

ACS report

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1 Introduction

The main goal of this reflective report is to assess my skills growth in essential academic subjects specifically related to time management and note-taking techniques. The skills prove necessary for academic accomplishment since they enable me to arrange tasks proficiently and store vital details while generating effective written communications. Various assignments and tasks within this module have strengthened my note-taking organization skills as well as my time management abilities and academic writing performance. My present academic journey requires these fundamental competencies which will play a key role in my academic and professional development going forward (Moon, 2013; Paul & Elder, 2014).

2 Description of Experiences

Multiple exercises in the Academic Skills module enabled me to enhance my abilities for time management and effective note-taking. The strict deadline for Task 1 forced me to handle numerous assignments simultaneously and learn essential time management rules including creating specific objectives along with dividing each task into workable smaller parts. Participating in this task allowed me to learn better time management practices for stressful yet productive performance.

Notetaking became the main focus of my work in Task 2. My first attempt at organizing notes proved difficult because I failed to create both thorough comprehensive records while also keeping them short. The Cornell Note-taking system combined with outlining techniques became effective note-taking methods after receiving guidance and putting them into practice. The note-taking strategies

enabled me to get essential content with greater precision thus improving my memory of essential knowledge. The classroom discussions offered students chances to trade their note-taking approaches and obtain peer feedback to improve their skills according to Burris-Melville (2020). My encounters in middle school have proven vital for developing both my note-taking techniques and time management skills, which serve essential functions for academic achievement.

3 Personal Reflection

3.1 Evaluation

Through my work with Academic Skills I developed strong note-taking abilities and time management skills that produced beneficial results for my academic performance. My initial level of ability regarding time management was poor. Off-time assignment completion forced me to experience unneeded anxiety. The techniques from the module which involved dividing work into smaller portions and setting achievable deadlines enabled me to boost my output rates along with decreasing my sense of panic. My organization improved and I became more effective through developing an organized scheme for each project and maintaining fixed deadlines. Multiple assignments along with other responsibilities have greatly benefited from these strategies. My ability to manage time effectively has provided me with confidence to address academic challenges ahead using a methodical purposeful way according to Brown (2018).

Note-taking became another aspect where I showed significant progress. My initial notes from the beginning of this module contained disordered and useless information. During my early educational period I had difficulties identifying

essential lecture content as well as significant reading material. Under the guidance of practice I developed better skills to prioritize significant ideas while building systematic note organization methods. Through the adoption of Cornell Note-taking I added outlines to my notes which maintained both clarity and structure. My note organization system aided in finding critical information when preparing for tests as well as performing well on assignments. Effective note-taking abilities have transformed both the efficiency of my academic learning and reduced the time required for studying (Wette, 2020). My reviews of course materials feel more prepared and confident since I started using this approach. Academic writing continues to be my biggest obstacle even though I achieved more control regarding my time usage and note organization. Concerning paraphrasing I became better at organizing my ideas along with referencing yet I fight to accurately rephrase material while preserving its core meaning. During my first attempts at paraphrasing I duplicated too much content from the source thus leading me to worry about plagiarism. Further improvement of my paraphrasing abilities and citation methods requires more dedicated practice according to the feedback I received from my instructor and classmates. I will strive to enhance my abilities in original and clear writing through the pursuit of more academic support and active participation in writing projects (Burris-Melville 2020).

3.2 Analysis

This module enabled me to develop potent time management abilities that have made notable progress in my everyday schedule. Effective time management according to Brown (2018) decreases stress while at the same time it boosts productivity. The structured way of handling tasks allowed me to concentrate

better while efficiently dividing my time. Rephrasing tasks into separate achievable sections together with an assigned completion timeline prevents procrastination thereby maintaining progress on homework assignments. I use these methods to boost productivity and expect them to help me achieve better results in future academic work.

The better quality notes I manage to take has led to important positive changes in my educational progress. Paul and Elder (2014) demonstrate that students learn better when they engage directly with their study material by taking notes. My improved note summarization method together with better note organization structure allowed me to learn the material more successfully. The new method of studying became more productive because I organized my notes into a format that allows fast pre-exam and assignment preparation. The Cornell Note-taking method specifically allows me to record essential information while creating brief and pertinent notes.

Academic writing continues to be the primary area that needs improvement after I made progress with time management and note-taking skills. In the opinion of Brown (2018) there are numerous students who struggle with the process of paraphrasing text because they find it difficult to preserve authorial meaning when rewriting. The difficulty I experience with paraphrasing motivated me to find extra resources and receive feedback which would help me enhance my writing skills. My future strategy includes daily practice of paraphrasing techniques alongside proper citation methods to stop plagiarism while making my writing more clear and original. Excellence in communication will play a vital role both in my academic achievements and future business career according to Wette (2020).

4 Conclusion

My completion of the Academic Skills module helped me tremendously develop fundamental academic abilities which focus on time management along with note-taking and academic writing. The time management competencies I acquired allow me to arrange work assignments effectively while decreasing stress levels to successfully meet my deadlines. My note-taking abilities have developed to retain and later recall important information better than before. The academic skill areas that I need to develop specifically in paraphrasing and referencing remain challenging but I will work diligently to improve them by persisting with practice and valuable feedback. These module skills will create positive impacts on both my academic achievement and professional growth and advancement.

5 References

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