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Report on Reflection
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Overview

Reflective practice, in that regard, is central to both scholarly and personal growth as it enables individuals to critically analyse and derive lessons from their experiences. In this report, I will discuss how my academic skills have developed, focusing on note taking, referencing and finding information. My reflection provides a means of evaluating my growth and challenges in these areas. The paper also outlines how this was done, details the results, and offers recommendations for future work. By merging primary and secondary research, the assessment recognizes strong and growth opportunities.

Model of Reflection

I will use Gibbs' Reflective Cycle (1988) as a framework for this reflective exercise. As with Gibbs' model, the six stages description, feelings, evaluation, analysis, conclusion, and action plan are particularly helpful in terms of structuring reflection. This systematic method not only allows for a comprehensive review of experiences but also helps in generating useful insights.

Techniques

This reflection follows both primary and secondary research methodologies. Secondary study contained academic literature related to effective learning approaches, while primary research focused on self-assessment and peer feedback during schooling tasks. The combination of these techniques proved to be a solid foundation to assess my skills and highlight the areas needed to grow. Some specific resources included scholarly articles (to inform best practices) and a reflective journal for personal audit.

The mixed method approach allowed for a more comprehensive evaluation of my scholarly skills using both primary and secondary research methodologies. Secondary research provided a theoretical base through the investigation of evidence-based ways of running learning processes. Theoretical knowledge on effective note-making, summarization, and information retrieval strategies were gained from scholarly publications sourced from books, journals, and reputable internet databases. For example, cognitive psychology papers indicated the efficacy of organized note-taking methods like the Cornell Method, and the role of summarization in aid for memory retrieval.

In contrast, primary research gave a helpful, personal component. I followed up with self-evaluation by maintaining a reflective notebook that served as this journal of sorts for logging my journey — the things I did, things that challenged me, things I learnt, and how I changed over the period. Aside from chronicling my learning experience, my notebook helped me identify patterns and recurring issues. The peer review was another influential aspect of my course since it showed me another perspective and an external review of my success in my group and individual academic tasks. This marriage of self-reflection and external examination created a layered, fulsome review.

Insight from different approaches has helped me bridge the theoretical vs the world application divide. Through this synergy, I was able to adjust my learning tactics in the moment to address academic challenges while also tracking my overall improvement over time.

Findings and Outcomes

Skills for Taking Notes

Through self-evaluation, I noticed aberrations in my note-taking strategies. First, my notes were all jumbled up, so I could not efficiently review the content. Using techniques such as the Cornell Method aided me significantly in organising and prioritising information. Peer assessment used to tell that my notes got clearer and more succinct over time. Secondary research helps to support the idea that organised note taking is great for retention and comprehension (Pauk & Owens, 2011).

Skills for Summarising

A second avenue of focus was summarization of complex academic content. My first drafts often had too much information, making it so that I had trouble identifying the most actionable ideas. I enhanced my ability to extract and convey key information by practicing summarization methods such as using paraphrasing and making visual aids. There is recent research by Brown, Roediger and McDaniel (2014) that supports summarisation as a strategy to improve understanding and long-term retention.

Locating Data

During the early stages of research projects, it felt daunting to locate reliable and relevant sources. I became more proficient with knowledge of the way that academic searches work, such as the capability granted by Google Scholar and JSTOR. Boolean search strategies and evaluating the reliability of sources greatly increase my ability to retrieve information. These strategies align with the best practices which have been outlined at the scholarly level (Hart, 2018).

Discussion

These results indicate significant progress on the road to developing academic skills. Gibbs' Reflective Cycle provided a structured approach to reflect on these experiences. For example, in the "Description" and "Feelings" stages, I was frustrated that my early note-taking methods didn't meet my needs. Using "Evaluation" and "Analysis" I was able to identify specific gaps and drive targeted strategies to address them.

One important realisation is that: these abilities are interlinked. Good notetaking facilitates summarisation by providing a clear-cut and easy-to-follow record of important aspects, while

effective summarising makes the synthesis of information easier during research. This link highlights the importance of gaining academic skills holistically.

Despite these advancements, there are still problems. Other academic obligations and managing time effectively to ensure detailed research can also be subjects that may hamper research at the academic level, for instance. In addition, implementing newly learnt strategies consistently requires deliberate practice.

Suggestions for improvements

Setting up a regular reflection programme while an ongoing academic skill/strength development plan will be in place. Reflective models such as Gibbs' Cycle can provide an organised way of analysing events.

Regular Practice: Implementing these techniques in various domains of study will build these skills and enhance versatility.

Seek Feedback: Feedback from your instructors or peers can offer new perspectives and highlight areas which could benefit from improvement.

Use Technology: Digital tools such as Mendeley for reference management, and Evernote for gathering notes, can help you boost productivity and enhance workflows.

Develop Time Management Skills: Allocating specific time intervals for research and review can help balance academic duties.

Conclusion

Reflecting on the way I've enhanced study skills has been enlightening and transformational for me. I identified challenges and applied valuable methods to develop notetaking, summarizing, and searching skills, using Gibbs' Reflective Cycle. A systematic approach to capacity development was emphasized by both primary and secondary research. Conclusion Strengths and opportunities for development were identified through primary and secondary research, showing the need of fidelity with a systematic and proactive orientation for skills development. I'm sure there will still be hope that I can keep performing with my studies with those activities suggested.

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