

ACS Report

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1 Introduction

Reflective learning is a process in which the learner actively thinks about an experience in order to gain new insights and understanding (Moon J.A. 2004). Reflection involves deep

analysis of experience in order to learn from and improve them. For university or college students, reflection promotes independent education, self-awareness, and the capability to apply skills in diverse contexts (Schon, 1983). This report mirrors on my progress of key academic skills across the module. Especially I will concentrate on Paraphrasing and Time Management, as these were main to my learning trip. I will explain the appropriate classroom experiences and estimate their impact on my intellectual progress. The report tracks a clear structure: an explanation of key experiences, individual reflection (evaluation and analysis), and a terminal summary of my studying.

2. Development of academic skills.

2.1 Mastering Paraphrasing.

One academic skill I concentrated on during the study section of my module was paraphrasing. Paraphrasing includes restating data using different text and information, sentence forms while sustaining the primary meaning (Bailey,2018). This is an essential ability in academic handwriting to avoid plagiarism and prove understanding. We had some practical tasks in class where we could try to paraphrase small academic object. It was very difficult at first and I found this complicated, frequently staying too close to the original phrasing and text. But thanks to the lecturer's explanation, I began to understand the skill.

2.2 Improving Time Management.

Another key ability which I learned was time management, determined as the process of planning and preparation how to divide your available time between some different tasks (Macan,1994). Productive time management is crucial for meeting time limits and lowering stress in education. In ours workshops in university we often were given effective lessons how to support time planning as well. I learned strategies of Time Management such as the Eisenhower Method, 4D Strategy and Pomodoro Technique.

2.3 Applying skills through practice.

Both these skills were examined over various classroom activities, such as peer-review practices and effective writing sessions, which helped identify my strengths and shortcomings. These experiences were essential in helping me engage more intensely with academic conventions and study how to manage my amount of work effectively.

3. Personal Reflection.

3.1 Evaluation.

During the Academic Skill module, many aspects of the learning method worked well, while others displayed challenges. One of the strengths was the transparent structure of the lessons. Each subject such as note-taking, classroom reading and learning, and referencing was presented with practical examples, which created it easier to understand and implement in real academic environments. Group discussions were extremely effective, as they allowed me to listen different views and match strategies, helping to improve my own method. However, there were also areas that did not work as well. At times, the pace felt too fast, especially when covering complex skills like proper citation methods. This created it hard to fully grasp and exercise the concepts before moving on. I would like us to give more time to operating in little groups throughout seminars, so that we can share our experiences of learning a given theme and help each one other develop in various lessons.

Generally, the module efficiently built a powerful basic in essence academic skills, but the education experience could have been improved by slowing down on hard topics and contribution more aimed, individualized opinion. This would guarantee that all students could consolidate their knowledge before progressing to the later stage.

3.2 Analysis.

3.2.1 Enhancing Paraphrasing through Feedback and Practice.

One cause my paraphrasing enhanced is because the auditorium lessons were designed and allowed for feedback and discussion about learning. According to Race (2007), feedback is very effective in that time, when is specific and punctual. During workshop review sessions about learning topics, I got clear proposals on how to change and restructure sentences when preserving meaning. This strengthened my knowledge of how to avoid plagiarism. According to Bailey (2018), paraphrasing involves restating another person's ideas in your own words, offering a more detailed alternative to summarising. These experiences assisted and supported me reach higher confidence to cope with rewriting and rewording complex text, learning material and expressing ideas in my own words with keeping same sense of text and accuracy.

Furthermore, paraphrasing has become simpler after I began using structured policies, such as modifying the sentence form first, then substituting analogues. These techniques were started during the module and demonstrated effective. Practising these ways consistently

helped strengthen the logic behind them. I noticed progress advance after applying schoolroom feedback and exercising regularly. Feedback helps students understand their progress and how to improve (Race, 2007, p.24).

3.2.2 Overcoming Time Management challenges

In the beginning, I can't determine how much time I needed to study. So, I didn't spend enough time learning the material in detail. Over time, I completed that I have to remove distractions. This is important for maintaining attention and meeting periods. So, I decided to make Time Management plan where I put off less important matters and stay more time for studying. This change has already assisted me manage my time improve during later tasks in the module. This shows how important it is to know and apply an academic skill as Time Management in our daily life and activities. Effective time management involves behaviours such as goal clarification, planning, use of time structure and monitoring progress-all contributing to a sense of mastery over how to allocates time (Macan ,1994).

3.2.3 Future plan to continue improvement.

I also plan to accompany additional study skills abilities workshops in the next session to reinforce these skills and develop long-term strategies. Overall, this module helped me realise the relevance of two together paraphrasing and time management in academic success. While paraphrasing has become a strength over repeated exercise and feedback, time management remains an area for growth. Going forward, I intend to keep a every week planner, set realisable goals, and reflect constantly on my advancement. Regular self-assessment will be essential to guarantee that I keep developing both skills successfully.

4. Conclusion

This report reflected on my development of two key academic skills: Paraphrasing and Time Management. Through focused classroom activities and tasks. I considerably improved my paraphrasing by using structured capabilities, guided practice, and peer feedback. However, I identified shortcomings in time management, particularly in planning, arranging, and sticking to realistic programs. The experiences in this unit have deepened my understanding of

academic hopes and better prepared me to control future coursework more effectively. I now recognise that continuous reflection, self-discipline, and proactive policies are essential for ongoing advance in academic performance, individual growth, and self-development.

References

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