

ACS Report

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1. Introduction

Reflection means thinking back on what we've done, how we felt, and what we learned. Moon (2004) explains that it helps students understand their own learning better. In this report, I'm going to reflect on what I experienced in the Academic Skills module. I'll focus on three skills: time management, note-taking, and referencing. I'll talk about what I did in class, how I felt during Task 1 and Task 2, and what went well or didn't. These experiences helped me understand my strengths and what I still need to improve.

These skills are not only useful for this module, but also for other university work and even future jobs. Learning them early can make studying much easier and less stressful.

2. Description of Experiences

Time management was one of the first skills we covered. Cottrell (2019) says it's all about organising your time so tasks are completed well and on time. This came naturally to me because I already liked planning. I started using a weekly planner to track deadlines and assignments, and it helped me stay calm and focused, especially while working on Task 1 and Task 2.

We also worked on note-taking skills. We tried different styles, including the Cornell method. Burns and Sinfield (2016) say that taking good notes helps with understanding and memory. I enjoyed this part because I like keeping my notes neat. For Task 2, we had to take notes from a short text, paraphrase it, and write a paragraph. I used bullet points and highlighted key ideas, which made the task easier.

Referencing was the third skill, and it was the most challenging for me. In Task 1, I didn't feel confident using the Harvard referencing style. I wasn't sure how to format author names, dates, or sources correctly. We also talked about plagiarism, and I realised I didn't fully understand it before. One classroom activity really helped me see why referencing and paraphrasing are important. I also found it helpful when the lecturer gave examples of correct and incorrect referencing. Seeing the difference made it clearer for me, and I started to notice where I had been making mistakes in my own work.

3. Personal Reflection

3.1 Evaluation

For Task 1, I was comfortable answering questions about time management and note-taking, but

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the referencing and plagiarism questions confused me. I didn't know all the rules and made some mistakes. I also realised I had never really practised referencing properly before taking this module.

When Task 2 came, I didn't feel very confident at the start. I was worried I wouldn't finish on time or might do something wrong. But in the end, I did better than I thought. I followed the steps: took notes, paraphrased a few sentences, and then wrote a full paragraph. I was proud that I finished the whole task within the 75 minutes, even though I felt unsure at the beginning.

The class discussion about plagiarism helped me the most. I learned that just changing the words isn't enough-you still need to reference the source. Before, I didn't know that. I thought paraphrasing only meant rewriting things differently. That conversation made me realise how serious plagiarism is. Since that class, I've been more careful with my assignments. I now double-check my references and try to paraphrase better, using my own words but still keeping the original meaning.

3.2 Analysis

Time management was one of my strengths because I enjoy planning and staying organised. I like knowing what I need to do each week. Cottrell (2019) says planning helps reduce stress, and that was definitely true for me. I felt more in control of my work and deadlines because I had a plan. I also learned how breaking big tasks into smaller steps made them easier to complete.

Note-taking became another strength for me. I used to just write down quick notes, but after learning about methods like the Cornell style, I started improving. I used headings, bullet points, and highlighted key ideas. This helped me a lot during Task 2. Burns and Sinfield (2016) mention that effective note-taking improves learning, and I now believe that's true. My notes kept me focused and made it easier to write my paragraph.

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Referencing was harder for me. Brown (2018) says many students find paraphrasing tough because they're afraid of changing the meaning too much or not enough. That's exactly how I felt. When I paraphrased, I either copied too closely or changed the meaning too much. It was frustrating and confusing.

Using the Harvard system for referencing was also a challenge. During Task 1, I got the order and format wrong. But after we talked about it in class, I started using "Cite Them Right" to check my references. That helped me understand how to format things properly. I also plan to go to a referencing workshop at the library to improve even more.

This module helped me think more about how I study. I learned that studying isn't just about finishing tasks-it's about doing them well and honestly. Now, I understand why it's important to plan my time, take good notes, and use references correctly. I feel more confident in my skills, and I want to keep getting better.

4. Conclusion

The Academic Skills module taught me a lot. I improved at managing my time and taking better notes. I also learned how serious plagiarism is and realised that I still need to work more on referencing and paraphrasing. Task 1 and Task 2 gave me a chance to practise what we learned in class, and I found out I could do better than I expected. I know I still have more to learn, but now I understand what I need to improve and how to do it. This module gave me a strong start for the rest of my university journey.

I plan to keep using everything I learned in this module as I move forward with my studies. I believe these skills will continue helping me do better in other assignments and improve my confidence in

academic writing.

5. References

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