills

I tackled quite a few difficult academic writing assignments during the module, such as structured essays, along with detailed reports. Essay structuring, referencing using the Harvard system, as well as applying a formal academic tone were covered in workshops on academic writing techniques. Areas needing important improvement, like constructing truly logical arguments and effectively using relevant sources, were clearly drawn attention to by the assignment feedback.

Reflection Skills

Reflective journal entries, and peer discussions, concentrating quite specifically on personal learning experiences, were absolutely required by the module. Reflections on completed tasks were practiced. Progress was tracked by reviewing feedback. Regular performance evaluations became important to my understanding through these many activities.

Paraphrasing Skills

I engaged in paraphrasing exercises that involved summarizing articles and integrating information into my writing. Classroom activities included identifying key points in texts and rewriting them in my own words while ensuring the original meaning was preserved.

Feelings

Academic Writing Skills

Initially, I felt extremely anxious about academic writing because of its rigidly formal structure along with its complicated referencing rules; however, several writing exercises, coupled with the receipt of incredibly detailed feedback, importantly increased my confidence in both essay organization as well as the use of suitably precise academic language.

Reflection Skills

Important analysis of my many learning experiences made reflective writing initially feel uncomfortable. I recognized its value in identifying areas for growth. I also became more open to honestly reflecting on my strengths plus weaknesses.

Paraphrasing Skills

The challenge of paraphrasing stemmed from a fear of unintentional plagiarism. Continued practice, along with instruction on citation techniques, built my confidence in summarizing at least five complicated research papers while upholding academic integrity.

Evaluation

Academic Writing Skills

I importantly improved my academic writing by developing much clearer essay structures and mastering the Harvard referencing system. Detailed assignment feedback drew attention to several strengths. These included at least three coherent introductions and many well-organized paragraphs. Researchers found extremely important battles raging over balanced arguments and important evaluations, further complicated by a strong tendency to over-rely on many descriptive details. Higher education needed an importantly lower level of analysis Moore et al. ,2020).

Reflection Skills

Specific areas for improvement, such as managing my study time better, were identified, along with increased self-awareness, through reflective writing. Early reflections, however, proved to be excessively descriptive, lacking sufficient analytical

depth (Brockbank & McGill, 2012). I used evidence from my academic work to make my reflections more structured and important. Balancing personal comprehension with an academic tone, necessary in reflective writing, presented many difficulties for me at times presented many difficulties for me at times.

Paraphrasing Skills

Paraphrasing practice improved my understanding and interpretation of complicated academic texts, improving my ability to identify key ideas, integrate them into my writing and avoid plagiarism. Direct quotations were often relied upon in the beginning because of the difficulty in rephrasing difficult concepts. My originality and writing fluency suffered. Gradually, learning citation techniques really improved my paraphrasing skills (Bailey, 2018).

Analysis

Academic Writing Skills

Structured, well-supported arguments became clearer to me through developing my academic writing skills. The logical flow of my assignments was importantly improved, quite noticeably, by learning about essay structure, including writing clear introductions, developing coherent paragraphs, and concluding effectively. My work gained academic credibility. This happened because I applied the Harvard referencing system. Limited exposure to advanced important thinking techniques obstructed deeper analysis important for academic success (Moore et al., 2020).

Reflection Skills

My learning experiences were broken down into readily controllable sections, allowing for a truly more concentrated self-assessment, through the extremely helpful use of Gibbs' Reflective Cycle (1988). Analytically assessing my progress allowed me to effectively apply feedback, thus helping my development through this systematic approach (Moon, 2004). Gaps in knowledge were identified, along with corrective actions planned, through reflection on completed tasks, improving my ability. Initially, I found it extremely difficult to carefully balance personal comprehension along with academic analysis, needing really consistent practice

(Brockbank & McGill, 2012).

Paraphrasing Skills

Paraphrasing practice importantly improved my ability to effectively interpret complicated academic material, along with restating it. My fear of plagiarism decreased because I learned to paraphrase effectively. My academic integrity was strengthened by using citation tools in addition to following the Harvard referencing format. Paraphrasing difficult theoretical material proved extremely difficult, demanding substantially more practice, along with increased familiarity with advanced academic texts (Bailey, 2018).

Conclusion

Academic Writing Skills

I could have participated in more writing workshops to strengthen my argument development skills and gain deeper insight into academic writing conventions.

Reflection Skills

Keeping a weekly reflective journal would have enabled continuous monitoring of my progress, ensuring more consistent improvements throughout the module.

Paraphrasing Skills

More frequent paraphrasing practice with varied academic texts would have enhanced my ability to summarize and interpret complex content more effectively.

Action Plan

Academic Writing Skills

I will take two advanced writing workshops. These workshops will improve my academic writing skills concentrating on important thinking argument development and essay structuring. To improve future work, I will review all my previous assignments, along with applying the feedback I received. Consulting academic writing guides like Cottrell (2019) regularly will importantly help me to substantially refine my referencing techniques, as well as to improve the logical flow of my essays.

More coherent and balanced arguments will be developed through sufficient writing practice.

Reflection Skills

I will keep a journal, documenting at least five learning experiences each week to improve my reflection skills. Gibbs' Reflective Cycle (1988) will guide my structured, analytical reflections. Getting precious feedback from my tutors on this reflective writing will help me importantly understand how to better balance personal comprehension with academic evaluation, thus guaranteeing my continuous progress (Moon, 2004).

Paraphrasing Skills

I will improve my paraphrasing skills by summarizing at least five academic texts, always using the Harvard referencing format. Plagiarism-checking tools will help me verify my work's originality through regular use. To guarantee accurate citations as well as avoid common paraphrasing errors, I will consult referencing guides such as Neville (2016). Integrating research into my writing more effectively, as well as confidently, will improve my approach.

Conclusion

Gibbs' Reflective Cycle (1988) helped me importantly improve my academic writing, along with my reflection skills, as well as my paraphrasing abilities. I thoroughly evaluated specific learning experiences at each stage of the cycle, pinpointing my strengths as well as weaknesses and then I precisely created a structured plan for future growth. Participating in academic writing workshops, along with receiving detailed assignment feedback, importantly increased my capacity to craft extraordinarily well-organized essays and to master effective referencing techniques. My self-awareness and important thinking were improved by engaging in reflective writing tasks. Complicated academic texts were interpreted through paraphrasing practice, along with the maintenance of academic integrity via proper citations. The reflective process revealed several effective strategies to overcome many challenges, including balancing personal comprehension with academic analysis, as well as paraphrasing complicated material. Consistent application of these strategies, along with the use of feedback as well as reflective practices, will be implemented to guarantee continuous improvement in addition to academic success moving

forward.

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