



University of Wales
Trinity Saint David
LONDON

Module: Academic Skills

Module Code: LCLM 4001



Task 3: Reflective Report

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Introduction

This reflective report provides an analysis of my own learning experience while participating in the Academic Skills (ACS) module (LCLM4001) at the University of Wales Trinity Saint David. This module is a component of my CertHE Business Skills for the Workplace degree (LCLM4001). As a first-year student hailing from Bulgaria who is now living and working in London, this program has given me with a solid basis for being successful in my academic endeavours. In this section, I will think about important topics such as time management, research skills, academic writing, and in-class assessments such as Task 1 and Task 2. My intellectual and personal growth have both been assisted by these experiences, which have also contributed to my improved academic success.

Description of Experiences

The ACS program started by emphasising the significance of academic competencies and time management skills. During the first week, we engaged in a peer-to-peer exercise in which I introduced a student to the group. This facilitated a greater sense of familiarity in our interactions and made the classroom environment more amicable. I distinctly recall Activity 3 from Week 1. It occurred during our discussion on our own learning trajectories. Discussing our educational backgrounds highlighted the diversity of our experiences and fostered a sense of camaraderie among my classmates.

During Week 2, we focused on note-taking and understanding assignments. During Week 3, we focused on research competencies and the use of Harvard referencing. The lessons were engaging and included group discussions and practical tasks that facilitated retention of the material. Assessment During Week 5, we conducted an in-class evaluation for Task 1 to measure our comprehension of fundamental academic skills. During Week 7, Task 2 required us to use skills like as paraphrase,

note-taking, and paragraph composition within a timed framework. This aided our recollection of theoretical knowledge.

The weekly courses progressed logically, culminating in students using techniques such as the Eisenhower Matrix and the Pomodoro Technique (Week 1) for enhanced time management.

Analysis and Personal Reflection

I had both successes and difficulties during the ACS module, which have altered my approach to studying. One of the first concepts that really affected me was time management. In a busy city like London, I had to juggle work and university, so the Eisenhower Matrix and Pomodoro Technique (Week 1) were incredibly useful. I used to put off finishing my schoolwork until the very last minute, which caused me unnecessary worry. I now schedule focused 25-minute work periods with short breaks. I've become much more productive and less prone to burnout as a result.

The note-taking exercise was just another fantastic aspect of the week. We experimented using a variety of note-taking techniques, and I discovered how to identify and record just the most crucial points from lectures. I had previously struggled to organise my class materials, so this was a significant improvement for me. Today, I study more effectively thanks to the Cornell approach.

It was a positive experience taking the quiz in-class in Week 5. It tested our understanding of concepts like academic integrity, plagiarism, and referencing sources. I felt better about myself since I performed well. Additionally, this was the first time I really understood the significance of Harvard referencing (Week 3). Referencing first looked like too much effort, but after seeing examples and practicing in class, I began to see it as a crucial component of being truthful and reputable in the classroom.

In Week 7 was more difficult. We had to demonstrate our ability to quickly paraphrase, compose coherent paragraphs, and take notes on brief academic topics. Since paraphrase requires me to really understand the original language and put it in my own words, I felt that this was the most difficult portion. This position showed me that, despite the challenges, I can develop my academic writing skills with practice.

One of the most important things I discovered about myself in this topic is that I have strong critical thinking skills, particularly in group projects and class discussions. In Week 9, we discussed critical thinking and evaluating arguments. I enjoyed this session because I learnt how to analyse my assumptions and consider problems more thoroughly. My pupils enjoyed the variety of viewpoints I often brought to group projects.

However, I need to improve how my academic writing is structured. I have brilliant ideas, but I sometimes struggle to articulate them in a comprehensible manner. I gained knowledge about the structure of an introduction, body, and conclusion during a report writing class in Week 8. I still need to practice more, however, to develop this as a regular skill.

Additionally, this program has aided in my personal growth. At first, I wasn't sure what to anticipate from school as an adult student returning to school after working in London. I felt like I wasn't travelling this route alone after speaking with my lecture and other students. I'm more comfortable participating in class and completing assignments while working.

Additionally, I've gained how to critically evaluate what I've studied, which is crucial. Week 7's reflective writing exercise taught me how to reflect on and draw lessons from my experiences. I now have a personal learning journal in which I write brief reflections once a week. I am now more self-aware and driven because of this.

Conclusion

In conclusion, the Academic Skills module has been a significant component of my development both personally and academically. I have acquired several essential skills, like time management, note-taking, essay composition, and source citation. I recognise my abilities in critical thinking and engagement; yet I acknowledge the need to improve my skills in paraphrasing and writing structure. This program has enhanced my self-confidence as a first-year college student and provided a solid foundation for future academic success. I am now more prepared to engage in my academic pursuits and achieve my aspirations in further education.

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