

Academic report:

**Learning in University – efficiency way
for self-development**

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Module title: Academic and employability skills

Moodle number: BMSW4001_LON

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Introduction:

This reflective report aims to analyse the personal experience of learning at UWTSD University. The context of the report is focusing on choosing the effectively personal type of learning and create a balance between them. According to McCarthy, 2016 and Goleman, (2009) for increasing intelligence and developing employability skills, it is better to use “Experimental learning theory”.

Having examined the area of relevant learning Model, it is now necessary to consider the point that increasing the activist’s skills, learning by using visual learning (see appendix 6). To this point, to maintain hungriness of knowledge it is better to control self-monitoring and self-management through reflection (Garisson, 2013). Therefore, the main objective of this assessment is to keep the attention and analyse the learned/observed experiences, from the first term and how its mind be increased by following the proposed theories. The brief overview of actual/future learner it is analysed how to increase time-management, academic writing, communication and team-working.

1. Personal styles of learning from the expert's point of view

The experts are sustaining the opinion for the efficacy of learning it is important to see yourself in a mirror and reflect on your strengths, weaknesses, opportunities, and threats (Morgan, 2017). The specialists in literature are proposing a multitude of models of reflection for improving flexibility, the ability of information processing, social interaction and discovers instructional preference (Morgan, 2017).

On the one hand, researchers are considering the Gibbs's, Johns's and Borton's Models of reflection are efficiencies for learning, but it stops on the exploring knowledge in practice (Jasper, 2003) (see appendix 2, 3, 4). On the other hand, academical sources propose Kolb Model as an essential in process of learning, because according to McCarthy (2016) this is increasing the perception, cognition, and behaviour ('knowledge is resulting from combination and transforming experience'). In other words, by following this Model student are developing their emotional and rational intelligence. In spite of this findings, Choudhary (2019) sustain when a learner is including in their learning favourite style – creativity and cognition are increasing, moreover the reflector mind choose the correct career according to their specific skills (see appendix 5).

2. Learning from experience – Kolb's Model

2.1. The Past experience in UWTSD university

Whilst this study focussed explicitly on how it was improved my academic and employability skills, it is recognised that in the first term it was really struggling for me to express myself in English, even to write an assessment. To appreciate the following circumstances, I tried to manage my time effectively and follow step by step the

teacher's advances and provide the models. I have learned that started doing the things at a time it is avoiding the possibility of failure. Therefore, I start to collect the usual words for learning how to start the sentences. Previously, when I tried to speak with someone unfamiliar or a group of people, I had a fear of misunderstanding, of a new beginning, my hands become wet and I was unable to express properly. At the time I felt worried about my weaknesses and threats but by the time I tried to propose some logical targets and overcome and develop my academic writing, time management, communication and working in the team.

3.2. Effectiveness of time-management in academic writing

3.2.1.1. Reflection and Observation

Having examined my weaknesses it is important to recognise that for increasing time management it is necessary to avoid perfectionism, misunderstanding, distractions and creating a balancing between study, family, and social activities. At outlined above, I choose the time when I am more intellectually active, I kept my documents, articles, worksheets, and notebook organised in folders for each subject (McMillan and Weyers, 2006).

Having learned about theory, methods and how to apply it in writing practice it is still struggling for me to apply it and create solutions for them. This suggests that analysing and practising more academic writing and following the steps, the expected result will be achieved. Therefore, following the mechanism in the writing process, it is recommendable. Inherit to this conception is the understanding that I mind processing the ideas, taking the notes, develop, paraphrase and summarise it critically for creating

coherence between sentences, using Grammarly apps for correcting spelling and check a couple of times if the content is relevant (Greetham, 2013).

3.2.1.2. Theorising and development

The research discussed in the following section takes the question of organization the time and academic writing, it is depending on the motivation, methodology used to access online sources etc. For instance, in academic writing, it is necessary to expose the content by comparing, describing, explain, summarise, analyse, criticise, interpret, justify, review the information etc. (Morgan 2017).

This raises a solution of how-to monitoring efficiency time by using 80-20 theory when is creating a plan and choose the most important rules for achieving the goals. Therefore, a high influence for prioritizing the tasks is to start from the most urgently and difficult task (Tracy, 2008). It rapidly becomes clear, for finding the easiest way for learning it is important to discover the technique of academic writing and follow until it becomes a habit. Consideration of the underlying factors demonstrates that for increasing the performance it is relevant to achieve the Moodle information first and starting to think from issue/feedback/subject.

3.3. *Impact of team-working for increasing communication skills*

3.3.1.1. Reflection and observation

Before going on to look at how communication influences my metacognitive thinking it is important to mention that: for creating efficient learning and keeping hungriness of knowledge it is useful to maintain the behaviours needs (see appendix 8) (Hopper, 2020). The applicability of this concept, mind improve learning awareness and control it by following metacognitive strategies: reflection (searching useful

information, connecting ideas for meaning, trying to understand the proposed subject), collaboration (teamworking, feedback,) and self-directed learning (self-monitoring and self-management) (Garrison, 2003).

During the first semester, it was struggling for me to explain myself and create a dialogue with a group of people. In view of increasing my academic skills, I tried to be an active listener by keeping my shoulders and feet open, using nonverbal language, and feeling relaxed when I speak with people (Maud et al). Also, I had learned how to use some models of communication and ask for feedback for decoding the message and asking the wiser question as a Why? How? When? in a group working (Endem, 2003). In consequences, for creating positive relations with people it is suggest to follow the theory of value (Montgomery, 2020) being grateful for the past, give up the fears, excuses, complaining, criticism, avoiding lying, dogmatist, perfectionism and recognise the errors and apologise for them (Saviuc, 2016). Therefore, for being convincing it is useful to keep Honesty (be clear and directly), Authenticity (be yourself), Integrity (be your word), Love (desire love) (TED, 2014).

3.3.1.2. Theorising and development

Authors considered in the following section development of the communication a premise for working in a team. The applicability of this concept highlighted in academic literature. Therefore, is necessary to provide models, encourage and reinforce, evaluate attitude/assessments critically, focus on clear and manageable goals, preparing for results/consequences (create simulations, ask before starting to do something) etc. As well as Goleman (2004), Metin (2017) recommend interaction in the classroom between teacher and student for developing concepts. Personally, this can be enhanced by overcoming the barriers of communication as a dominance,

openness, relaxed state, and expressiveness. This review of research has explicated by Goleman (2004) in his book 'Working with emotional intelligence'. The strength of such an approach is that for effectively working in a team is recommendable keep adaptability, integrity, optimism (using differences as an opportunity), empathy and having a spirit for achievement etc.

3.3.1.3. Active experimentation – the best way for achieve goals

It is evident that being a good speaker and listener in the team it is efficiency to following Brownell Moodle (2017) by hearing, understanding, remembering, interpreting, evaluating and responding it appropriately for achieving the goals (my report). **Hearing** everyone's voice in the team it is the best way of creating a peace of mind, eliminate distraction and noise, keep eye contact, and support the conversation by nodding (Schmidt, 2018). **Understanding** people's unicity and their purpose it is a desiderate for understanding logical perception, the diplomacy of team-workers their messages, expectations, and interest.

Therefore, according to Skillopedia (2018) an efficacy way for creating a pleasant environment it is to learn how to respect and appreciate others. Understand people unicity, learn how to give and receive constructive feedback, understand people strengths and weaknesses (do not leave the person who has the sort of weaknesses, led by example (punctuality, compassion, understanding, respect politeness, patience, efficiency, productivity - people will be inspired). **Remembering** the lesson for the future experience it is important because that helps me to accept everyone is as an individual but create a friend. Correctly interpreting the role in the team, it is necessary to analyse the message, gesture, previous experience, goals, attitude, or value which influence the thinking. Evaluation can be made by consulting the specialists with experience in the domain, textbooks, or team members options by the vote for veracity, depending on the circumstances. Therefore, if that situation will happen again it is useful to get ready for acting appropriately.

According to academical sources, for the efficiency of learning, it is necessary to find a good space where are no noise and distractions. This means I should switch

off the phone and creating a nice space for learning. Also, it is efficiency to manage the time by asking for help, set a finishing date for finishing the assessment and doing the list with the achieving task (McMillan and Weyers, 2006). It is still struggling for me to create a structure for a report, brainstorming the ideas and create a topic for paragraphs and sentences. Probably will be much easier when day by day have practised the topic and structure for report/essay. Therefore, I prefer to consider the question carefully, to follow the instruction about what I need to write in the introduction, middle and conclusion. (Shaun, 2012). Probably simulating some situation again and again that becoming a part of acceptance.

Now I think when I know my weaknesses and strength it is much easier to solve and develop skills. Therefore, I try to prioritize the work and spend less time on the selection of information, otherwise using the curriculum sources at first. As a reflective and perfectionist person every time I tried to find the best solution for writing the assessments and using as a sourcebook. After I got acquainted about how to write academically and how to use the online library it is much easier for me to find the article, textbooks with the necessary content and choose the most relevant/credible one. Also, after I practised referencing Harvard system was easier for me to use it in text and final. By using 80-20 rules I am trying to spend less time on the selection of information and put as a priority curriculum sources. Also doing a daily list of tasks and choosing the ugliest task to do in the morning – it is the best way for increasing productivity of work.

Conclusion and recommendations:

This is an important finding in the understanding of how the self-monitory and self-management learning mind works for improving the quality of academic skills. Broadly translated findings indicate that team-working, communication, academic writing and time management mind be released by following theory and models, mechanism of writing. Overall, the result

demonstrates strong effectiveness of using Brownell Moodle for increasing communication skills and 80-20 theory for achieving the goals in time.

The future research is planning to develop ideas in practice and using the unicity and creativity for doing the work in time, learning academic writing, and working in a team. Nevertheless, was found self-monitory and self-management useful for keeping being active listener, collaboration, ask for feed-back for decoding the message from different styles person of communication (analytical, personal, intuitive, functional) and develop the skills for understanding how to interact with them in different situations.

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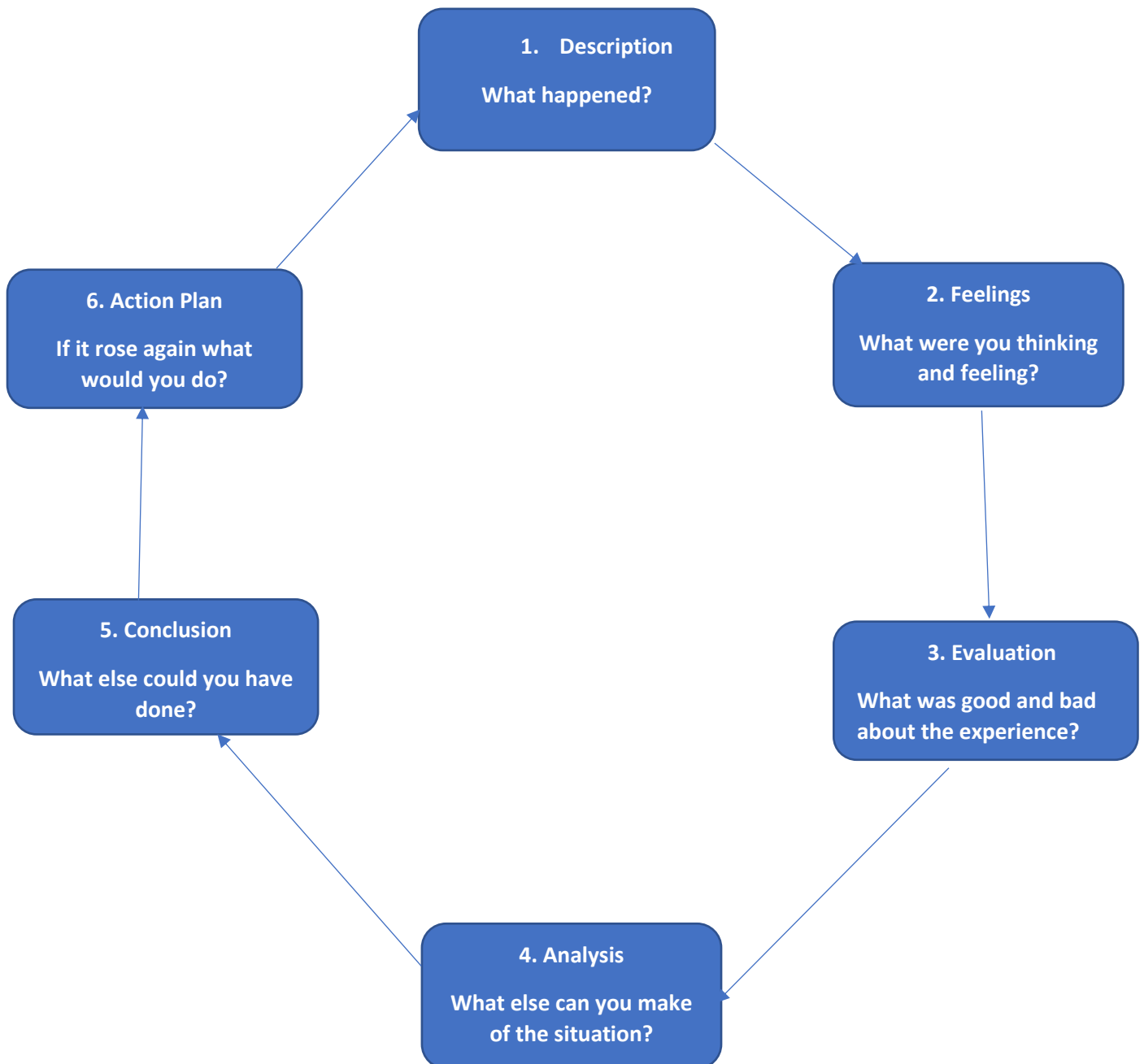
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Appendix:

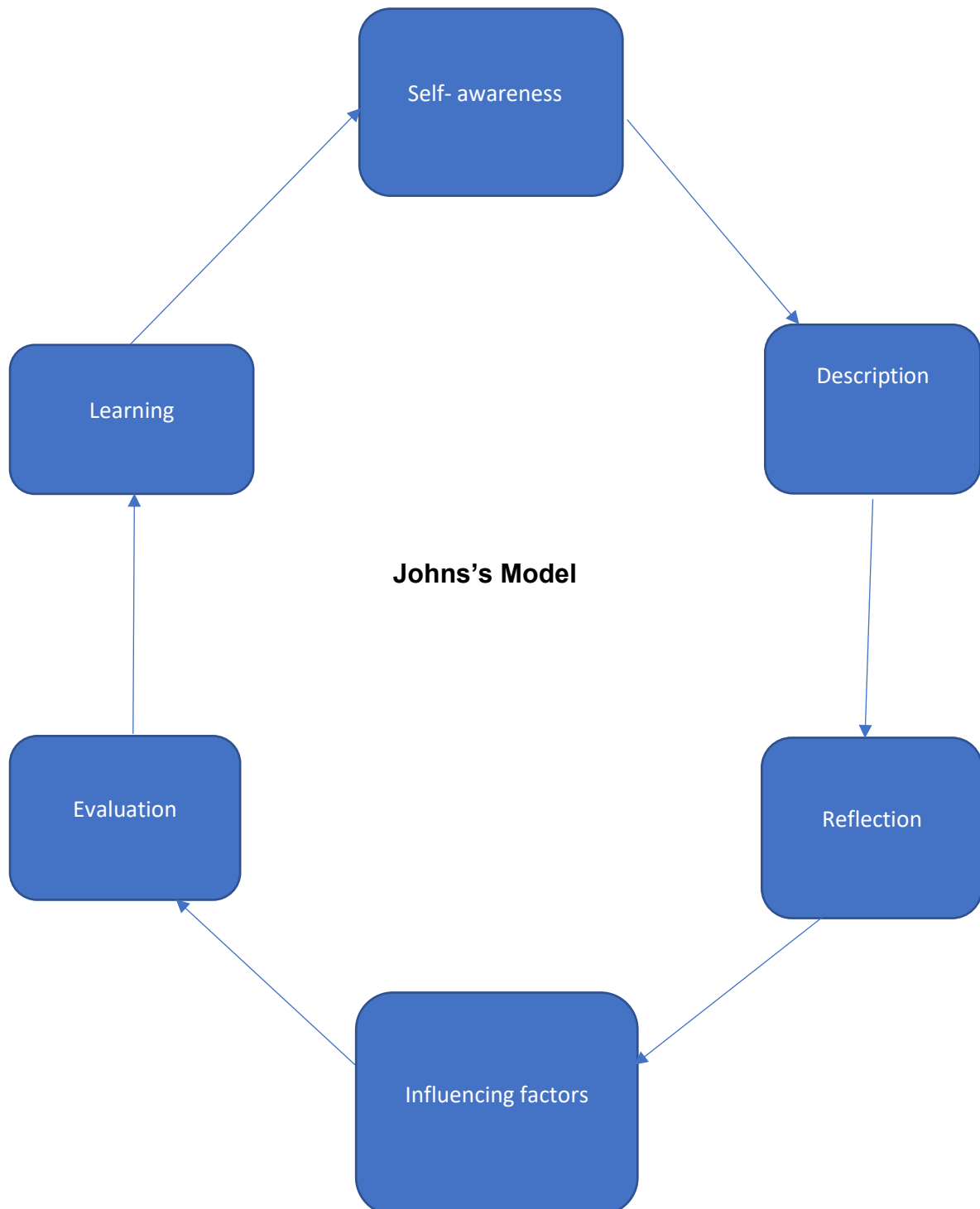
Appendix 1:

Gibbs Reflective Cycle



Appendix 3:

Johns's Model



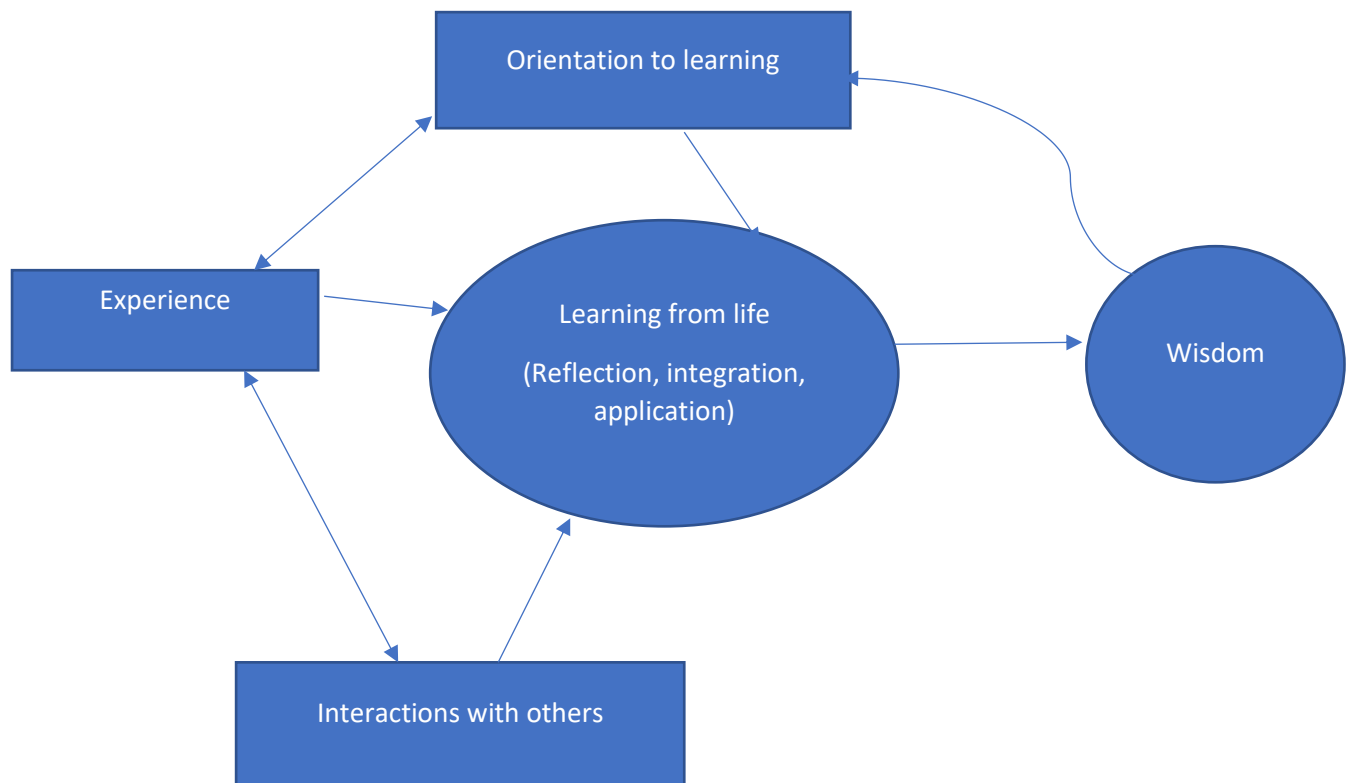
Appendix 3:

Borton's developmental model



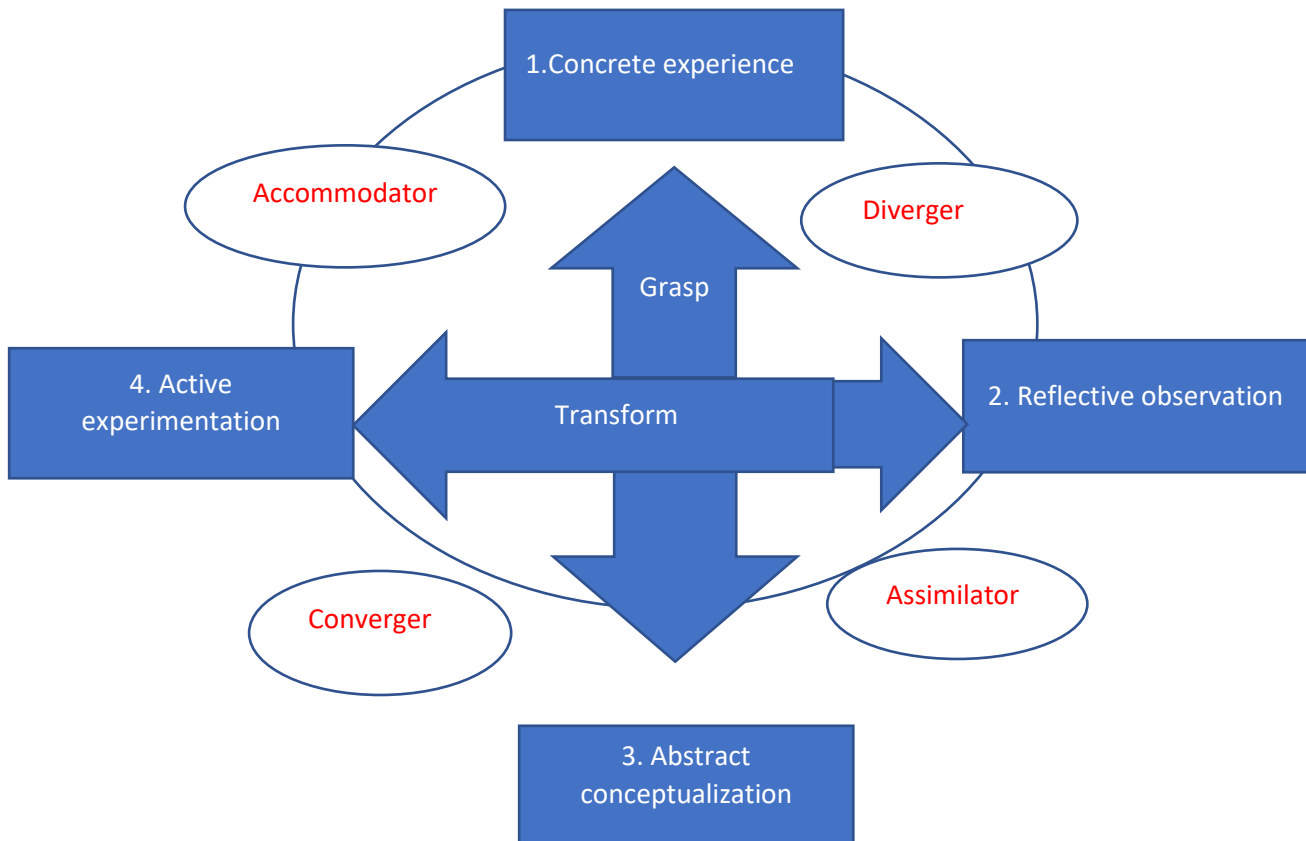
Appendix 4:

Learning environment:



Appendix 5:

Kolb's Model:



Appendix 6:

VAK Learning Styles:

VAK Test

VAK Learning Styles Self-Assessment Questionnaire

Circle or tick the answer that most represents how you generally behave.
(It's best to complete the questionnaire before reading the accompanying explanation.)

1. When I operate new equipment I generally:
☒ a) read the instructions first
☐ b) listen to an explanation from someone who has used it before
☐ c) go ahead and have a go, I can figure it out as I use it
2. When I need directions for travelling I usually:
☒ a) look at a map
☐ b) ask for spoken directions
☐ c) follow my nose and maybe use a compass
3. When I cook a new dish, I like to:
☒ a) follow a written recipe
☐ b) call a friend for an explanation
☐ c) follow my instincts, testing as I cook
4. If I am teaching someone something new, I tend to:
☒ a) write instructions down for them
☐ b) give them a verbal explanation
☐ c) demonstrate first and then let them have a go
5. I tend to say:
☒ a) watch how I do it
☐ b) listen to me explain
☐ c) you have a go
6. During my free time I most enjoy:
☐ a) going to museums and galleries
☒ b) listening to music and talking to my friends
☐ c) playing sport or doing DIY
7. When I go shopping for clothes, I tend to:
☒ a) imagine what they would look like on
☐ b) discuss them with the shop staff
☐ c) try them on and test them out
8. When I am choosing a holiday I usually:
☐ a) read lots of brochures
☒ b) listen to recommendations from friends
☐ c) imagine what it would be like to be there

1

9. If I was buying a new car, I would:
- a) read reviews in newspapers and magazines
 - ☒ b) discuss what I need with my friends
 - c) test-drive lots of different types
10. When I am learning a new skill, I am most comfortable:
- ☒ a) watching what the teacher is doing
 - b) talking through with the teacher exactly what I'm supposed to do
 - ☒ c) giving it a try myself and work it out as I go
11. If I am choosing food off a menu, I tend to:
- ☒ a) imagine what the food will look like
 - b) talk through the options in my head or with my partner
 - ☒ c) imagine what the food will taste like
12. When I listen to a band, I can't help:
- a) watching the band members and other people in the audience
 - ☒ b) listening to the lyrics and the beats
 - c) moving in time with the music
13. When I concentrate, I most often:
- ☒ a) focus on the words or the pictures in front of me
 - b) discuss the problem and the possible solutions in my head
 - c) move around a lot, fiddle with pens and pencils and touch things
14. I choose household furnishings because I like:
- ☒ a) their colours and how they look
 - ☒ b) the descriptions the sales-people give me
 - ☒ c) their textures and what it feels like to touch them
15. My first memory is of:
- ☒ a) looking at something
 - b) being spoken to
 - ☒ c) doing something
16. When I am anxious, I:
- ☒ a) visualise the worst-case scenarios
 - ☒ b) talk over in my head what worries me most
 - ☒ c) can't sit still, fiddle and move around constantly
17. I feel especially connected to other people because of:
- a) how they look
 - ☒ b) what they say to me
 - ☒ c) how they make me feel

18. When I have to revise for an exam, I generally:
- ☒ a) write lots of revision notes and diagrams
 - ☒ b) talk over my notes, alone or with other people
 - ☐ c) imagine making the movement or creating the formula
19. If I am explaining to someone I tend to:
- ☒ a) show them what I mean
 - ☒ b) explain to them in different ways until they understand
 - ☒ c) encourage them to try and talk them through my idea as they do it
20. I really love:
- ☒ a) watching films, photography, looking at art or people watching
 - ☒ b) listening to music, the radio or talking to friends
 - ☒ c) taking part in sporting activities, eating fine foods and wines or dancing
21. Most of my free time is spent:
- ☐ a) watching television
 - ☒ b) talking to friends
 - ☒ c) doing physical activity or making things
22. When I first contact a new person, I usually:
- ☒ a) arrange a face to face meeting
 - ☒ b) talk to them on the telephone
 - ☐ c) try to get together whilst doing something else, such as an activity or a meal
23. I first notice how people:
- ☒ a) look and dress
 - ☒ b) sound and speak
 - ☒ c) stand and move
24. If I am angry, I tend to:
- ☒ a) keep replaying in my mind what it is that has upset me
 - ☒ b) raise my voice and tell people how I feel
 - ☐ c) stamp about, slam doors and physically demonstrate my anger
25. I find it easiest to remember:
- ☐ a) faces
 - ☒ b) names
 - ☐ c) things I have done
26. I think that you can tell if someone is lying if:
- ☒ a) they avoid looking at you
 - ☒ b) their voices changes
 - ☐ c) they give me funny vibes

27. When I meet an old friend:
- a) I say "it's great to see you!"
 - ☒ b) I say "it's great to hear from you!"
 - c) I give them a hug or a handshake
28. I remember things best by:
- a) writing notes or keeping printed details
 - ☒ b) saying them aloud or repeating words and key points in my head
 - c) doing and practising the activity or imagining it being done
29. If I have to complain about faulty goods, I am most comfortable:
- a) writing a letter
 - ☒ b) complaining over the phone
 - c) taking the item back to the store or posting it to head office
30. I tend to say:
- a) I see what you mean
 - ☒ b) I hear what you are saying
 - c) I know how you feel

Now add up how many A's, B's and C's you selected.

A's = 19

B's = ~~18~~ 15

C's = 13

If you chose mostly A's you have a **VISUAL** learning style.

If you chose mostly B's you have an **AUDITORY** learning style.

If you chose mostly C's you have a **KINAESTHETIC** learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below.

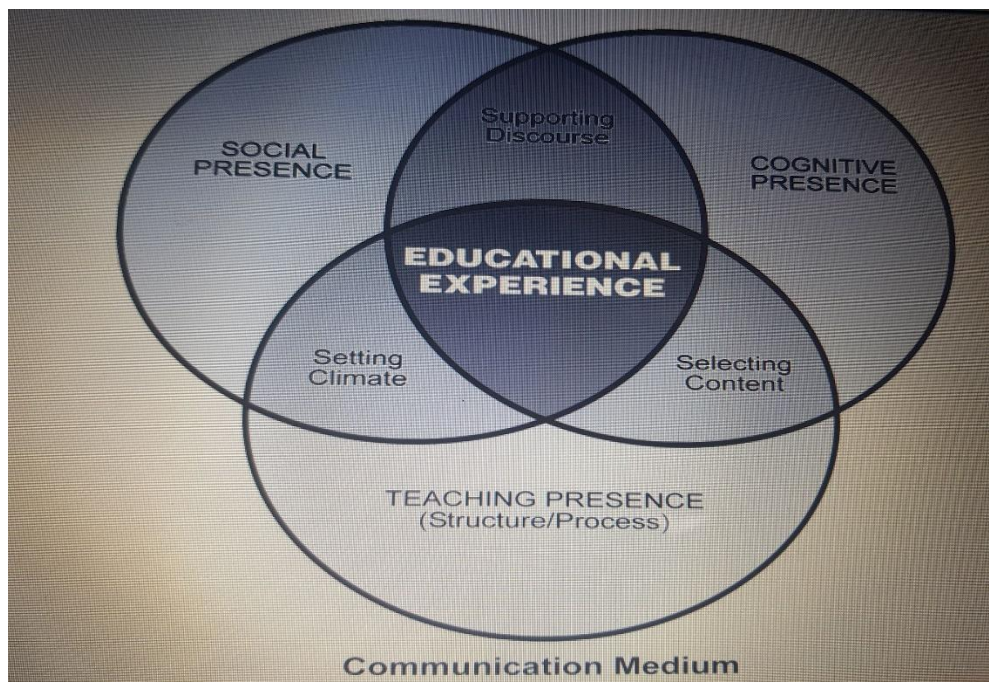
When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

Now see the VAK Learning Styles Explanation.

Value pair	Positive feelings	Negative feelings
Security: Courage	63 (39)	37 (37)
Manage by yourself: Get help	72 (25)	54 (32)
Own will: Adaptation	67 (28)	70 (26)
Prioritize self: prioritize other	65 (24)	57 (23)

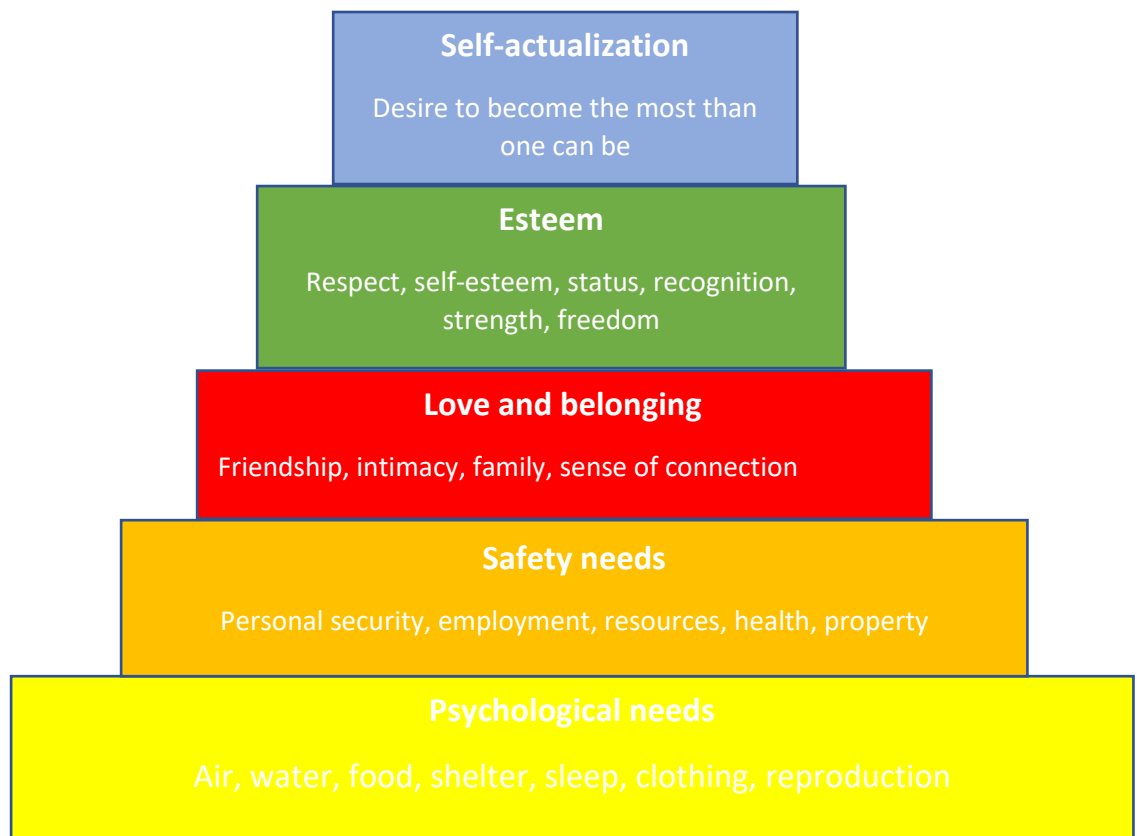
Appendix 7:

Theory of metacognition



Appendix 8:

Maslow's Hierarchy of Needs



For increasing my learning skills, I should increase my:

Time - management	- Effectively notes - Complete a diary - Extend my working day - Prioritize the tasks (methods) - Follow the objectives - Doing a plan, a night before - Choose the time when I am feeling more intellectually active - Organise space and resources nicely - Using guidance for students - Increase my memory - Focus on clear manageable goals (Goleman, 2009).
Team-working	- choose the effective models, theories for increasing my employability skills. - found solutions for decision making and to solve the problems effectively. - accept the feedback critically.
Academic writing	

	- learn how to planning and structuring essays and reports. - analyse it by following the guidance. - increase the topic sentences.
Communication	- encourage collaboration - provide models - Simulation - Encourage and reinforce (appreciation, compassion, supportive) - Prevent relapse (prepare to react optimists) (Goleman, 2009). - Choose the training, styles, work, seminars for increasing the skills
Digital skills	- Choosing relevant sources for assessments - using the online library - formulate plans and solutions - analyse feedback



Force Field Analysis Worksheet

• For instructions on Force Field Analysis, visit www.mindtools.com/rs/ForceField/.

Forces FOR Change	Score
• Discover myself	5
• Improve my English	5
• Better life	4
• Better job	4
• Career	4
• Help people	4
• Develop my academic skills	5
• Make me more confident	5
• Self-confidence	
• Interaction with good people	3
• Opportunity	4
• New experience	4
TOTAL	44

Change Proposal
Career Psychology

Forces AGAINST Change	Score
Family	4
Time	4
Money	4
Anxiety	5
Knowledge	5
TOTAL	22

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